

6. ADVANTAGES OF SONGS

Based on the reasons for using the song in teaching English above, the song can be split into five advantages. These are practicing pronunciation, enriching vocabulary, creating an enjoyable class atmosphere, motivating to learn English, and developing a sense of togetherness among students. Each will be discussed in turn.

1. Enriching vocabulary

A vocabulary is a list or set of words for a specific language, or a list or set of words used by individual speakers of that language. Song offers a variety of vocabulary. Learners who listen to English songs will improve their vocabulary mastery because they learn new vocabulary from the songs they hear. Songs can be effective vocabulary-learning tools. It means that the song can be used as a tool to improve vocabulary.

2. Practicing pronunciation

Songs provide excellent opportunities for practice and repetition that might otherwise be tedious. When listening to the song, there are a lot of unusual sounds your mouth isn't used to making. Songs help your mouth to practice the right shapes and make the sounds loudly and clearly. Song also help you practice how weaker and stronger sounds are pronounced differently in English.

3. Creating an enjoyable class atmosphere

The most obvious benefit of using songs in class is that they are enjoyable. Most students enjoy singing and respond well to songs in the classroom. Song can help to foster a relaxed and informal environment in the classroom, making it less

intimidating. Learners often think of songs as entertainment rather than study, as a result, they enjoy learning English through songs. (Millington; 2011).

4. Motivating to learn English

The song can add variety to the daily classroom routine. This variety piques students' interest and attention, which can help them stay motivated in the classroom and achieve greater success. (Millington; 2011).

5. Developing a sense of togetherness among students.

Singing together makes you feel good and provides excellent stress relief. It also gives the joy of success when you are always learning new things.

According to research led by psychologist Nick Steward of Bath University, “people who participate in choirs enjoy a greater sense of togetherness and being part of a collective endeavor than others involved in various social activities.” It means through song as a subject matter can be used as a tool to tie the sense of togetherness among them and decrease individualization in learning.

Based on the explanation above it can be concluded that song has big advantages for students learning, for instance; language skills mastery, motivation, interest and readiness to work together in learning.

7. TEACHING LISTENING USING SONG IN JUNIOR HIGH SCHOOL

There are no set steps for teaching English through song; different experts have different perspectives on the steps. Here are some ideas collected from various sources about the steps that can be applied in teaching English by using songs. The general steps of teaching English by using songs can be described below;

1. Preparation:

In this process the teacher can start preparing audio containing songs that will be used as a learning tool and containing the content of the material. Based on the 2013 curriculum, students can analyze, identify and explain social functions, text structures and linguistic elements, related to the songs material provided. The lesson focuses on today's material and prepares students to understand and discuss songs as well as oral and written interpersonal skills. Students can independently process, reason, and present in the concrete and abstract domains related to the development of what they learn at school, as well as use appropriate methods and scientific rules. Another exercise that students could be given is to find words they believe are related to the subject. Teachers, on the other hand, should begin class with icebreakers to warm up their students.

The song is a medium that requires a lot of equipment that teachers need, including a projection screen, laptop, and speakers, to prepare everything while remaining focused on the interests of the students. Additionally, teachers need to have the ability to evaluate how effectively the tool presents content. Teachers can use guided teaching materials, and students can use them in the laboratory. as well

as information about the group or individual learning, and students must be able to receive information on competencies, materials, objectives, benefits, and learning steps that will be implemented

2. Implementation:

Pre-activity

In this session the teacher greets the students and the students respond to the greetings. Then to start learning the teacher and students pray. After that, the teacher records student attendance. And convey the learning objectives. students will be given a title along with an image that has been provided, teaching will take place in a comfortable and inspiring classroom or laboratory environment. This procedure also plays a key role in determining the student's level of focus on what is heard in the given material.

Main Activity

First, students will listen to the song once without lyrics. Students should focus on melody, rhythm, and mood. and Encourage them to record their initial listening impressions. After that the teacher will listen to the students and play the song several times with different tasks for each listening such as: Filling in the gaps by providing incomplete lyrics for the students to fill in. and students must Answer questions such as about specific details or main ideas in the lyrics and Identify emotions and themes, here Ask students to describe the emotions conveyed in the song and its overall message.

Closing activity

In this final session the teacher will briefly discuss the learning objectives and conclusions that have been taught using songs, and provide an overview of future material. students share their interpretations of the song, reactions to the lyrics, and lessons learned. Ask students to reflect on their listening skills and what they learned from the activity. Students are encouraged to study, do assignments, and repeat lessons at home. Next, students and teachers end the teaching and learning activities by saying a prayer of thanks and greetings. After that, the teacher appointed one of the students to lead the prayer by giving thanks to the presence of Almighty God. However, this section does not only focus on tests, but can be processed into discussions and reviews, so that students do not feel pressured.

3. Evaluation:

Observe student engagement and participation during lessons, Analyze results of quizzes, worksheets, or other activity-based assessments. Conduct individual or group interviews to gather student feedback regarding the activity's effectiveness. Compare pre- and post-activity assessments to measure improvements in listening comprehension.