AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP STMI ROUDLATUL QUR'AN METRO

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

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APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

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iii

NOTIFICATION LETTER

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To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : IRMA WIDAYANTI
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Title   : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr. Wb

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AssalamualaikumWr.Wb.

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Sudah kami setujuidandapatdiajukanuntukdimunaqosahkankan, demikianharapan kami atasperhatiannya kami ucapkanterimakasih.

Wassalmu'alaikumWr. Wb

<table>
<tr><td>Sponsor,</td><td>Metro, November 2021
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RATIFICATION PAGE
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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO. Written by: Irma Widayanti, Student Number 1701070024, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, November 23th, 2021 at 10:00 – 12:00 a.m

BOARD OF EXAMINERS:

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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

ABSTRAK
By: Irma Widayanti

The purposes of this study were to analyze the types of students' difficulties in understanding listening to Maher Zain's songs, to explore the causes of students' difficulties in understanding listening to Maher Zain's songs, and to investigate solutions to solve students' difficulties in understanding listening to Maher Zain's songs in listening skills. The researcher analyzed this phenomenon based on the consideration of students' listening problems which were investigated in the pre-survey process.

This research method was a qualitative research in the form of a case study conducted at TMI Roudlatul Qur'an Metro Junior High School. The main source of this research was the 15 students of class VIII SMP TMI Roudlatul Qur'an. The researcher used observation, documentation and interviews in collecting data. Observation was made to find out the difficulties of students in understanding Maher Zain's English song entitled INSYAALAH. Interview was conducted to find out the students' difficulties in understanding English songs.

The research results include of the type of student difficulty in understanding listening to Maher Zain's song that is the difficulty in understanding unfamiliar vocabulary from the song. That is because the highest percentage (36%) belongs to that type. In addition, the result of the second research result is about the causes of students' difficulties in understanding Maher Zain's listening to song including of having low motivation in learning to listen to songs, being worry and panic in the process of listening to songs, and being difficult to follow the length and speed of the song. Furthermore, the third research is about possible solutions to overcome the students' difficulties in understanding listening to Maher Zain's songs.

Keyword: Difficulties, Listening Comprehension of Maher Zain Song INSYAALLAH, qualitative research

ANALISIS KESULITAN SISWA DALAM MENDENGARAKAN LAGU MAHER ZAIN SONG "INSYAALLAH" KELAS VIII DI SMP TMI ROUDLATUL QUR'AN METRO

ABSTRAK
Oleh: Irma Widayanti

Tujuan dari penelitian ini adalah untuk menganalisis jenis kesulitan siswa dalam pemahaman mendengarkan lagu Maher Zain, untuk mengeksplorasi penyebab kesulitan siswa dalam pemahaman mendengarkan lagu Maher Zain, untuk menyelidiki solusi memecahkan kesulitan siswa dalam pemahaman mendengarkan lagu Maher Zain dalam keterampilan mendengar. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa secara mendengar yang diselidiki dalam proses pra-survei.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di SMP TMI Roudlatul Qur'an Metro. Sumber utama penelitian ini adalah siswa kelas VIII SMP TMI Roudlatul Qur'an yang berjumlah 15 siswa. Peneliti menggunakan observasi, dokumentasi dan wawancara dalam mengumpulkan data. Observasi dilakukan untuk mengetahui kesulitan siswa dalam memahami lagu bahasa inggris Maher Zain yang berjudul INSYAALAH. Wawancara dilakukan untuk mengetahui kesulitan siswa dalam memahami lagu bahasa inggris.

Hasil penelitian ini menunjukkan bahwa jenis kesulitan siswa dalam pemahaman mendengarkan lagu Maher Zain adalah kesulitan dalam memahami kosakata yang tidak familiar dari lagu tersebut. Itu karena persentase tertinggi (36%) milik tipe itu. Selain itu, hasil penelitian kedua tentang Penyebab siswa dalam pemahaman mendengarkan lagu Maher Zain memiliki motivasi yang rendah dalam belajar mendengarkan lagu, khawatir dan panik dalam proses mendengarkan lagu, sulit untuk mengikuti panjang dan kecepatan lagu. Selanjutnya hasil penelitian ketiga adalah tentang solusi yang mungkin untuk mengatasi kesulitan siswa dalam pemahaman mendengarkan lagu Maher

Kata kunci: kesulitan, memahami Lagu Maher Zain INSYALLAH, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the writer research, in expectation of certain parts which are excepted from the bibliographies mentioned.

Metro,   November 2021
The writer,

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro,   November 2021
Yang membuat pernyataan,

Irma Widayanti
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MOTTO

أُنْظُرْ مَا قَالَ وَلاَ تَنْظُرْ مَنْ قَالَ

Look at what is said don't look at who is saying.

(Ali bin Abi Thalib ra)

DEDICATION PAGE

I dedicate this undergraduate thesis to:

1. Allah who always give His full Rohmah and blessing.

2. My beloved parents, Mr. Poniran and Mrs. Wiji Lestari who always support me in finishing this thesis.

3. My teachers, Drs. KH Ali Qomarudin, MM Al-hafidz and Hj. Siti Rumzanah who have guided and provided the best prayers.

4. My Teacher, Dr. Ahmad Subhan Roza, M.Pd who always give me motivation to accomplish this thesis.

5. My beloved all of my family.

6. My beloved friends, they are Luluk, Annaberliana, Isnaini, Khusnul, Anita and Titik alfiyah, my friends in PPRQ, and all of my friends who always give me support to accomplish this thesis.

7. My almamater IAIN Metro the place where I got much knowledge and good experience.

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In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.

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6. Headmaster, Teacher, Staff of the SMP TMI Roudlatul Qur'an Metro who gives permission to the researcher conduct the research in this school.

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   The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, November 2021
The researcher,

Irma Widayanti
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TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

A. Background of Study

Listening is an activity of responding or receiving sound directly, paying close attention to what the speaker has said that has begun to involve psychological elements. In listening process, there is mental activity that needs concentration. Listening is a process of capturing, understanding, and remembering as listeners as possible what is listened or something that is said by others. Therefore, listening is the understanding the audio input either directly or through media such as music or movies.

Moreover, by listening to the voice of English, listeners can increase vocabulary because they can learn the lyrics that contain words. Listening to English sounds can also practice the listening skill, practice the pronunciation. Indirectly when listeners listen to English voices, listeners must follow what listeners listen to, therefore they find good pronunciation and right. When listeners are used to listening to English sounds, they pay more attention to sentences in English, especially when they listen to music listeners pay attention to where the grammar mistakes are in the lyrics.

However, listening in English is not easy including of having many obstacles in the listening process, these problems include lack of vocabulary and pronunciation, lack of ideas in explaining, difficulty in developing problems, difficulty in determining topics, lack of concentration in listening,

difficulty in children in distinguishing words and sounds that have been heard. Listeners cannot control the speed of speech of the person delivering the message, and they feel the message conveyed is lost before they can understand the content of the message. The moment they can understand one message, at that moment another message is lost. Then, the listener does not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so the listener must be able to understand it as it is, unable to concentrate because of various things, such as uninteresting topics, physical fatigue, noisy environment and etc.

Moreover, one of the media that can be used in listening learning is a song. Song is media that can be used in learning because it can provide relaxed learning and can make the learning process fun for students. By learning vocabulary through songs, it can be easy to remember new vocabulary. Practicing listening through songs can make the learning process more interesting. Therefore, students are motivated to practice their listening without any pressure. Music can be an important tool for achieving relaxation and harmony to increase learning effectiveness. Music is selected and determined in the right way to help students acquire and master the material easily. It is said to produce an alpha state in that the mind becomes relaxed and meditative but remains receptive.

Furthermore, song is an excellent tool to help students learn English more specifically songs are believed to be able to motivate students during

English learning. It can also be said that songs are an important part of learning English. Through songs, listeners can motivate children to have more fun learning English. By singing children become happy and easier to understand the material presented. Through songs and various can foster children's interest in being more happy and active in learning, and can even make the children easier to understand the teaching material presented. Children look happier, not bored, and interested in participating in the learning process.

Moreover, singing is an activity that is very liked by children. In general, singing for children functions more as a play activity than a learning activity or conveying message. Singing can provide satisfaction, joy, and happiness for children so that it can stimulate children to study harder in joyful learning. By singing a child learn, master, and practice a teaching material that is delivered by the teacher faster. In addition, children's ability to hear, sing, and be active can be trained through this activity.

In addition, the researcher had conducted a pre-survey on April 18, 2021 at TMI Roudlatul Qur'an junior high school. In the pre-survey process, the researcher examines the students' written documents given by the English teacher. In the pre-survey process, the researcher found understanding the English song phenomenon in the students' writing on the results of the listening task. The results of the pre-survey are illustrated in the following table:

Tabel 1
The data of pra-survey result
Listening skill of the eight graders

No	Grade	Frequency	Percentage	Criteria
1.	86-100	4 Students	14%	Very Good
2.	68-85	6 Students	21%	Good
3.	45- 67	7 Students	24%	Poor
4.	0 - 46	12 Students	41%	Very Poor
Total of the students		29	100 %	

From the pre-survey data, it can be seen that students have limited listening skill. Based on the results of interviews with English teachers, these limitations are caused by the limitations English vocabulary mastered by students, difficulty in determining ideas in the listening process. Besides that, the students have low understanding abilities.

Based on all the descriptions above, the researcher explored the difficulties of listening to English song, especially Maher Zain songs. By knowing these difficulties, the researcher can find out the causes and solutions to the difficulties of understanding Maher Zain songs. Therefore, the researcher conducted a qualitative study entitled An Analysis of Students' Difficulties in Understanding Maher Zain Song "Insyaallah" the Eight Grade at SMP TMI Roudlatul Qur'an Metro.

