

**TEACHING LISTENING THROUGH VARIOUS ACTIVITIES IN EFL
CLASSES**

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Abstract: *The aim of this study was to reveal English Foreign Language (EFL) classroom activities conducted by teachers in teaching listening using songs. A qualitative study method was applied. Three teachers of a senior high school in Indonesia were interviewed. Classroom observations were done. Teachers strongly believed that their students enjoyed the class and involved in the activities provided. The results show that students were eagerly active in the class joining activities conducted by teachers in teaching listening using songs. There were sixty students given questionnaire. They were chosen randomly. The study implies that it is necessary for teachers to plan various activities to attract students' attention as well as to choose the appropriate song so that all of students are engaged in the learning process.*

Keyword: *Classroom Activity; EFL Song; Teaching Listening*

Introduction The researcher portrays the curriculum changing in Indonesia, especially in English Foreign Language (EFL) for secondary school students. Dealing with the materials, there is something interesting in the newest syllabus compared to the previous one. In the earlier curriculum applied, only students of language and cultural program have songs in their English class. However, in the newest curriculum, the Ministry of Education and Culture (Kemdikbud) states clearly that song is provided in the syllabus not only for students of language and cultural program but also for students of natural and social science (2016, p.26). The change brings some effects because not all of high schools in Indonesia have language and cultural class. It means



that for many teachers this is a brand new experience. Therefore, it is interesting to find out teachers' classroom practices while teaching listening using songs.

In the attachment of the regulation, it is clearly written that song is presented in term of affective, cognitive, and linguistic aspects. According to the syllabus, teachers have to discuss songs in term of social functions and language features. In the end, students are asked to be able to understand the meaning or the message of a song. To be able to understand what the song is about, there are some listening activities one must accomplish. Therefore, songs are closely related to listening. It is based on Kirsch (2008) states that listening activities should be based on meaningful, appropriate

It is believed that listening skill is essential in the language learning process. Linse (2005) considers the teaching of listening skills as the foundation for the development of other language skills. Having a good listening skill, one will learn to speak, read, and write better. Moreover, Richards (2008) believes that listening comes to be seen as an interpretive process. It means that by listening to a certain tape material, one will try to understand, and then probably explain, the meaning behind the material provided. In the class, teachers are the key to make the learning atmosphere better for students. Since song is available in the syllabus to be learned, it is undeniable that teachers now are asked to be able to teach English using song, especially in the listening section. In fact, not all teachers have sufficient experience of teaching English language using songs since, previously, not every school in Indonesia has language and cultural program. For some schools, this is a new thing. In fact, not all of the teachers have a good understanding of songs. However, the syllabus asks the teachers to bring songs as the material presented in the class. In other words, teachers are asked to prepare themselves to be able to practice teaching listening using songs in the EFL classroom.

Conclusion

The findings of this study suggest teachers to always be creative if they use songs in the listening section for the EFL class. It is because students are obviously not similar from one and others. Although most students like music, they have different preferences. Teachers have to provide the material for all students unexceptionally. If they fail to do so, the learning goal will not be gained. Teachers have to avoid to pay



attention merely to students whose preferences are coincidentally similar with them and neglect those who do not enjoy the song presented. Carefully selected songs improve students' interest and motivation that encourage them to achieve communicative skill toward target language and cultural knowledge.

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