THE EFFECTIVENESS OF ENGLISH SONGS TO IMPROVE STUDENTS' IN LISTENING COMPREHENSION

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ABSTRACT

The title of this research paper is "The effectiveness of English Songs To Improve Students In Listening Comprehension". This research was conducted at SMK Muhammadiyah. Due to pandemic of Covid-19, the research was conducted online by using WhatsApp and Google Classroom. The purposes of this research were to identify the effectiveness of songs in improving students' listening comprehension and find out the students' responses toward the use of songs in learning listening. The research applied a pre-experimental research method, then used one group pretest-posttest design to conduct the research. The study then chose 20 students of XI OTKP 4 as the sample for experimental group. The instruments used in this research were pre-test, posttest and questionnaire. The data from pre-test and posttest were analyzed and calculated. According to the result of calculation, the value of t-observer was 5.965, then the freedom was 19 at the level of significance 0.05 for two tailed test is 2.093. Based on the calculation of t-observed, it was higher than the t-table. In other words, there was a significant different score before and after the treatment. Therefore, the method of the research is effective. Then, the result of questionnaire showed that the students gave positive responses toward the use of songs in learning listening comprehension and they felt enjoyed, pleasant and motivated. They were able to understand the meaning of the songs, but they still needed efforts to get used to. The conclusion of this research is the implementation of songs in learning listening comprehension can give a significant effect to the students. It is effective to make them interested, enjoyed and comfortable in learning listening. By using song, they are not only able to improve listening, but also improve pronunciation and vocabulary mastery.

Keywords: pre-experimental, listening comprehension, English song

INTRODUCTION

Listening is one of the language skills that should be taught beside the other. Helgesen (2003:24) states that listening is an active, purposeful processing of making sense of what we hear. listening is a complex problem solving skill it is more than just perception of the sound (oxford, 1993). Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

English songs bring energy to the classroom and boost students' confidence.(Vernon, 2013:8). If the students are interested both in material and teaching, they can enjoy listening. (campbell, 2010:13) stated that music can enhance a child's skills in academics, feeling expression, and social connection to family, community, and culture. Song is known as the best media to express when people feel sad, happy and depression. When people express their thought through song, it means song can relax people's mind. If students' feel relax, they can learn actively. In learning listening, students may have difficulties because students lacked of excitement during teaching and learning process. For example, when the teacher gave the listening test, they kept talking to each other and did not pay attention to the material. Besides that, many of them still let the answer in blank and did not finish the task. They were not motivated in listening and effected to their passion and interest in listening. As the conclusion, the students had problem with their learning strategy.

Because of that problem, the writer used a method that is using of songs. The writer hopes by using this method the students can make it more easily to learning listening.

LITERARY REVIEW

Definition of Listening

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. Listening is also a creative skill because in order to comprehend the sound which we hear, we take the raw material of words, arrangements of words, and the rise and fell of the voice, and from this material we create ourselves significance as listeners, which is dependent on linguistic information, situational context, and intentions of the speaker (Rivers, 1980:16). It is clear to say that when we listen to spoken language, we do some component skill in listening, such as; discriminating between sounds, recognizing words, identifying grammatical groupings of words, and pragmatic units-expressions and sets of utterances which function as whole units to create meaning, connecting linguistics cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning, using background knowledge (what we already know about the content and the form), and context (what has already been said) to predict and then to confirm meaning, and recalling important words and ideas (Rosf 1991:3-4).

So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Listening is the active process because listening is not just matter of hearing, listening include many process. Listening is determining the meaning and the message of the sound.

Listening Difficulties

Listening is feel difficult for many students. Because listening include many process. Students should be understand about the sounds" word and give interpreting the meaning from what they hear. According to many experts (Dunkel, 1991; Richards, 1983; and Ur, 1984), there are eight factors making listening difficult as follows:

a. Clustering, in written language we are conditioned to attend the sentence as the basic unit of organization. In spoken language, due to the memory limitations and our predisposition for "chunking" or clustering, we break down speech into smaller group of world.

b. Redundancy, spoken language unlike written language, has a good deal of redundancy. The next time we are in conversation, notice the rephrasing, repetitions, elaborations, and little insertion of "I mean" and "You know", here and there. Such redundancy helps the hearer to process meaning by offering more time and extra information.

c. Reduced form, while spoken language does indeed contain a good deal of redundancy, it also has many reduced forms. The reduction can be phonological, morphological, syntactic, and pragmatic. These reductions pose significant difficulties especially to classroom learners.