B. Research question

To achieve the research objectives, the researcher sets research question, are as follows:

1. What type of students' difficulties in listening comprehension of Maher Zain song "Insyaallah" at the eighth graders at SMP TMI Roudlatul Qur'an Metro?

2. Why do the students get difficulties in listening comprehension of Maher Zain song "Insyaallah" at the eighth grade at SMP TMI Roudlatul Qur'an Metro?

3. How to solve the students difficulties in listening comprehension of Maher Zain song "Insyaallah" at the eighth grade at SMP TMI Roudlatul Qur'an Metro?

C. Objectives and benefits of the study

1. Objective of the study

Based on the research question, the researcher determines the research objectives, including:

a. To identify the type of students' difficulties in listening comprehension of Maher Zain song "Insyaallah".

b. To investigate the causes of students' difficulties in listening comprehension of Maher Zain song "Insyaallah".

c. To solve the students' difficulties in listening comprehension of Maher Zain song "Insyaallah".

2. Benefits of the Study

This research is expected to provide benefits, not only for researcher but for students as well as teachers and other researcher.

a. For the Students

  This research is expected to provide benefits to students by providing information about students' difficulties in listening comprehension, students' understanding what types of students difficulties in listening comprehension are, and to find out the causes of students difficulties in listening comprehension, beside providing information related to how to solve students' difficulties in listening comprehension.

b. For the Teacher

  Through this research, the teacher gets information about difficulties in listening comprehension and the types of students difficulties in listening comprehension. In addition, the teacher can also find out what causes students' difficulties in listening comprehension. By knowing this, the teacher can help students to find a solution for how students' do not make mistakes in listening comprehension.

c. For the Other Reseachers

  This research is expected to provide benefits for other researcher by not only providing information about the theory of listening comprehension but also types of listening comprehension, causes and solutions for conducting research related to the topic. This means that through this research other researcher gets detailed information related to the theory of listening comprehension.

D. Prior Research

This research was conducted by considering several prior researches with the same topic. The first prior research was carried out by Ni Luh Gede Windy Lestari, Si Luh Nyoman Seriadi with the research title The Use of Songs to Improve Students' Listening Comprehension.[1] This research was conducted in Denpasar in 2019. The research has the aim of finding out the utility of songs as the technique of teaching listening. Listening is part of the basic English language skill. It seems like the other skill such as writing, reading and speaking. While the results of his research include utilizing songs in the listening process has the challengers, such as: pop songs are not scientific, and inefficient sound system in schools may cause problems while listening to songs, etc.

The second prior research was carried out by Lini Diora, Rusdi Noor Rosa with the title An Analysis of Students' Difficulties in Listening Comprehension: A Descriptive Study at English Language and Literature Department Fbs Unp.[2] This research was conducted in Padang in 2020. The research has the aim of finding out the difficulties that are mostly faced by students in listening comprehension and the factors that cause the difficulties at English language and literature department FBS UNP. While the results of his research including of the difficulties that the students faced in listening comprehension listeners related into three categories, they listeners the

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[1] Windy Lestari,Si Luh Nyoman, " *The Use Of Songs To Improve Students Listening Comprehension",* Yavana Bhasha Jthenal of English Language Education, 2 No. 2, (2019): 34.

[2] Lini Diora,Rusdi Noor Rosa, "*An Analysis and Literature Departement FBS UNP",* Students' Difficulties in Listening Comprehension, 9 No. 1, (2020): 88.

listening material, the listener, and the physical setting. Besides, the factors that cause students' difficulties in listening comprehension listeners depend on others, shame to ask the lecturer about the material, having emotional disturbances, the lecturer explains the material too quickly, lack of reward and reinforcement, and unfocused.

The Third prior research was carried out by Nurul Azizah Ria Kusrini with the title Students' Difficulties in Understanding English Songs.3 The research was conducted in Mojokerto in 2017. The research has goal to argue the previous studies that report that listening through song can help the students to improve the listening comprehension. While the results of her research include the researcher analyzes that the listening through song can help the students to improve the listening comprehension.

Based on all the explanations about prior research above, the researcher can conclude that understanding English songs is very important but not an easy thing to do. From all the prior research, the researcher intends to follow up on the previous researcher's debate that stated that listening to songs can help students to improve listening comprehension. This is because this study and the research have the same objectives and research topics, namely analyzing the difficulty of listening to songs in English. Therefore, the researcher intends to analyze this phenomenon in depth so that the researcher intends to conduct qualitative research.

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3 Nurul Azizah Ria Kusrini, "*Students Difficulties in Understanding English Songs*", Nidhomul Haq, 2 No. 2, (2017): 75.

CHAPTER II

LITERATURE REVIEW

A. **Concept of Listening Comprehension**

1. **Nature of Listening Comprehension**

Listening is a subjective activity. Listening critically inevitably relates the activity to physical things such as amplifiers, microphones, loudspeakers, and environment. The listening experiments are accompanied by pertinent technical information, providing a technological anchor to the highly subjective process of listening to music.[4]

Moreover, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.[5] Listening is often confused with hearing. While hearing is biological process that can be scientifically explained, listening is neurological cognitive regarding the processing of auditory stimuli received by auditory system. Listening comes from word "listen". Roland Barthes, a linguist, distinguishes between hearings and listening, stating, "Hearing is a phenomenon: listening is a psychological act. "Barthes also states that

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[4] F. Alton Everest, *Critical Listening Skill for Audio Professionals*, (Canada: Library of Congress Catalog, 2006), 2.

[5] Jonathan Newton, *Teaching ESL\EFL Listening and Speaking,* (New York: Roudledge, 2008), 6.

"whereas for centuries listening could be defined as an intentional act of audition today it is granted the power and virtually the function of playing over unknown spaces" including unconscious forms.[6]

Furthermore, in everyday situations there are a great number of reasons for listening. Brown and Yule defied the purpose into two main categories interactional and transactional.[7] Interactional purpose convey social reasons of communication such as chatting at a party, whereas transactional is used to express exchange of information such as to follow instruction.[8]

Nadig in Gilakjani and Sabouri (2016: 1671) define listening comprehension as the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. According to Brown and Yule and Hamouda in Gilakjani and Sabouri (2016: 1671), listening comprehension is an individual understanding of what he has heard and it is the listener's ability to repeat the text despite the fact that the listener may repeat the sound without real comprehension. Listening comprehension is the most forgotten skills in second language learning, because the listening was paid the least attention of the four language skills. This neglect gets the fact that the teachers do not spend more time on students" listening and

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[6] Roland Barthes, *The Responsibility of Forms*, (New York: New Hill and Wang, 1985), 45.
[7] Gillian Brown & George *Yule, Discourse Analysis,* (Cambridge, Cambridge University Press, 1983), 1.
[8] Tricia Hedge, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2000), 28.

look for ways of improving students" listening skills. Unfortunately, it is supposed that listening comprehension is a passive activity, but on the contrary, it is an active process because people cannot develop oral skills if the speaker is not understood by the listener.

2. **Types of Listening Skill**

There are many types of listening that depends on the purpose itself. Here are the types of listening that students can develop their listening skills:

a. Active Listening

Active listening is the art of listening for meaning. To gain meaning from the words of another person, listeners need to be listening carefully. Meaning is not necessarily assured even when listeners are actively listening, but they are at least know that they do not understand, and can therefore ask the correct questions to gain enlightenment.

Active listening focuses attention on the speaker. The listener gives verbal or non-verbal feedback by asking questions and by paraphrasing what the speaker said.[9] In this situation, the listener uses his other senses to go beyond the words spoken.

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[9] Larry Alan Nadig, *Tips on Effective Listening*, (Retreived from https://www.drnadig.com/listening.htm on 24 Desember 2014).

b. Critical listening

The critical listening is also known: as evaluative, judgmental or interpretive listening.[10] The main goal of this type of listening is to evaluate the message with logic while analyzing the different arguments provided by the speaker. It requires some analysis, judgment and critical thinking. It is necessary in order to be able to criticize the strength of the evidence and to determine the motive of the speaker. However, critical listening is not an easy task to accomplish because it is needed to evaluate the information together.

c. Content Listening

This type of listening involves understanding and retaining the information provided by the speaker. It also requires to identify the main key points of the message and to find cues by doing a summary of it. Moreover, it is important to understand different sounds and tones provide by the speaker.

However, some other factors need to be taken under consideration such as phonology, vocabulary, grammar, general discourse, and informational discourse. To effectively apply content listening, it is needed again to identify the main idea or the key points of the message.

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[10] Culbertson, *Classroom Listening skill,* (Retreived from http://home.snu.edu/~Hculbert /listening.htm on 24 Desember 2015).

Then, the next thing to do is to ask questions for clarifications if the message was misunderstood. This increases the level of understanding of the message transmitted.

3. **Process of Listening Activities**

   a. Pre Listening

   During the pre listening phase, teachers need to recognize that all students bring different backgrounds to the listening experience. Beliefs, attitudes and biases of the listeners affect the understanding of the massage. In these additions to being aware of these factors, teachers should know students how their backgrounds affect the massage they receive.

   Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough. Pre listening activities are required to establish what is already known about the topic, to build necessary background, and to set the purposes for listening. Students need to understand that the act of listening not just hearing but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common.[11]

   b. During Listening

   Students need to understand the implications of rate in the listening process. Nichols stated that he found people listen and think at

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[11] Martha King L. & Gay Su Pinnell, *Access to Meaning/ Spoken and written Language, College of Education Ohio State University*, Vol. 23 No. 3 (1984):

four times the normal conversation rate.[12] Students have to be encouraged the use the "rate gape" to actively process the message. There are several things students can encouraged to do.

