

IMPROVING LISTENING SKILL OF GRADE VIII STUDENTS AT SMP NEGERI 2 GALANG THROUGH POP SONG

Hidayati

English Education Study Program
Teacher Training and Education Faculty of Madako University

ABSTRACT

The objective of this research is to find out whether pop song significant or not to improve students' listening skill at SMP Negeri 2 Galang. This research is pre-experimental research design consists of one group pre-test and post-test. There are two variables of this research namely dependent and independent variables. The independent variable is Pop Song and dependent variable is students' listening skill at eight grade of SMP Negeri 2 Galang. The Population of this research is the eight grade of SMP Negeri 2 Galang in 2016/2017 academic year. The sample of this research is selected by using purposive sampling technique and the selected class is VIIIa consisted of 24 students. In collecting the data, the researcher conduct test covered pre and post test in order to measure the students' listening skill before and after given pop song media. The researcher analyzed the data statically. The result of the test showed that the students' mean score in posttest 72,91 is higher than pretest 31,16. To know the significant difference between pretest and posttest, the researcher compared the value of t-counted and t-table by applying 0.05 level of significance for two-tailed test with 23 degree of freedom ($24-1=23$), the researcher found that the t - table is 3,768. It means that the t-counted (9,15) is higher than t-table (3,768) and the hypothesis of this research is accepted. The researcher concluded that using Pop Song can improve students' listening skill at eight grade of SMP Negeri 2 Galang.

Key words: *improving, listening skill, and pop song.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan media lagu pop dapat meningkatkan keterampilan mendengarkan siswa atau tidak di Smp Negeri 2 Galang. Penelitian ini adalah penelitian pre-eksperimen terdiri dari satu grup pre-test and post-test. Dalam penelitian ini terdiri dari dua variable yaitu dependen dan independen. Dependen variabelnya yaitu lagu pop dan independen variabelnya yaitu keterampilan mendengarkan siswa kelas delapan di Smp Negeri 2 Galang. Populasi dari penelitian ini adalah kelas delapan dari SMP Negeri 2 Galang pada tahun akademik 2016/2017. Sampel dari penelitian ini dipilih dengan menggunakan tehnik pengambilan sampel purposive dan kelas yang dipilih adalah kelas delapan A yang terdiri dari 24 siswa. Dalam pengambilan data, peneliti mengambil dari hasil pre-test dan post-test. Peneliti menganalisa data secara manual. Hasil dari tes tersebut menunjukkan bahwa nilai rata-rata siswa pada post-test 72,91 lebih tinggi di bandingkan dengan nilai rata-rata pada pre-test 31,16. Untuk mengetahui perbedaan yang signifikan antara pre-test dan post-test, peneliti membandingkan nilai pada t-hitung dan t-tabel dengan menerapkan 0,05 level signifikan pada tes dengan tingkat kebebasan 23 ($24-1$), peneliti menemukan bahwa t-table (3,768) dan t-hitung (9,15). Ini berarti bahwa t-hitung lebih besar daripada t-tabel dan hipotesis dari penelitian ini di terima. Peneliti menyimpulkan bahwa penerapan media lagu pop dapat meningkatkan keterampilan mendengarkan siswa kelas delapan di Smp Negeri 2 Galang.

Kata Kunci: Meningkatkan, keterampilan mendengarkan, lagu pop.

1. Introduction

Listening skill is one of the basics of learning languages and acquiring them is very important in language learning. Moreover, with the development of high technology, we

more and more rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level of listening comprehension of the students. The following are some definitions of listening proposed by some experts:

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Bulletin in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in Hasyuni (2006: 8) state that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create a significance. Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

Listening through song was concluded by Fismar (2003) entitled "The Correlation between Delighting in Listening to English Songs and Students' Achievement in Listening Comprehension of First Semester of English Study Program at Universitas Bengkulu Academic Year 2001-2002", where the result is the English songs are helpful in stimulating the development of students' listening comprehension.

It is also quoted by Tee and Fah (2005) that use of songs in the teaching of life skills modules for ITE students. The result is bringing in music and playing songs in the classroom motivates the students to attend lessons and pay attention in class.

While Ur (1996: 111), states that there are some students' difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

Underwood (1989: 17) mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

While Paulston in Hasyuni (2006: 4), listening materials should consist of sample of natural language from as many different sources as possible, so the students will have experience with many varieties of topics and situations.