Based on some theories definition of listening, it can be concluded that listening skill is an active, purposeful processing of making sense what we hear. When listening, the hearer has willingness and competence to understand what is said. Specifically, students need to know the listening competence they most frequently encounter in their academic studies in order to successfully complete their assignments. To improve student"s listening skill, the students are capable to discriminate sounds, identify main idea and listen for detail information both text and sentence.

Definition Song

There are a lot of ways to show off our expressions or feelings. It can be through painting, poetry, writing a text and others. But there is the most popular one which cannot be separated from our life, it is song. Song is a series of words that are arranged according to the rhythm and tone, the usual song contains a certain meaning. According to Hennberg (2015), song is a piece of music for voices.

The Advantages Using Song As Listening

There are a lot of key studies proving that including songs in learning English process is absolutely useful and helpful. Accordingto Lenka (2009, p. 41),

song can be applied in any activities relatedto the skills of English such as writing, reading, listening and speaking. It also prevails for language systems like vocabulary, pronunciation, grammar and spelling. She also adds that song is ableto deliver a new insight and knowledge for the students about the culture and moral value. Then song usually tells the students about the topics that relate to their life such as romance, friendship, life motivation, and religion.

Teaching Listening Through Song

To achieve the effectiveness in teaching pronunciation and also increase students' interests, as the teacher we need to arrange the steps or strategy to teach pronunciation using song in order to gain a significant result. Here the writer explains the steps to teaching according to Ur and Wright (1993, as cited in Rini, 2019) as follows:

1. Preparation: choose a tape recording of a song that you can sing it. Then prepare a hand out paper of the lyric song for students.

2. Procedure: first, play the song on a tape or sing it by yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

RESEARCH METHODOLOGY

Research Design

This research is aimed to find out the result of using English songs to improve students listening comprehension at first grade students of SMK Muhammadiyah. Therefore, this research utilizes pre-experimental research to achieve the aim of the research. Pre-experimental designs are more exploratory thanconfirmatory in regard to making inferences about the relationship betweenan independent variable and a dependent variable (Phakiti, 2014).

On the basis of Mangal (2013), there are types of designs in pre-experimental design, namely one-shot case study, pre-test posttest, repeated measure design, and static group comparison design. Therefore, based on the concept of research methodology in first chapter, the study uses the following one group pre-test posttest design proposed by Mangal (2013) to implement the research.

Table. 3.1 Pre-Test Posttest Design

	Pre-test	Treatment	Posttest
Experimental Group	O_1	X	O_2

Explanation :
1. O_1 = score pretest
2. X = treatment
3. O_2 = score posttest

Population And Sample

Population is a group of elements or cases, weather individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the result of the research (McMillan, 1996 p. 85). While According to Arikunto (2000, p. 108) population is the whole of research subject, if someone wants to research all of the elements in research area his research is called population research on census study. The population of this research is the second grade of Vocational high school of SMK MUHAMMADIYAH that consisting of four classes. Each class has 40 students, so the populations are about 160 students.

Sample is a part of population. The sample is the group of elements, or a single element from which data are obtained (McMillan, 1996 p. 85). While Ary (2010, p.649) says that "Sample is a group selected from population for observation in a study. From the eight classes, one class would be taken randomly as the sample. The choice falls into class X-4 that has 40 students. So, the samples are 40 students.

Research Instrument

According to Bui (2009), research instruments are set of the measurement devices and are used to collect the research data. In carrying the research implementation, research instruments must be provided as a device to measure the effectiveness of the research. The writer uses the following three types of research instruments, namely:

1. Pre-Test

Pretest is simply a test before the main survey and will often represent a test of a single element of the survey, such as a specific question wording or instrument layout (Stopher, 1996). In this pretest, the writer provides a songs and a questions before the treatment begins. To keep the safety and health of the students caused by the pandemic of Covid-19, the writer will begin the introduction and the pre-test in the first meeting by using Google Classroom and WhatsApp group chat to figure out the students' listening ability for the first time.

2. Post-Test

Posttest is the second measurement of the research (Bonate, 2000). It is implemented after giving the treatment. According to Mertens (2005), posttest is useful to figure out the effect of the treatments. Therefore, the writer provides a songs and a questions after the treatments. Due to the

pandemic of Covid-19 that still occurs, the writer will conduct the posttest via online by using Google classroom and WhatsApp group on August 2021 in order to find out the effect of the treatments

3. Questionaire

Kumar (2011, p.138) state that "A questionnaire is a written list of questions, the answers to which are recorded by respondents". It is actually an additional instrument to enhance the research. Questionnaire is a set of questions and statements that are used to find out the students' responses towards improving listening ability. According to Wilkinson (2003: 8), questionnaire is applied to assemble wide quantities of data from various respondents.Due to the pandemic of Covid-19 that still occurs, the test will be delivered on the same day, August 2021 after conducting the posttest in order to know students' opinion towards the research. The test is done via online by using Google Classroom and WhatsApp group