C. Temple and J.W. Gillet say they can run a mental commentary on it; they can doubt it, talk back to it, or extend it. They can rehearse in order to remember it; that is, they repeat interesting points back to themselves. They can formulate questions to ask the speaker jot down the key or key phrase they can wonder if what they are listening to is true, or what motives the speaker has saying in it, or whether the speaker is revealing personal feelings rather than objectives assessments.[13]

c. After Listening

Students need to act upon what they have heard to clarify meaning and extend their thinking. Well planned post listening activities are just as important as those before and during class.[14] Some examples as follow:

1) To begin with, students can ask questions of themselves and the speaker to clarify their understanding and confirm their assumptions.

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[12] R.G. Nichols, *Factors in Listening Comprehension, Speech Monographs, (London: Roudledge, 1948), 15.*

[13] C. Tample & J.W. Gillet, *Language arts: Learning Process and Teaching Practices, Glenview,* (Illinois: Scott, Foresman and Company, 1989), 14.

[14] Thomas G. Devine, *Listening Skills Schoolwide: Activities and Programs, ERIC Clearing on Reading and Communication,* (1982): 27.

2) To suggest that the post mortem is a very useful device. Students should talk about what the speaker said, question statements of opinion, amplify certain remarks, and identify parallel incidents from life and literature.

3) Students can summarize a speaker's presentation orally, in writing, or as an outline. In addition to the traditional outline format, students could use time lines, flow charts, ladders, circles, diagrams, webs, or maps.

4) Students can review their notes and add information that they did not have an opportunity to record during the speech.

5) Students can analyses and evaluate critically what they have heard.

6) Students can be given opportunities to engage activities in that build on and develop concepts acquired during an oral presentation. These may include writing (e.g., response journal, learning log, or composition), reading (e.g., further research on a topic or a contradictory viewpoint), art or drama (e.g., designing a cover jacket after a book talk or developing a mock trial concerning the topic through drama in role).

4. Teaching Listening Skill

Applicable principles for teaching listening skill are as follows:[15]

a. Listening experiences that help students minimize their anxiety about listening is generally beneficial. One of the media that can be used to

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[15] Michael Rost, *Teaching and Researching Listening*, (New York, Library of Congress Cataloging, 2011), 151.

make students relax in the listening process is a song. Using student centre and collaborative learning formats, such as pair and group work, and employing task types, such as collaborations, friendly competitions and listening games, and technology tools that learners enjoy, may help learner relax, become more engaged, and make greater progress in listening.

b. By taking into account learners' motives and their attitudes about listening, the instructor can better select input or point learners to the best resources and opportunities for input. Choosing listening content that appeals to the student current dramas and television program, music, comedy, or relevant political discussions can help students lower their affective filters toward listening, and get more out of the learning experience.

c. Because learners differ in many aspects, effective instruction needs to take into account differences in learners. This includes individual opportunities to select input of interest, and experimentation with learning styles and task types that may best trigger involvement and acquisition for each learner.

B. The Concept of Song

1. The Nature of Song

Songs are taught for a variety of purposes: for the sake of the vocabulary or structures they contain: to get students to produce oral English by singing them: as an aspect of English language culture: for

fun.[16] Moreover, songs are used mainly for the sake of the language they contain, whereas with the second two they are thought as sources of pleasure in their own right. For the first, especially composed English teaching songs are frequently used: for the second, Songs are taught for a variety of purposes: for the sake of the vocabulary or structures they contain: to get students to produce oral English by singing them: as an aspect of English language culture: for fun. Moreover, songs are used mainly for the sake of the language they contain, whereas with the second two they are thought as sources of pleasure in their own right. For the first, especially composed English teaching songs are frequently used: for the second, moreover song is a good tool that can be used in lesson. Because song can provide relax learning and it can makes the learning process be more fun for students. By learning vocabulary through song, it can make students easier in remembering new vocabulary. Practice listening through song can make the learning process more interesting. Whit this, the students are more motivated to practicing their listening without any pleasure.

2. **The Types of Song**

For the purposes of the average secondary classroom it is probably sufficient two established two principal categories of song, they are:

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[16] Penny Ur, *Teaching Listening Comprehension*, (Australia, Cambridge University Press, 1992), 65-66.

a. Folk Songs

Folk songs are defined as traditional songs that have emerged from the culture and continue to be sung generation after generation, often to mark special occasion such as birthdays or holidays. They are what Griffin defined as stated in Purcell as, "musical expression of deep culture".[17]

b. Popular Songs

Popular songs are songs that have been written to disseminate popularly, either through a musical score, live performance, or recorded.[18] For classroom purpose, both folk and popular songs can be used as medium for teaching learning process. The folk songs expressed musical that represent a way of life and traditions. While popular songs demonstrate melodies with the large segments of culture. Both of songs have been part of culture for long enough time.

3. Function of Song

Songs play an important role in human life. It is inseparable to any elements of people from children to adults. They like listening and singing songs whenever and wherever they want to. As Guglimenio in Reasons for Using Songs in the ESL/EFL Classroom by Kevin Schoepp stated, "adults sing at religious services, bars, in the shower, and listening to the car radio".[19]

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[17] John, M. Purcell, *Hispenia,* Vol. 75, (1992): 194.
[18] *Ibid,* 194.
[19] Kevin Schoepp. *Reasons for Using in the ESL/EFL Classroom*, 2021, Retrieved from https://iteslj.org/Articles/Schoepp-Songs.html on September 4, 2014.

Meanwhile, Kevin said that "Songs have become an integral part of our language experience, and if used in coordination with language lesson they can be great value", It is then concluded that songs can be useful as medium of learning language if they are used appropriately. It is because songs create an enjoyable and non threatening situation in classroom. They can also break the class routine which might be boring for students. As Lo and Li stated in the internet TESL journal, they stated that songs could provide a break from classroom routine and that learning English through songs could also develop a non threatening classroom atmosphere in which the four language skills can be enhanced. Thus, by providing fun situation in the classroom, students can retrieve the materials easily.[20]

4. Learning Listening Through Song

Music or Song is modern trend society. Most of students want to learn English in different style. They like to learn with fun activity such as singing and listening to music. Songs are already very familiar to students. By using English songs as medium in learning English they can increase their knowledge especially in vocabulary. These songs provide the material of English that they want to understand. They can sing that songs and also understand what the songs tell about.

There are two reasons of suggesting music or songs as media in language instruction. The first is, it is an idiom familiar to a broad span of

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[20] Mohamad Jafre Zainal Abidin, et. Al, *Theory and Practie in Language Studies*, Vol. I (2011): 1490.

young learner in both academic and non academic setting. The second reason that music or songs represent quite a different in life than do the other as media is that the learning of song pushes to the top of priority list. One can utilize songs as presentation contexts, as reinforcement material as vehicles through which to teach all of the language skills and as a medium through pervade and modern life.[21]

Several techniques for presenting songs in the class:

a. Choosing the songs before introduction the song in class, it is hoped to fulfill the criteria to choose the songs such as:

  1) Songs should be popular with the students whenever possible

  2) Songs should be clear and understandable

  3) Songs should have an appropriate theme.

b. Presenting songs in the class

   Whittaker and Gatti have developed techniques that have worked well for them in teaching the songs in the class. According to Whittaker there are four basic steps in presenting the songs in the class:

  1) The teacher plays the songs while the students look at the words silently.

  2) The students repeat the words without singing them.

  3) The teachers points of vocabulary, idioms, grammar items, and gives pronunciation clues.

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[21] Fraida Dubin, English Forumvol. X1 (1974): 1 - 2.

4) The teacher plays the song again, letting the students join in when they feel confident enough about singing alone.

Furthermore Gatti Taylor devoted to learning songs over four days with several minutes each meeting:

1) The first day the students listen to the song without lyrics to grasp as much as they can. Students may list vocabulary they know, or advise them to make own summarize about the lyrics.

2) On the second day, the teacher distributes the lyrics and a work sheet for students' reaction to vocabulary, grammar, and the meaning of the lyrics. The students hear the song again or may be asked them to fill in the blank exercise.

3) The third day, the teacher sings with the students.

4) The fourth day, the students nearly memorize.[22]

5. **The Types of Difficulties in Understanding the English Song**

The Types of Difficulties in Understanding the English Song are as follow:[23]

a. Being difficult in understanding the song pronunciation

b. Being difficult in understanding unfamiliar vocabulary of the song

c. Being difficult in understanding uneasy grammatical structure of the song

d. Being difficult in understanding the content of the song

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[22] John, M. Purcell, Hispenia, Vol. 75 (1992): 195.
[23] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: Literature Review* (Iran: Canadian Center of Science and Education, 2016), 128.

6. The causes of the Students' Difficulties in Listening Comprehension The English Song

The causes of the students' difficulties in listening comprehension the English song are as follow:[24]

a. The students have low motivation in leaning listening the song.

b. The students are worry and panic in the process of listening the song.

c. Length and speed of song are hard to follow

7. The Solution to Solve the Students Difficulties in Listening Comprehension The English Song

The solutions to solve the students difficulties in listening comprehension the English song are as follow:[25]

a. Activating prior knowledge

b. Having a purpose for listening.

c. Maximizing post listening activity

d. Familiarizing the students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.

e. Giving the students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.

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[24] Edgar Alberto Reina Arevalo, *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes* (1, 2010), 124.

[25] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: Literature Review* (Iran: Canadian Center of Science and Education, 2016), 128-129.