While Saricoban (1999) states that a good listener is one who has the enabling skills. The enabling skill characterizes the listener can follow the material by well. The skills are: predicting what people are going to talk about, guessing at unknown words or phrases without panic, using one's own knowledge of the subject to help one understand, identifying relevant points; rejecting irrelevant information, retaining relevant points (note-taking, summarizing), recognizing discourse marker, cohesive devices, including linking words, pronouns, references, etc, understanding different intonation patterns and uses of stress, understanding inferred information.

Yoo (2002), procedure of songs activity can be done by steps below: As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class, Pass out

the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class, Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time, After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

However, based on the experience when did teacher training (PPL)at SMP Negeri 2 Galang, the researcher has found that it is very difficult for the students to understand English through listening. There are no language labs to train their listening skills. Listening activities are not common for the students. So, this is a serious problem because some students cannot understand the whole text after listening.

Beside of that, the teachers are difficult to find the suitable method or technique to stimulate students in learning listening. The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students have to hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. It will be dangerous if there is no effort to reduce the problem. The researcher focus on listening skills in class VIIIA at SMP Negeri 2 Galang because the students' listening skills was still low.

2. Method of the Research

In conducting this research, the researcher used pre-experimental which applied pretest-posttest design. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIIIA SMP Negeri2Galang in sample sample were 24 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

The researcher administered the test (pretest and posttest) students' listening comprehension text before and after treatment. The result of pretest of the experimental can be seen in the following table:

Table 1. Students' score in pretest

No	Initial Name	Obtain Score		Number of Question	Individual Score	Qualification
		Multiple choice	Fill the blank			
1	WA	6	2	30	26	Failed
2	SLMN	8	2	30	33	Failed
3	SYHRL	6	3	30	30	Failed
4	YPTA	7	1	30	26	Failed
5	FRDH	9	3	30	40	Failed
6	BHRI	8	2	30	33	Failed
7	MHNWI	5	2	30	23	Failed
8	AFH	4	3	30	23	Failed
9	ABD	5	3	30	26	Failed

10	HLN	9	3	30	40	Failed
11	NSI	9	3	30	40	Failed
12	NHDY	6	2	30	26	Failed
13	TUK	7	1	30	26	Failed
14	ARLH	7	1	30	26	Failed
15	ZHR	7	1	30	26	Failed
16	NBL	7	2	30	30	Failed
17	NMSR	9	2	30	36	Failed
18	VO	8	1	30	30	Failed
19	WTI	6	4	30	33	Failed
20	AMS	9	1	30	33	Failed
21	NVR	7	4	30	36	Failed
22	SMRN	6	1	30	23	Failed
23	NMWI	7	4	30	36	Failed
24	MRYM	5	5	30	33	Failed
	TOTAL	167	56	720	734	

Table 2. Rate Percentage of the Students' Score Classification in pretest

Ranges of scores	Category	Frequency	Percentage
91-100	Excellent	-	-
81-90	Very Good	-	-
75-80	Fair	-	-
61-74	Poor	-	-
0-60	Very Poor	24	100%
TOTAL		24	100%

The table above shows that there were students got Excellent, very good and fair, but all of students got very poor.

3.2 The Result of Post-test

Posttest is given to the students to know the effect of treatment used by the researcher. The result of Posttest can be seen as follow:

**Table 3
The Students' Scores in Post-test**

No	Initial Name	Obtain Score		Number of Question	Individual Score	Qualification
		Multiple Choice	Fill the Blank			
1	WA	5	10	30	50	Failed
2	SLMN	7	15	30	73	Failed
3	SYHRL	8	15	30	76	Successful
4	YPTA	8	15	30	76	Successful
5	FRDH	8	14	30	73	Failed
6	BHRI	8	16	30	80	Successful
7	MHNWI	9	16	30	83	Successful
8	AFH	7	13	30	66	Failed
9	ABD	6	11	30	56	Failed
10	HLN	5	10	30	50	Failed
11	NSI	9	16	30	83	Successful

12	NHDY	9	14	30	76	Successful
13	TUK	7	18	30	83	Successful
14	ARLH	7	16	30	76	Successful
15	ZHR	6	14	30	66	Failed
16	NBL	6	17	30	76	Successful
17	NMSR	9	16	30	83	Successful
18	VO	10	13	30	76	Successful
19	WTI	6	11	30	56	Failed
20	AMS	8	16	30	80	Successful
21	NVR	8	18	30	86	Successful
22	SMRN	8	15	30	76	Successful
23	NMWI	7	15	30	73	Failed
24	MRYM	6	13	30	63	Failed
	TOTAL	177	492	720	1736	

Table 4. Rate Percentage of the Students' Score Classification in posttest

Ranges of scores	Category	Frequency	Percentage
91-100	Excellent	-	-
81-90	Very Good	6	25%
75-80	Fair	9	37,5%
61-74	Poor	5	20,83%
0-60	Very Poor	4	-
SUM (Σ)		24	100%

The table above shows that there were no students got excellent, but 6 (25%) got very good, 9 (37,5%) got fair, and from 24 students got poor and very poor 9 (37.5%).