Data Analysis

To collect and compute the data, the writer utilizes a test namely t-test. Then, the test will be processed using t-test for the result

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}\right)}}$$

Explanation:

1. $\bar{x}_1$ = The mean of the pre- test scores.
2. $\bar{x}_2$ = The mean of the post- test scores.
3. ΣD^2 = The sum of the squares of the differences between the pre-test scores and the post-test scores.
4. $(\Sigma D)^2$ = The squares of the sum of the differences between the pre-test scores and the post- test scores.
5. N = The number of pairs of scores.
6. DF = The degree of freedom.
7. DF = N-1

After collecting the data, the procedure to calculate the data based on Hatch & Farhady, (1982) are as follow:

Step 1: Subtract the pairs of scores from each other in the following manner

Step 2: Calculate the mean of the pre test scores (X1)

Step 3: Calculate the mean of the post test scores (X2)

Step 4: Enter the values obtained from step 1-3 into the formula for the dependent t-test.

Step 5: Interpret the result of the computation

Questionaire Analysis

A questionnaire test is applied after the post-test given to the students. It also has a function to find out the advantages and disadvantages of the technique or method based on the students' perspective. The kind of questionnaire that the writer applies in this research is Likert scale. Likert Scale contains a value or positive or negative direction, and the subject indicates agreement or disagreement with the statement (McMillan, 2008, p. 168). Then, to find out the result on questionnaire, this research uses the following percentage formula:

$$X = \frac{y}{z} x\,100$$

Where:

X = percentage (quality of the answer)

Y = given amount (total of the respondent answer)
Z= total amount (total of respondent)

Then, after finding the percentages of questionnaire, those data will be converted and described into the following criteria based on Sugiono (2008, as cited in Apriliyanti, 2014)

Table 3.3 Criteria of Percentage

Percentage of Respondent	Criteria
100%	All of the students
75%-99%	Almost all of the students
51%-75%	More than half of the Students
50%	Half of the students
26%-49%	Nearly half of the students
1%-25%	Small number of the Students

0%	None of the students

FINDINGS AND DISCUSSIONS

Research Findings

The research was held at SMK Muhammadiyah on August the 26th, 27th, 28st,. The writer chose XI OTKP 4 which 20 students were taken as the sample for the research. Then, the writer utilized pre- experimental method to implement the research. To obtain the data, the writer applied one group pretest-posttest design and questionnaire as the instruments. The results of the pretest-posttest and questionnaire are going to be explained in the following discussion.

The Computation of Pre-test And Post-test Score

Table 4.3 Calculation of Pretest and Posttest Score

No.	Name	Pretest (X_1)	Posttest (X_2)	D Scores	D^2
1.	Student 1	60	80	-20	400
2.	Student 2	70	80	-10	100
3.	Student 3	30	80	-50	2500
4.	Student 4	50	70	-20	400
5.	Student 5	40	40	0	0
6.	Student 6	50	90	-40	1600
7.	Student 7	**50**	**70**	-20	400
8.	Student 8	40	60	-20	400
9.	Student 9	60	80	-30	900
10.	Student 10	70	70	0	0
11.	Student 11	50	90	-40	1600
12.	Student 12	40	50	-10	100
1	Student	70	70	0	0

3.	13				
14.	Student 14	**40**	**80**	-40	1600
15.	Student 15	**80**	**90**	-10	100
16.	Student 16	**70**	**90**	-20	400
17.	Student 17	40	30	-10	100
18.	Student 18	50	90	-40	1600
19.	Student 19	50	80	-30	900
20.	Student 20	30	70	-40	100
Σ		$\sum x_1 =$ 1040	$\sum x_2 =$ 1460	$\sum D =$ - 450	$\sum D^2 =$ 149 00
$(\sum D)^2 = (-450)^2 = 203.500$					

From the data above, the writer computes the score by applying the t- test steps below.