C. The Description of Maher Zain

1. Maher Zain's Biography

"Maher Zain was born March 16, 1981 in Tripoli, Lebanon. He is a Moslem Swedish singer, songresearcher, composer, musician and music producer of Lebanese origin. He comes from Sweden and his genres are R&B, Soul Music, Pop Music, Acoustic music and Nasheed".[26] Maher Zain successfully used new media such as You Tube, Face book, and iTunes to promote the album. In 2010, he was most Google celebrity in Malaysia for that year. In 2010, his album Thank You Allah received 8 platinum awards from Warner music Malaysia as the highest selling album. Then in 2011, Thank You Allah earned a double platinum award from Sony music Indonesia. He sings mainly in English but has released some of his most popular songs in other languages. For example is "INSYAALLAH" is now available in Malay, Arabic, French, English, Turkish and Indonesian version. Next Maher Zain released Freedom in March 2011. Its song inspired by the events and actions of the people taking part in the Arab spring.

2. Maher Zain's Career

a. Maher Zain's early career

Maher Zain's Lebanese family emigrated to Sweden when he was eight. He completed his schooling there, gaining a bachelor's degree in Aeronautical Engineering. After university, he entered the

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[26] Lutfy Fajar Hudayah, *An Analysis of Indonesian Moral Values Found in The Song Lyrics Forgive Me By Maher Zain, Education*, (5, 2005), 160.

music industry in Sweden, and in 2005 linked up with the Moroccan born Swedish producer Red One. When Red One moved to New York in 2006, Zain soon followed to continue his music industry career in the United States, producing for artists such as Kat DeLuna.

On returning home to Sweden, he became engaged once more with his Islamic faith and decided to move away from a career as a music producer to become a singer/songresearcher of contemporary R&B music with a strong Muslim religious influence.

b. Breakthrough and Success

In January 2009, Maher Zain began working on an album with Awakening Records. His debut album, Thank You Allah, with 13 songs and two bonus tracks, was released on 1 November 2009 with percussion versions and French versions of some tracks released shortly afterwards.

Zain and Awakening Records successfully used social media such as Facebook, YouTube and iTunes to promote tracks from the album. In early 2010 his music very quickly gathered a huge online following in Arabic-speaking and Islamic countries as well as among young Muslims in western countries. By the end of 2010, he was the most Google celebrity in Malaysia for that year. Malaysia and Indonesia have been the countries where he has had the most commercial success. The album Thank You Allah has been certified

multiple platinum by Warner Music Malaysia and Sony Music Indonesia. It became the highest selling album of 2010 in Malaysia.

Zain sings mainly in English but has released some of his most popular songs in other languages. The song "INSYAALLAH", for example, is now available in English, French, Arabic, Turkish, Malay and Indonesian versions. Another song, "Allahi Allah Kiya Karo" ("Continuously Saying Allah"), is sung in Urdu and features the Pakistan born Canadian singer Irfan Makki. Zain has performed concerts around the world, including in the UK, the United States, Malaysia, Indonesia, Saudi Arabia and Egypt. He has fan clubs in sever2al countries including Malaysia, Egypt, and Morocco. He took part in the judging committee of the Awakening Talent Contest to choose Awakening Records' new star in 2013.

c. Collaborations, appearances and awards

In January 2010, Maher Zain won Best Religious Song for 'Ya Nabi Salam Alayka', on Nogoum FM, a major Middle East mainstream music station, beating other prominent singers including Hussein Al-Jismi, Mohammed Mounir and Sami Yusuf.

In March 2011, Maher Zain released "Freedom", a song inspired by the events and the actions of the people taking part in the Arab Spring. Maher Zain was chosen as a Muslim Star of 2011 in a competition organized by Onislam.net. In July 2011 he featured on the cover of the UK Muslim lifestyle magazine Emel. Zain was featured

on Irfan Makki's track "I Believe" from his debut studio album of the same name.

Maher Zain has appeared in the 40 episode Indonesian TV drama InsyaAllah. The show was aired on Malaysian satellite TV channel, Astro Oasis and Mustika HD, starting 17 July 2012, concurrent with the broadcasting of the show on Indonesia's SCTV.

In 2013, he took part in the Colors of Peace project constituting songs based on works by Fethullah Gulen on the album Rise Up where Maher Zain performs the track "This Worldly Life".[27]

d. Song lyric

Here are the lyric to the song Insyaallah from Maher Zain:

Every time
You feel like you cannot go on
You feel so lost and that you're so alone all you see is night
And darkness all around
You feel so helpless you can't see which way to go
Don't despair
And never lose hope 'Cause Allah is always by your side
Insha Allah
Insha Allah
Insha Allah
You'll find your way
Insha Allah Insha
Allah Insha Allah
You'll find your way
Every time
You commit one more mistake
You feel you can't repent and that it's way too late
You're so confused
Wrong decisions you have made
Haunt your mind and your heart is full shame
But don't despair

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[27] Maher Zain, Wikipidia, (Online) https://en.m.wikipedia.org/wiki/Maher_Zain, Accessed on 18th March 2020 at 11 am.

And never lose hope
Cause Allah is always by your side
Insha Allah
Insha Allah
Insha Allah
You'll find your way
Insha Allah
Insha Allah
Insha Allah
You'll find your way
Turn to Allah
He's never far away
Put your trust in Him
Raise your hands and pray
Ooh ya Allah
Guide my steps, don't let me go astray
You're the only one who can show me the way
Show me the way
Show me the way
Show me the way
Insha Allah
Insha Allah
Insha Allah
We'll find our way
Insha Allah
Insha Allah
Insha Allah
We'll find our way
Insha Allah
Insha Allah
Insha Allah
We'll find our way
Insha Allah
Insha Allah
Insha Allah
We'll find our way
Insha Allah
Insha Allah
Insha Allah
We'll find our way Insha Allah Insha Allah Insha Allah We'll find our way

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristics of Research

In this research, the researcher examines the students' difficulties in understanding Maher Zain song. The researcher decides to use qualitative research which is used to analyze the students' difficulties in understanding Maher Zain song at the eighth grade at SMP TMI Roudlatul Qur'an Metro for the academic year 2021/2022. According to Creswell, a qualitative research study needed to explore this phenomenon from the perspective of distance education students.[28] It can be concluded that this qualitative research reveals the phenomenon from a distance education perspective.

This type of research is a case study because in order to achieve the objectives of this study, the researcher must take the data from the research site. This is because the main data is taken in school is in the form of data from students' difficulties in listening English song.

This research is very focused on qualitative research. The research was conducted a survey used to describe the phenomenon. The purpose of the survey for descriptive research is to get clarity of good and correct steps. This analysis must include existing data. This research is intended to provide important information.

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[28] John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4 rd Ed* (New Delhi: Sage Publications, 2012), 16.

It can be concluded that the purpose of this study was to analyze the difficulty of students in using English songs at SMP TMI Roudlatul Qur'an Metro in 2021/2022.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

The primary resource is the original material on which the research is based. This is direct testimony and evidence on the topic under consideration. This primary sources presents information in its original form, not summarized or evaluated by the researcher. The main sources of this research include the result of student assignment to be used in the analysis of students' difficulties in understanding English song. In addition, the main source of this research is the result of interviews with students to find out the difficulties in understanding English songs. In addition, the source of this research is the result of interviews with English teachers regarding solutions to students' difficulties in understanding English songs.

2. Secondary sources

These are any data sources used to complete the main data. Secondary source offers interpretation or analysis based on primary sources. They many explain primary sources and often use them to support a specific thesis or argument or to persuade the reader to accept a certain

point of view. The secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the process of collecting the data, the research collected the data about the students' difficulties in listening English songs. In the research, the researcher used three techniques to collect the data. They are observation, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.[29] In this study, the researcher observed 15 students English assignment archives in the form of recorded documents related to listening competence.

2. Documentation

Researcher who uses qualitative and use the method of written documents in order to understand the understanding of the phenomena they are researching.[30] In this study, the researcher used documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are

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[29] John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative Research* (England: Pearson Education, 2002), 53.
[30] *Ibid.,* 432.

journals and diaries.[31] Therefore, secondary data is needed as a source of data in the documentation.

Furthermore, the researcher collected research document data to support the research result consisting of school history document, a profile of the school's organizations structure, the quantity of teachers and students and a sketch of the school location.

3. Interview

Interview is a conversation between two or more people and takes place between the source and the interviewer.

In this research, the researcher used interview as a technique to collect data about the causes and solution of students' difficulties in listening English songs.

D. Data Analysis Technique

The researcher applied Miles and Huberman model to analyze the data.[32] The components of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:
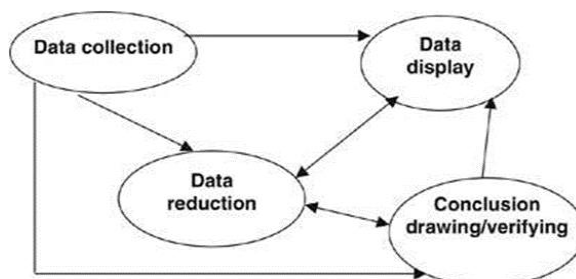
Figure 1. Miles and Huberman Data Analysis Technique

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[31] John W. Cresswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 180.

[32] Matthew B. Miles and A Micheal Huberman, *Data Management and Analysis Method*, (In N.K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12

1. Data collection is the steps when the researcher collects all the data used to complete the research.

2. Researcher reduce the data obtained by summarizing and selecting certain things.

3. To display data, researcher usually use graphical data, images, or graphs. This view must be able to describe the content of all data.

4. Finally, the researcher verifies his research by making conclusion from the data findings.

In analyzing the data, the first step that the researcher took to analyze was to collect data. Collecting data research by observing student assignment about listening song and conducting interviews to find out the causes and solutions to students' difficulties in listening. After the data is obtained, the researcher performs data reduction by sorting and classifying important data in accordance with the research objectives. After sorting the data, the researcher displayed the data in the form of narration and tables. In the end, the researcher concluded whether the research result after answering the research objectives.