3.3 Discussion

In this part, the researcher discussed the result of the data analysis of the pre-test and post-test in accordance to the scope of this research. The discussion is intended to know whether pop song can significant or not to improve students' listening skill of VIII grade at SMP Negeri 2 Galang or not.

The description of the data collected through the objective test shows that the students' reading comprehension in reading test increase significant. It is also supported by the mean score of the students on pre-test is 31,16 classified as fair classification, and the mean score of the students on post-test is 72,91 classified as very good classification, with the different score between pre-test and post-test is 41,75. It describes that the distance of each score of the students near one another. It indicates that their listening comprehension was almost much closer together. The value of t-test is greater than t-table ($9,15 \geq 3,768$). Based on t-test the researcher can conclude that there was significant difference between the result of pre-test and post-test. It means that students' listening comprehension got be improved. This implies that song is one of the some effective way to improve the students' listening comprehension.

From the five meeting of treatment, the researcher taught the students by following procedures were as follow:

a. First meeting

The first meeting, the researcher was greeting and check the attendance of students the first. Then, gave explanation about listening and comprehension and told to the students how to be a good listener and gave opportunity to students to ask about the material.

b. Second meeting

The researcher told them that media to be used is songs. Most of them very happy because they were like song and then researcher wrote song lyric on the whiteboard. Then, researcher play songs and asked to students listen the song carefully but some of students were not listened to the song carefully. Then, the researcher gave missing word to the students and they come forward of the class one by one.

c. Third meeting

The researcher used song again but in different title. Before meeting entitle one call away but in third meeting was beautiful in white and gave test.

d. Fourth meeting

The researcher gave two songs in the same time to know ability of students and gave opportunity to all students to come forward of class to fill test.

e. Five Meeting

The researcher gave posttest to students. The result of posttest it was very different with the result of pretest because they have been given treatment by researcher.

After all of the treatment conducted in this research, the researcher conducted the posttest, the researcher got the data based on students' score. The researcher found that there were no students got excellent, but 6 (25%) got very good, 9 (37,5%) got fair, and from 24 students got poor and very poor 9 (37.5%). The researcher calculated and processed their scores. Based on the result was presented previously the mean score of post-test was 72,91. The students' score in post-test was better than pre-test 31,16. It proved that the treatment through pop song media was effective to improve the students' listening skill.

4. Conclusion

In line with the findings of the research, the researcher concludes that the research question have been answered. The application of pop song media can improve the students' listening skill of grade VIII at SMPNegeri2Galang. There is a significance difference between the result of pre-test and pot-test, where the mean score of post-test 72,91. It is higher than the mean score of pre-test 31,16. The level of significance (P) 0,05 and df (23), then the value of t-table was 3,768, the value of t-test was greater than t-table ($9,15 < 3,768$). It means that the hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

References

- Fizmar, Afzel (2003). *The Correlation between Delighting in Listening to English Songs and Students' Achievement in Listening Comprehension of First Semester Students of Universitas Bengkulu*. Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu
- Hasyuni (2006). *The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006)*. Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu
- Mee, Mac Yin (July 1990). *Teaching Listening: An Overview*. The English Teacher Vol XIX.
- Oxford, R. L. (1993). *Research Update on Teaching L2 Listening*. System, 21 (2)
- Saricoban, Arif. (December 1999). *The Teaching of Listening*. The Internet TESL Journal. <http://iteslj.org/Articles/Saricoban-Listening.html>
- Saricoban, A. &Metin, E. (October 2000). *Songs, Verse and Games for Teaching Grammar*. The Internet TESL Journal.

- Tee, Tan Siew&Fah, Shi Soi (2005). *Use of Songs in the Teaching of Lifeskills Modules*. Paper presented at ITE Teaching Conference. http://edt.ite.edu.sg/ite_conf/teaching/tc0/5ts04.
- Ur, Penny (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: University Press.
- Yoo, Isaiah WonHo. (July 2002). *Focused Listening with Songs*. The Internet TESL Journal. <http://iteslj.org/Techniques/Yoo-Songs.h>