1. step1, calculate the mean of the pretest $\sum X_1$

$$x = \frac{\sum x_1}{n} = \frac{1040}{20} = 52$$

The mean of pretest is 52

2. step 2, calculate the mean of the posttest $\sum X_2$

$$x = \frac{\sum x_2}{n} = \frac{1460}{20} = 73$$

The mean of posttest is 73

3. step 3, calculating the score of degree of the freedom

Df= N-1

= 20-1

= 19

4. step 4, computing the t-observed

$$t = \frac{x_1 - x_2}{\sqrt{\dfrac{\Sigma D^2 - \dfrac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{52 - 73}{\sqrt{\dfrac{14900 - \dfrac{203500}{20}}{20(20-1)}}}$$

$$= \frac{-21}{\sqrt{\dfrac{14900 - 10175}{20(19)}}}$$

$$= \frac{-21}{\sqrt{\dfrac{4725}{380}}}$$

$$= \frac{-21}{\sqrt{12,4}} = \frac{-21}{3,52} = -5.965$$

5. Step 5, Interpreting the result of calculation

According to the result above, the obtained value after computing the t-observed is 5.965. The value of t- table is gained from degree of freedom (df), the formula used is df= N-1, where N is number of respondents, so df = 20-1 = 19 at the level of significance of .05 for two tailed tests is 2.093. It means that the t-observed is higher than t-table (5.965 > 2,093). Therefore, Ha is accepted and Ho is rejected. This also means that there is a significant difference in students' scores before and after the treatment using English songs. So, the use of English songs to improve listening comprehension is effective in XI OTKP 4 SMK Muhammadiyah

The Result of Questionnaire

The questionnaire is given after students do the posttest. Each students asked to fill 10 question. These are the resul of the questionnaire

No	Pertanyaan	SS	S	RR	TS	STS

1	I love studying English language *Saya senang mempelajari bahasa Inggris*	5 25%	10 50%	3 15%	2 10%	
2	Learning English is such an obligation for me *Belajar bahasa Inggris adalah sebuah kewajiban bagi saya*	1 5%	16 80%	3 15%		
3	Learning English is really important to support my career in the future *Belajar bahasa Inggris itu sangat penting untuk menunjang karir saya di masa depan*	9 45%	11 55%			
4	Learning listening is important *Belajar listening itu penting*	5 25%	12 60%	3 15%		
5	Listening helps me to understand the meaning in English conversation *Listening membantu saya untuk memahami makna dalam percakapan bahasa Inggris*	8 40%	10 50%	2 10%		
6	Learning listening by using song is interesting *Belajar listening dengan menggunakan lagu itu menarik*	6 30%	12 60%	2 10%		
7	I like listening to English song *Saya senang mendengarkan lagu bahasa Inggris*	4 20%	15 75%	1 5%		
8	I recognize and know English language through song *Saya mengenal dan mengetahui bahasa Inggris lewat lagu*	2 10%	14 70%	4 20%		
9	I receive lessons and meanings from English song *Saya memperoleh pelajaran dan*	1 5%	14 70%	3 15%	2 10%	

	makna dari lagu berbahasa Inggris					
10	By using English song, i am able to improve my listening skill *Dengan menggunakan lagu bahasa Inggris, saya bisa meningkatkan kemampuan listening saya*	2 10%	8 40%	7 35%	3 15%	

According to the questionnaire above, most of the students love learning English, then they presume that learning English is really important and an obligation for them.

The Discussion of Finding

Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 5.965. The value of t- table is gained from degree of freedom (df), the formula used is df= N-1, where N is number of respondents, so df = 20-1 = 19 at the level of significance of .05 for two tailed tests is 2.093. It means that the t-observed is higher than t-table (5.965 > 2.093). Therefore, Ha is accepted and Ho is rejected. This also means that there is a significant difference in students' scores before and after the treatment using English song. So, the use of English songs to improve listening comprehension is effective in XI OTKP 4 SMK Muhammadiyah

Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching English listening by using song.

The first is about learning English. According to the questionnaire above, most of the students love learning English, then they presume that learning English is really important and an obligation for them.

The second is about listening. On the basis of questionnaire above, most of the students presume that learning listening is important.

Next, the third is about English song. They love listening to English song and know English from it. Besides that, many of them state that learning listening by using song is interested.

Then, the fourth is teaching listening by using song. Many students agree that teaching English listening by English song is good to be applied in classroom. In another statement, they gain improvements in their listening after learning by using English song.

CONCLUSION

This research uses English songs as a medium to improve students' listening comprehension. The medium is really useful not only in learning

listening, but also in vocabulary mastery and pronunciation skill. Because English song is able to give them different atmosphere in classroom such as enjoyment, excitement and serenity to study English. Due to the pandemic of Covid-19, the research was conducted online using Classroom and WhatsApp groups. According to the research calculation and finding of the study which have been done in previous chapter, the writer obtains several conclusions. The first is related to the significant differences in students' scores before and after treatment by using English song to improve their listening comprehension, Then the second is the responses of the students toward the learning listening by using song. The result of study is shown by t-test computation towards students' pretest and posttest scores that the students' listening comprehension are significantly improved.

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