Therefore, it can show that data analysis has several functions in analyzing data including, making meaning to be complete data, to get significant results, describing several reports or being able to make generalizations, and can calculate parameters.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of the Result Setting

a. History of SMP TMI Roudlatul Qur'an Metro

SMP TMI Roudlatul Qur'an is one of islamic Junior High School in West Metro, Metro City. It is located on Mukti Praja street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlatul Qur'an. Roudlatul Qur'an was established on 2021 and Drs. KH. Ali Khomaruddin MM. Al-hafidz as the leader. SMP TMI was established on 2004 and Mr. M. Iqbal Beny Saputra, M.Pd as the head master of SMP TMI Roudlatul Qur'an now.

SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 classroom, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, 2 student toilets, 2 teacher toilets, as OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, 1 officer and the total of the students are 510 students divided into three classes.

1) The Condition of the Teacher and Thesis Education Background of SMP TMI Roudlatul Qur'an Metro.

There are 34 teachers in SMP TMI Roudlatul Qur'an . The thesis Education Background of SMP TMI Roudlatul Qur'an

Metro all the teachers have passed in S1 and S2. There are 4 teachers passed in Magister or S2, and 30 teachers graduation in S1. Based on the data, the reseacher use pie diagram to make it easier. This the data teachers and the thesis educational background in academic year of 2021/2022 are identifed as follows:

Figure 2
Graphic Percentage of the Teacher and Thesis Education
Background of SMP TMI Roudlatul Qur'an Metro
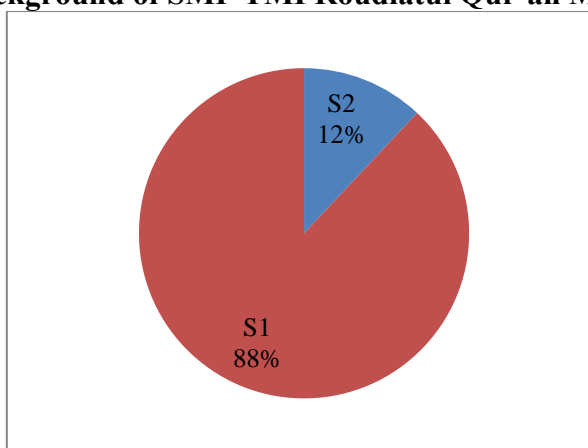
2) The Quantity students of SMP TMI Roudlatul Qur'an in academic years 2021/2022

The quantities of the students of SMP TMI Roudlatul Qur'an Metro in academic year of 2021/2022 are 510 students that can be identified as follows:

Table 2.
The Quantity of the Students at
SMP TMI Roudlatul Qur'an Metro

No	Class	Amount
1.	VII	218
2.	VII	137
3.	IX	155
	Total	510

Source: documentation result at SMP TMI Roudlatul Qur'an Metro on November 11th, 2021.

3) The location of SMP TMI Roudlatul Qur'an Metro

Figure 3.
Graphic of The location of SMP
TMI Roudlatul Qur'an Metro

GATE

	OFFICE

IX A	LAB.
IX B	COMPUTER
IX C	
IX D	VII A
LIBRARY	VII B

LABORATORIUM
SAINS

VIII A	VIIIB	VIII C	VIII D
VII C	VII B	VII E	VII F
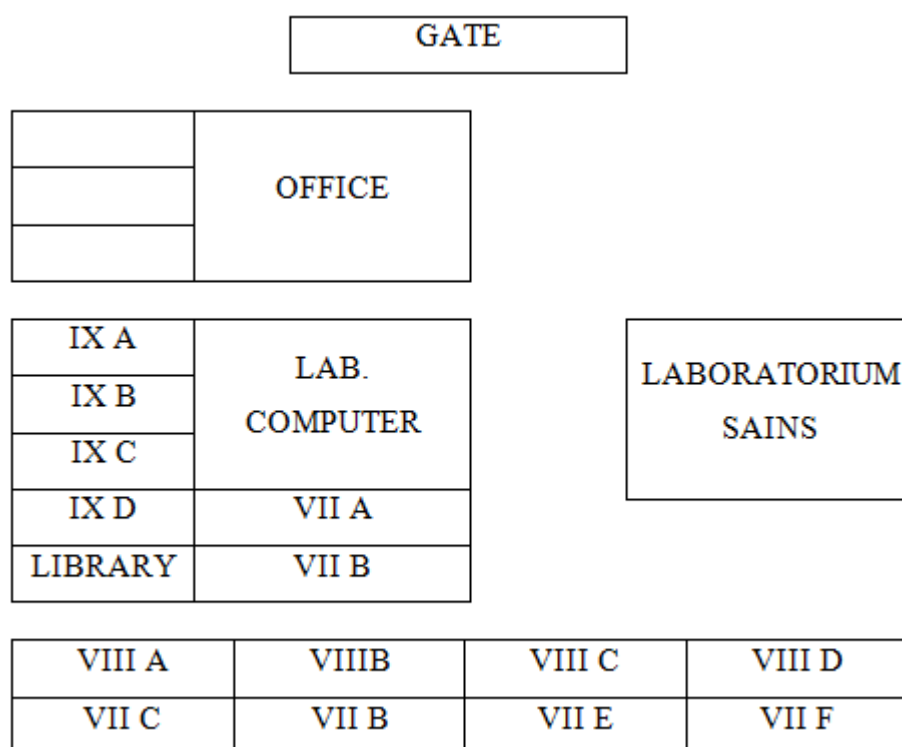
2. Description of Research Result

Description of Research Result refers to the research question including of what type of students' difficulties in listening comprehension of Maher Zain song; why do the students get the difficulties in listening comprehension of Maher Zain song; how to solve the students difficulties in listening comprehension of Maher Zain song.

a. The Type of Students' Difficulties in Listening Comprehension of Maher Zain Song

In collecting the data of the first research question, the researcher used the techniques of observation. Therefore, the

instrument is observation sheet. The data result of observation sheet related with type of students' difficulties in listening comprehension of Maher Zain song is provided in the appendix.

In conducting an analysis related to the types of students difficulties in understanding listening, the researcher collected data in the form of archives of English assignments from English teachers in the form of listening assignments. The listening task is the result of the process of listening to Maher Zain's song in the form of a multiple choice task. Then the researcher sorted the data by sorting the listening difficulties that could be detected from the multiple choice questions into the types of listening comprehension difficulties which consisted of difficulties in understanding the pronunciation of songs, difficulties in understanding vocabulary in songs, difficulties in understanding grammar, and difficulties in understanding the content the song. The results of the analysis related to the type of difficulty in listening are explained in the following explanation:

1) **The Difficulty in Understanding the Song Pronunciation**

The students' difficulty in understanding the Maher Zain song on the type of pronunciation difficulty was shown by 11 errors in pronunciation (18%). The form of data that shows errors in the type of pronunciation is shown in the following data:

a) ADH Data

In the data of Alya defina hidayat or ADH, there is one error that shows the difficulty of students in pronouncing the

total number of errors 7, because the feel type of pronunciation is a type of pronunciation that contains vowel pronunciations. That must be read long, so that having phonetic symbols /fi:l/ should not be read short in other words. Students cannot distinguish how to read phonetic symbols which are phonetic symbols which vowels which are tenses which are lax. The forms of questions and answers that show these errors are:

From the lyrics of the first line of the song we can learn that the proper pronunciation of feel is?

a. */fi:l/*

b. *Fi//l:*

c. *:fi/l/*

d. */:file/*

Alya defina hidayat or ADH's answer is wrong because the correct answer is A. Because the correct pronunciation   of the word feel is /fi:l/.

b) KK Data

In the khuli kaisa or KK data, there is one error that shosws students' difficulties in pronouncing the total number of errors 6, because the students have difficulty understanding the pronunciation because the pronunciation of way should be pronounced with the diphthong, so that students are not able to diagnose the type of pronunciation of the diphthong in the song

they listen to. The forms of questions and answers that indicate the error are:

From the lyrics of the third line of the song we can learn the proper pronunciation of way is?

a. */wel/*

b. */wa/*

c. *Wā//*

d. *Wā/*

The answer of Khuli Kaisa or KK is wrong because the correct answer is A. Because the correct pronunciation of the word way is */wel/*

2) The Difficulty in Understanding Unfamiliar Vocabulary of the Song

The students' difficulty in understanding the maher zain song on the type of vocabulary difficulty is shown by 22 errors in vocabulary (36%). The form of data that shows errors in the type of vocabulary is shown in the following data:

a) CAS Data

In Callista arvia salsabila's data, there is one error that shows students' difficulties in vocabulary from the total 4 errors, because the student's error is caused by the weak vocabulary they have against the antonym of a word that

should be the antonym of find is lose. The forms of questions and answers that show these errors are:

We'll <u>find</u> our way. The underline words have the opposite meaning?

a. *Lose*

b. *Go*

c. *Return*

d. *Always*

Callista arvia salsabila or CAS's answer is wrong because the correct answer is A. Because the opposite of find is lose.

b) RR Data

In the Rizkia rahmania or RR data, there are two errors that indicate students' difficulties in vocabulary from the total number of errors 4, because the student's error is caused by the weak vocabulary they have against the antonym of a word that should be the synonym of side is on your side. .The forms of questions and answers that show these errors are:

Cause Allah is always by your <u>side</u>. The underlined words have the same meaning?

a. *Under*

b. *Above you*

c. *behind you*

d.   On your side

Rizkia rahmania or RR's answer is wrong because the correct answer is d. Because the synonym of by your side is on your side.

Show <u>me</u> the way. The underlined word refers to?

a. The song

b. The way

c. The singer

d. The moslem

Rizkia rahmania or RR's answer is wrong because the correct answer is c. because the word me goes back to the singer.

3) **The Difficulty in Understanding an Easy Grammatical Structure of the Song**

The students' difficulty in understanding Maher Zain's song on the type of Grammar difficulty was shown by 14 errors in grammar (23%). The form of data that shows errors in the type of grammar is shown in the following data:

a) MA Data

In the mutya azizah or MA data, there is one error that shows students' difficulties in grammatical from the total 5 errors, because the error was due to the students' weak mastery of English grammar, especially related to tenses. The tense in

the sentence should be simple present tense. The forms of questions and answers that show these errors are:

You feel so lost. The tense of sentence is?

a. Simple present tense

b. past tense

c. Present perfect tense

d. Future tense

The answer of Mutya azizah or MA is wrong because the correct answer is a. because the correct grammar for the sentence you feel so lost is the simple present tense.

b) ZKN Data

In the Zahra Keisya Nabila or ZKN data, there is one error that shows students' difficulties in grammatical from the total 5 errors, because the error was caused by the students' weak mastery of English grammar, especially related to the use of personal pronounce which should be the answer. The forms of questions and answers that show these errors are:

You feel so helpful you can't see which way to go, the underlined word refers *to?*

a. Listener of the song

b. Me

c. Him

d. God

Zahra Keysa Nabila's answer or ZKN is wrong because the correct answer is a. because the word you in the lyrics of the song returns to the listener of the song.

4) The Difficulty in Understanding the Content of the Song

The students' difficulty in understanding the Maher Zain song on the type of pronunciation difficulty was shown by 13 errors in pronunciation (21%). The form of data that shows errors in the type of pronunciation is shown in the following data:

a) LA Data

In Latifah amen or LA data, there is one error that shows the difficulty of students in understanding the contents of the song from the total number of errors 3, the error was caused because students did not understand the contents of the song carefully, which should be related to the content of the song. The forms of questions and answers that indicate these errors are:

What can we learn from the song?

a. So lost

b. Far a way

c. Success

d. Optimistic

Latifah amen or LA's answer is wrong because the correct answer is d. because the content contained in the Maher

Zain song entitled God willing is that we must always be optimistic.

b) NFW Data

In Naila fatma wati or NFW data, there is one error that shows students' difficulties in understanding the contents of the song from the total number of errors 2, The error is related to the inability of students to understand the content of the reading which should be related to the content of the reading. The forms of questions and answers that indicate the error are:

What is the title of the song?

a. Number one of me

b. God willing

c. For the rest of my life

d. Open your eyes

Naila fatma wati or NFW's answer is wrong because the correct answer is b. because the exact title of the song in the lyrics of the song is God willing. Based on the entire description of the results of the analysis about students' difficulties in understanding the Maher Zain song, it can be briefly illustrated in the following table:

Table 3.
Percentage of Type of Listening Difficulty

No	Type of Listening Difficulty	Frequency	Percentage
1.	Pronunciation	11	18%
2.	Vocabulary	22	36%
3.	Grammar	14	23%
4.	Content	13	21%

Based on the information in the table above, it can be seen that the types of students' difficulties in understanding Maher Zain's songs are dominated by difficulties in understanding English vocabulary contained in Maher Zain's songs (36%).

b. The Causes of Students' Difficulties in Listening Comprehension of Maher Zain Song.

In investigating cause of the students' in listening comprehension of Maher Zain song, the research used the instrument interview with students developed from theories taken from Abbas and Narjes. According to Abbas and Narjes, there sre the causes of students' in listening comprehension of Maher Zain song are as follow:[33]

1) The students have low motivation in learning listening the song

Based on the interview result, the students have low motivation in learning listening the song because they do not understand English which is only listened to without text. The students are afraid because they don't understand what the meaning

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[33] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: Literature Review* (Iran: Canadian Center of Science and Education, 2016), 127.

of Maher Zain's song content. The students were panicked because when the song was playing the students did not understand the meaning of the content contained in the song.

2) The students are worry and panic in the process of listening the song

       The students did not understand the lyrics of the song because they were panicked when the song was finished but they did not understand what was contained in the content of the song. In addition, the students do not understand what they are listening to because the lyrics of the song are too fast, so they feel worried and panicked when the song is finished. The students did not know what the content of the song is so when the song is finished they feel panicked when asked.

3) Length and speed of song are hard to follow

       Based on the interview result, the students were difficult in comprehending Maher Zein Song because the speed of the song was fast for them. The fast speed song affects the students' understanding of the song. It is because the fast speed is usually more difficult to understand. Moreover, the students were difficult to understand the fast speed song so they do not understand the lyrics of the song. Therefore, it was difficult for the students to understand the content of the song and made them not focus and concentrate when listening to it.

c. **The Solution to Solve the Students Difficulties in Listening Comprehension of Maher Zain Song.**

In analyzing the solution to solve the students' difficulties in listening comprehension of Maher Zain song, the researcher used instrument of interview with English teacher. The result of interview with English teacher represented the ways to solve the students' difficulties in listening comprehension, as follow:

1) Activating prior knowledge

Based on the result of interview with the English teacher, Prior knowledge activation serves to prepare students before the core learning process is carried out. By activating students' basic knowledge, students will more easily understand what they hear.

2) having a purpose for listening

In line with the result of interview with the English teacher, determining learning objectives is of course very important. To find solutions the students' difficulties in understanding English songs, clear goals need to be made. That the desired results can be achieved on target. Setting learning goals can also make us as teachers know how far we have achieved and where things need to be improved.

3) Maximizing post listening activity

In the result of interview with the English teacher, the post listening activity can improve the students' listening skill. The

activity guided the students for clarification to check whether what students understand is correct and the use of non-verbal cues can help students understand the song they are listening to.

4) familiarizing the students with the rules of pronunciation

Based on interviews with English teachers, it is known that one solution in handling students' difficulties in hearing English songs is to intensively train students to more intensely improve the quality of their pronunciation by imitating native speakers' voices with the right pronunciation through the songs they hear. Can apply the process of speaking English with proper pronunciation in everyday life.

5) giving the students the necessary feedback on their performance

Based on the result of interview with the English teacher, giving the students the necessary feedback on their performance can improve students' listening skills. Predicting can help students guess what they hear. Asking for clarification to check whether what students understand is correct and the use of non-verbal cues can help students understand the song they are listening to.

B. Discussions

1. The Type of Students' Difficulties in Listening Comprehension of Maher Zain Song

Type of students' difficulties in listening comprehension of Maher Zain song was analyzed based on the instrument of observation. The first

analysis of the type of students' difficulty in listening comprehension of Maher Zain song was conducted by observing the students' listening assignment given by the English teacher. It was adopted from the theory taken from Abbas, Narjes Banou Sabouri about some difficulties in listening comprehension are the difficulty in understanding the song pronunciation, the difficulty in understanding unfamiliar vocabulary of the song, the difficulty in understanding uneasy grammatical structure of the song, and the difficulty in understanding the content of the song.[34]

In addition, the results of this research are presented as follow:

a. The difficulty in understanding the song pronunciation

Based on the observation, it is known that there were error answers which show the students' difficulties in understanding the pronunciation in the song. This type of difficulty is 11 (18%).

b. The difficulty in understanding unfamiliar vocabulary of the song

In line with observation, it is known that there error answer which shows students' difficulties in understanding unfamiliar vocabulary of the song. This type of difficulty is 22 (36%).

c. The difficulty in understanding an easy grammatical structure of the song

In the observation, it was known that there were error answers which show the students' difficulties in understanding an easy grammatical structure of the song. This type of difficulty is 14 (23%).

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[34] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *Learners' Listening Comprehension Difficulties in English Language Learning: Literature Review* (Iran: Canadian Center of Science and Education, 2016), 128.

d. The difficulty in understanding the content of the song

In the observation, it is known that there were the error answers which show the students' difficulties in understanding the content of the song. This type of difficulty is 13 (21%).

Figure 4
Precentage of Difficulty in understanding the content of the song
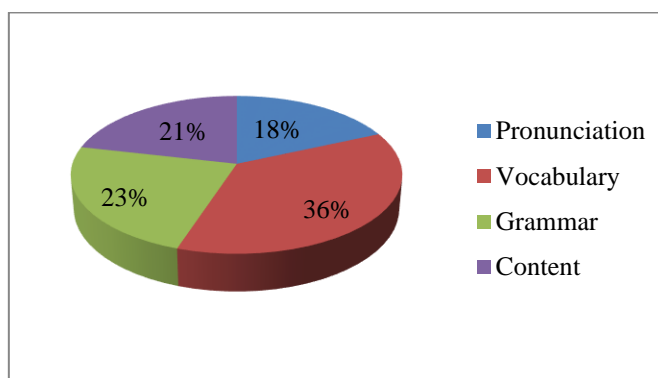
Based on the observation data above, it is concluded that the type of students' difficulties in listening comprehension of Maher Zain song is the difficulty in understanding unfamiliar vocabulary of the song. That is because the highest percentage (36%) belong to that type.

2. **The Causes of the Students' Difficulties in Listening Comprehension of Maher Zain Song.**

To find out the causes of the students' in listening comprehension of Maher Zain song, the researcher used the instrument of interview with students. These question are developed from theories taken from Edgar arevalo Alberto Reina.[35] Based on the result of interview, the researcher

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[35] Edgar Alberto Reina Arevalo, *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes* (1, 2010), 127.

analyzed the causes of the students' in listening comprehension of Maher Zain song, including the following:

a. The students have low motivation in learning listening the song

In line with the result of interview with the students, it was investigated that they did not understand English which is only listened to without text.

b. The students are worry and panic in the process of listening the song

The result of interview with the students indicated that the students did not understand what they were listening to because the lyrics of the song are too fast, so they feel worried and panicked when the song was finished.

c. The length and speed of song are hard to follow

Based on the result of interview with the students, they were difficult to understand the fast speed song so they did not understand the lyrics of the song.

Therefore, based on the explanation above, it is concluded that the causes of the students' in listening comprehension of Maher Zain song were having low motivation in learning listening the song, being worry and panic in the process of listening the song, being difficult to follow the length and speed of song

3. The Solution to Solve the Students Difficulties in Listening Comprehension of Maher Zain Song

In analyzing the solution to solve the students' difficulties in listening comprehension, the researcher used instrument of interview with English teacher developed from theories from Edgar Arevalo Alberto Reina. Based on the interview result, there are some solutions to solve the students' difficulties in listening comprehension:[36]

a. Activating prior knowledge

Prior knowledge activation serves to prepare students before the core learning process is carried out. By activating students' basic knowledge, the students will more easily understand what they listen.

b. Having a purpose for listening

Having a purpose for listening is very important that to find solutions the students' difficulties in understanding English songs, that the desired results can be achieved on target. Setting learning goals can also make the teachers know how far they have achieved and where things need to be improved.

c. Maximizing post listening activity

The post listening activity can improve the students' listening skill. The activity guided the students for clarification to check whether what students understand.

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[36] Edgar Alberto Reina Arevalo, *The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes* (1, 2010), 125-126.

d. Familiarizing the students with the rules of pronunciation

    The solution in handling students' difficulties in listening English songs is intensively, namely training students to be more intensive in improving the quality of their pronunciation by imitating the voices of native speakers with the right pronunciation through the songs they listen.

e. Giving the students the necessary feedback on their performance

    Giving the students the necessary feedback on their performance can improve the students' listening skill and predicting can help the students guess what they listen.

    Based on the explanation above, it is concluded that the solutions to solve the students' difficulties in listening comprehension of Maher Zain song were activating prior knowledge, having a purpose for listening, maximizing post listening activity, familiarizing the students with the rules of pronunciation, and giving the students the necessary feedback on their performance.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

The conclusion of this study consists of the research result which include the types, causes and solution of students in listening to Maher Zain songs which include:

1. The type of students' difficulties in listening comprehension of Maher Zain song is dominated by the difficulty in understanding unfamiliar vocabulary of the song. That is because the highest percentage (36%) belong to that type.

2. The causes of the students' in listening comprehension of Maher Zain song were having low motivation in learning listening the song, being worry and panic in the process of listening the song, being difficult to follow the length and speed of song.

3. The solutions to solve the students' difficulties in listening comprehension of Maher Zain song were activating prior knowledge, having a purpose for listening, maximizing post listening activity, familiarizing the students with the rules of pronunciation, and giving the students the necessary feedback on their performance.

B. Suggestion

The researcher presents the suggestions that are addressed to students, teachers and other researcher, including of:

1. For the students

It is recommended for students to be more active in practicing learning English, especially those related to listening skill in English. The students do not need to be worry and panic in the process of listening to English songs because English songs are an effective medium for learning listening

2. For the Teacher

It is recommended for English teachers to motivate students in learning English lessons, especially those related to listening skills. In addition, the teacher can facilitate students to practice listening to English sound sources intensively so that they no longer have difficulty in listening English song

3. For the Other Researcher

It is recommended for the other researcher to take lessons and benefits from this research in the form of theory and practice from the things contained in this research. In addition, the other researcher can follow up on the results of these findings by carrying out real and solution-based follow-up on the phenomena found in this research.

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APPENDICES

1. **Blue Print of Observation Sheet**

Aspect	Sub Aspect	Reference
Type of students' difficulties in listening comprehension of Maher Zain song	Being difficult in understanding the song pronunciation	Gilakjani, Abbas Pourhosein and Narjes Banou Sabouri. " Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". English Language Teaching 9, no 6 (2016): 128.
	Being difficult in understanding unfamiliar vocabulary of the song	
	Being difficult in understanding uneasy grammatical structure of the song	
	Being difficult in understanding the content of the song	

2. **Blueprint of Interview**

No.	Aspect	Sub aspects	References
1.	The causes of the students' difficulties in listening comprehension of Maher Zain song	The students have low motivation in leaning listening the song.	Arevalo, Edgar Alberto Reina. "The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes". Cuadernos de Linguistica Hispanica 1, no 15 (2010): 124.
		The students are worry and panic in the process of listening the song.	
		Length and speed of song are hard to follow.	Gilakjani, Abbas Pourhosein and Narjes Banou Sabouri. " Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". English Language Teaching 9, no 6 (2016): 127.
2.	The solution to solve the students difficulties in listening comprehension of Maher Zain song	Activating prior knowledge:	Arevalo, Edgar Alberto Reina. "The Use of Songs as a Tool to Work on Listening and Culture in EFL Classes". Cuademos de Linguistica Hispanica 1, no 15 (2010): 125-126.
		Having a purpose for listening.	
		Maximazing post listening activity	

No.	Aspect	Sub aspects	References
		Familiarizing the students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.	Gilakjani, Abbas Pourhosein and Narjes Banou Sabouri. " Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review". English Language Teaching 9, no 6 (2016): 128-129.
		Giving the students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.	

3. **Interview Sheet**

a. **The causes of the students' difficulties in listening comprehension of Maher Zain song**

    The question are given to students at the eighth grade at SMP TMI Roudlatul Qur'an Metro to analysis the causes of the students' difficulties in listening comprehension of Maher Zain song

1) Do you have the difficulty in understanding the English song from Maher Zain entitled INSYAALLAH?

    Answer: Yes, the students have the difficulty in understanding the English song from Maher Zain entitled INSYAALLAH.

2) What is the effect of low motivation on difficulty in learning listening the song?

    Answer: they did not understand English song from Maher Zain which is only listened to without text.

3) Why do you feel worry and panic in the process of listening the song?

    Answer: the students did not understand what they were listening to because the lyrics of the song are too fast, so they feel worried and panicked when the song was finished.

4) What is the influence of the length and speed of the song on the difficulty in understanding Maher Zain's English song?

Answer: they were difficult to understand the fast speed song so they did not understand the lyrics of the song.

b. The Solution to Solve the students' difficulties in listening comprehension of Maher Zain song

The questions are given to English teacher of the eighth grade at SMP TMI Roudlatul Qur'an Metro to analysis the solution of the students' difficulties in listening comprehension of Maher Zain song.

1) Do the students have problems of listening to English songs?

Answer: The solution in handling students' difficulties in listening English songs is intensively, namely training students to be more intensive in improving the quality of their pronunciation by imitating the voices of native speakers with the right pronunciation through the songs they listen.

2) Why is the setting learning objective important in learning to listen using English songs?

Answer: Having a purpose for listening is very important that to find solutions the students' difficulties in understanding English songs, that the desired results can be achieved on target. Setting learning.

3) What is the role of activating prior knowledge in overcoming students' problems in understanding English songs?

Answer: Prior knowledge activation serves to prepare students before the core learning process is carried out. By activating students' basic knowledge, the students will more easily understand what they listen.

4) How is the mechanism for maximizing listening learning activities at the end of learning process in overcoming students' difficulties in understanding English songs?

Answer: The post listening activity can improve the students' listening skill. The activity guided the students for clarification to check whether what students understand.

5) Does the feedback given by the teacher provide the benefits on the students' abilities in the process of listening to songs?

Answer: Giving the students the necessary feedback on their performance can improve the students' listening skill and predicting can help the students guess what they to listen.

4. Observation Sheet

The Most Dominant Difficulties Type of students' in Listening Comprehension of Maher Zain Song

No.	Data	Being difficult in understanding the song pronunciation	Being difficult in understanding unfamiliar vocabulary of the song	Being difficult in understanding uneasy grammatical structure of the song	Being difficult in understanding the content of the song
1.	ADH	1	2	2	2
2.	AR	0	2	1	1
3.	CAS	1	1	1	1
4.	DS	0	1	2	0
5.	EAR	1	2	1	0
6.	IMR	1	2	0	0
7.	KK	1	2	1	2
8.	LA	1	1	0	1
9.	LAAP	0	0	0	2
10.	MA	2	1	1	1
11.	NA	1	1	3	1
12.	NFW	0	2	0	0
13.	RR	1	2	0	1
14.	WLO	0	1	0	0
15.	ZKN	1	1	2	1

Table of Figure.1
The teacher and officer of SMP TMI Roudlatul Qur'an Metro

No	Name	Occupation
1	M.Iqbal Beny Saputra,M.Pd.I	Head Master
2	Laila Rismadiati,S.Pd.I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	Millatun Yuniati, S.Ag	Civic Education Center
7	Sukirno, S.Pd	Indonesian Language Teacher
8	Sudarmi, S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language Teacher
10	Aulia Rahmawati, SS	English Teacher
11	Lena Hendiana, S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher
13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari, S.Pd	Mathematics Teacher
15	Dra. Irmi Hasni	Mathematics Teacher
16	Sutarno, S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti, S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
20	Winda Pratiwi, S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra. Indri Rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyanto,S.Pd	Sport Teacher
26	Juariyah, M.TI	Computer Teacher
27	Mohamad Komarudin, S.Pd	Arabic Teacher
28	Adi Sahroni	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarok. S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman	Fiqih Teacher

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP
Mata Pelajaran   : Bahasa Inggris
Kelas   : VIII (Delapan)

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar		Pembelajaran KI 1 dan KI 2 dilakukan secara tidak langsung (terintegrasi) dalam pembelajaran KI 3 dan KI 4
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.		
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya,	Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/ mengungkapkan pendapat serta responnya *Masing-masing diajarkan secara terpisah* • *Fungsi sosial* Menjaga hubungan interpersonal dengan guru dan teman	*Masing-masing menggunakan prosedur yang sama* Mengamati • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. *Excuse me. Attention, please. Yes, please. Alright.*, dan semacamnya b. *She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir.*, dan semacamnya. c. *That's great. It's beautiful. Excellent! Thanks you.*, dan semacamnya. d. *What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No.*, dan semacamnya. • *Unsur kebahasaan* (1) Kosa kata: kata sifat sederhana (2) Tata bahasa: kata rujukan *it, they, these, those, that, this*. (3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the,*	• Mencontoh keteladanan dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	this, those, my, their, dsb secara tepat dalam frasa nominal (4) Ucapan, tekanan kata, intonasi (5) Ejaan dan tanda baca (6) Tulisan tangan *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d)

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. Mengomunikasikan • Menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.2 Memahami	Lagu pendek dan	Mengamati

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
fungsi sosial dan unsur kebahasaan dalam lagu pesan dalam lagu. 4.19 Menangkap makna lagu.	sederhana - *Fungsi sosial* Memahami pesan moral lagu dan menghargai lagu sebagai karya seni - *Unsur kebahasaan* (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca. (5) Tulisan tangan *Topik* Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai	• Menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya • Berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya. • Hanya jika memungkinkan semuanya, menyanyikan lagu-lagu tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan. Mengumpulkan Informasi • Membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin. • Menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb. • Menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya
		Menalar/Mengasosiasi • Membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain. • Memperoleh balikan (*feedback*) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut. Mengomunikasikan • Membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.
3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaanny	Teks naratif, berbentuk fabel pendek dan sederhana - *Fungsi sosial* Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
a 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	- *Struktur text* (gagasan utama dan informasi rinci) a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih e. Memberikan alasan atau komentar umum (reorientasi), opsional. - *Unsur kebahasaan* (1) Tata bahasa: Simple Past tense, Past Continuous Tense (2) Kalimat langung dan tidak langsung (3) Kosa kata: tokoh binatang	sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. • Membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa,

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	dalam fabel, tempat dan benda-benda terkait tokoh (4) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb. (5) Adverbia dan frasa preposisional penunjuk waktu: *a long time ago, one day, in the morning, the next day, immediately,* dsb. (6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (7) Ucapan, tekanan kata, intonasi (8) Ejaan dan tanda baca (9) Tulisan tangan *Topik* Cerita yang memberikan keteladanan tentang	ucapan, tekanan kata, ejaan, tanda baca yang digunakan Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. Mengomunikasikan • Menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb. • Berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	

TEST

Name :
Class :
Choose the answer a,b,c or d in the questions below

1. What is the title of the song?
    a. Insyaallah
    b. Number one of me
    c. For the rest of my life
    d. Open your eyes

2. Who sings the songs?
    a. Zain Maher
    b. Maher Zain
    c. Imagine dragons
    d. Queen

3. From the lyric of the third line of the song we can learn the proper pronunciation of way is?
    a. /wei/
    b. /wa/
    c. wā/
    d. wā//

4. The song is addressed to?
    a. All of the muslim
    b. Maher Zain
    c. Allah
    d. Him

5. Cause Allah is always by your side. The underlined words have the same meaning...
    a. under
    b. About you
    c. Behind you
    d. on your side

6. What can we learn from the song?
    a. So lost
    b. Far a way
    c. Success
    d. Optimis

7. From the lirik of the first Line of the song we can learn that the proper pronunciation of feel is
   a. /fi:i/
   b. fi/i:
   c. :fi/i/
   d. /:fii/

8. You feel so helpless you can't see which way to go. The underlined word refers to...
   a. Listenes of the song
   b. Me
   c. Him
   d. Allah

9. We'll find our way. The underlined words have the opposite meaning...
   a. Lose
   b. Go
   c. Return
   d. Always

10. You feel so lost. The tense of sentence is ....
    a. Simple present tense
    b. Past tense
    c. Present perfect tense
    d. future tense

11. Show me the way. the underlined word refers to?
    a. The song
    b. The way
    c. The singer
    d. The moslem

12. Put your trust in Him. The from of sentence is?
    a. Under sentence
    b. Imperative sentence
    c. Rifers sentence
    d. Him

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Irma Widayanti   Jurusan : TBI

NPM : 1701070024   Semester :

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	4 / 06 / 2021		Enrich theories about song	
2.	10 / 06 / 2021		Correct your writing	
3.	17 / 06 / 2021		Add Isyaallah lyric	
	25 / 06 / 2021		Acc Seminar	

Mengetahui
Ketua Jurusan TBI,

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ahmad Subhan Roza, M.Pd
NIP. 197506102008012010

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Irma Widayanti

Jurusan   : Tadris Bahasa Inggris (TBI)

NPM : 1701070024

Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	11/10 2021		Contents / lyric	
2	28/10 2021		Correct your writing	
3	1/11 2021		Acc munaqosah	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

AHMAD SUBHAN ROZA, M.Pd
NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor   : B-0910/In.28.1/J/TL.00/04/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP TMI RAUDLATUL QURAN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**Irma Widayanti**
NPM	:	1701070024
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS DIFFICULTIES IN UNDERSTANDING MAHER ZAIN SONG "INGSYAALLAH" AT THE EIGHT GRADER AT SMP TMI RAUDLATUL QURAN METRO

untuk melakukan *pra-survey* di SMP TMI RAUDLATUL QURAN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 April 2021
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

تربية المعلمين والمعلماتاالإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699   NSS : 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125
Email: smptmimetro@gmail.com website: www. Smptmimetro.sch.id, www.pprq.or.id

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Nomor   : 080/ SMP-TMI RQ/IV/2021

Lampiran   : -

Prihal   : Izin Pra-Survey

Kepada

Yth   : **Ketua Jurusan Tadris Bahasa Inggris IAIN Metro**

                     Di,

                           Metro

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Berdasarkan surat Lembaga Pendidikan IAIN Metro Nomor : B-0910/In.28.1/J/TL.00/04/2021 tentang Izin Pra Survey. Dengan ini Kepla Sekolah SMP TMI Roudlatul Qur'an Metro memberikan izin kepada :

Nama   : IRMA WIDAYANTI

NPM   : 1701070024

Jurusan   : Pendidikan Bahasa Inggris

Program Study   : Tarbiyyah dan Ilmu Keguruan

Untuk melakukan Pra-Survey di SMP TMI Roudlatul Qur'an Metro

Demikian surat izin ini dibuat dan dapat dipergunakan sebagaimana mestinya

Wassalamualaikum Wr.Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor   : B-3162/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-
     Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**Irma Widayanti**
NPM	:	1701070024
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG ``INSYAALLAH`` AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR`AN METRO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Agustus 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1043/In.28/S/U.1/OT.01/10/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Irma Widayanti	
NPM	: 1701070024	
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070024

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 26 Oktober 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Irma Widayanti

NPM   : 1701070024

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 2 November 2021
Ketua Jurusan TBI

Andianto, M.Pd
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Nomor : B-3254/In.28/D.1/TL.00/08/2021	Kepada Yth.,
Lampiran : -	KEPALA SMP TMI ROUDLATUL
Perihal : **IZIN RESEARCH**	QURAN METRO
	di-
	Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3255/In.28/D.1/TL.01/08/2021, tanggal 05 Agustus 2021 atas nama saudara:

Nama	:	**Irma Widayanti**
NPM	:	**1701070024**
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG ``INSYAALLAH`` AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR`AN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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Nomor   : 126/ SMP-TMI RQ/VIII/2021   Metro, 26 Agustus 2021

Perihal   : Keterangan Melaksanakan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama   : IRMA WIDAYANTI

NPM   : 1701070024

Semester   : 9 (SEMBILAN)

Jurusan   : Tadris Bahasa Ingris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "AN ANALYSIS OF STUDENT' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG " INSYAALLAH" AT THE EIGHT GRADE AT SMP TMI ROUDLATUL QUR'AN METRO"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr.Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I

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S U R A T   T U G A S
Nomor: B-3255/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**Irma Widayanti**
NPM	:	1701070024
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG ``INSYAALLAH`` AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR`AN METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 Agustus 2021

Mengetahui,
Pejabat Setempat

M. Roni. M.D.I

Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
LISTENING COMPREHENSION OF MAHER ZAIN
SONG "INSYAALLAH" AT THE EIGHTH GRADE
AT SMP TMI ROUDLATUL QUR'AN METRO

Oleh:

IRMA WIDAYANTI
NPM. 1701070024

Tarbiyah and Teachers Training Faculty
Englis Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

by Irma Widayanti 1701070024

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN LISTENING COMPREHENSION OF MAHER ZAIN SONG "INSYAALLAH" AT THE EIGHTH GRADE AT SMP TMI ROUDLATUL QUR'AN METRO

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CURRICULUM VITAE

The name of the researcher is Irma Widayanti. She was born in Brawijaya, May 3, 1999. She is the first child in her family. Her parents are Mr. Poniran and Mrs Wiji Lestari. She was enrolled her study at SDI MIBU Brawijaya on 2005-2011. She continued her study at SMP Minhajuth Thullab Way Jepara on 2011-2014. She continued her study at SMA TMI Roudlatul Qur'an Metro on 2014 and completed in 2017.

After graduating of SMA TMI Roudlatul Qur'an Metro. The researcher continued her study at IAIN Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the researcher takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.