

Improving students' listening comprehension using song at SMA N 1 Way Jepara

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ABSTRACT

The objectives of this research were to investigate if there was any improvement in students' listening comprehension after the implementation of songs and to find out students' responses toward the use of songs at SMAN 1 Way Jepara. The sample of this research was XI science two, which consisted of 24 students. The data were obtained through a pre-test and post-test and the results were analyzed by using *Paired Sample T-Test*. The first results of the research showed that the average post-test score (76.04) was higher than that of the pre-test (60.83), it increased 15.20. The significant value is less than 5% ($0.00 < 0.05$). It means there was a significant improvement in students' reading comprehension. In addition, the second result of the research showed students' responses toward the implementation of songs. The response is measured through a 4 Likert scale started from *strongly agree, agree, disagree, and strongly disagree*. Most students' responses were positive. The mean of the questionnaire was 75.53. It means the majority of the students agreed that the strategy was effectively applied in the process of teaching listening. From the result it could be concluded that using songs is effective for teaching listening comprehension.

Keywords: *listening comprehension, song, teaching listening, student listening comprehension*

I. INTRODUCTION

English is the most important foreign language that Indonesian people need to learn. There are four skills that have to be mastered by the students they are listening, speaking, reading, and writing. According to Murcia (2001), listening is the language skill used most in life, and this argument is supported by Hedge (2007), who states that among the basic four skills in our lives, listening is the most frequently used. Listening accounts for 45%, speaking 30%, reading 16%, and writing 9%. Bozorgian (2012) defined listening comprehension as the primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading, and writing), it is often difficult and inaccessible for second and foreign language learners due to its implicit process.

According to Underwood (1990), one of those difficulties in listening that is directly related to the students themselves is based on the fact that students have created learning habits in the sense that they have been encouraged to comprehend everything by listening properly to teachers who may talk slowly and clearly, so when they fail to comprehend every word while listening, they stop listening and lose the thread, which seems to be the reason for them to be panic and worried before and during the listening process.

Students in SMAN 1 Way Jepara have low motivation in listening because most of them do not like English and have no interest in learning English. Only some of them like English because most of them think that English is difficult.

There are a lot of ways for the teacher to make the class interesting, and using songs is one of the ways. Shen (2009) defines a song as a combination of music and lyrics that possesses many intrinsic benefits, for example, a kaleidoscope of culture, expressiveness, reciting ability, and therapeutic functions, which render it an invaluable source for language teaching.

Medina (2002) stated while the learners are relaxed, they are also more attentive than usual and therefore, more receptive to learning. According to Brewster (2002), songs are motivating and fun and help develop positive attitudes toward the target language. the researcher gave the student question from the latest song

According to Hughes (1991:134), in macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining the gist of what is being heard or the listener should get the general idea of the information. The researcher used macro skills because in the curriculum, student needs to understand the songs and know the moral message from the songs.

According to Hughes (1991), in micro skill, to understand what someone says, a listener has to interpret intonation patterns, recognition of the function of structures, and cohesive devices, detect sentence constituents, and recognize discourse markers. The researcher used micro skills because students need to know the structure and sentences to understand the listening material.

To analyze the responses that the students had after they were taught using songs, the researcher gave them a questionnaire.

According to the consideration above, therefore, this study investigates whether or not using English songs as a technique improves students' listening comprehension. This study also investigated the students' responses after using English songs to developed students' ability in listening comprehension.

II. METHODS

The design is quantitative research the aim of this research is to find out if there is an improvement or not in students' listening comprehension using songs in the second grade of SMA N 1 Way Jepara. The design is to compare the student's comprehension in the pretest and post-test after the treatment. The population of this research is students of SMA N 1 Way Jepara in the 2020/2021 academic year. The sample is students of class X1 IPA 4.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of listening test.

Table 1. Students' Score of a Pre-test and a Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	24	40.00	70.00	60.8333	9.20529
Post-Test	24	60.00	90.00	76.0417	9.85401
Valid N (listwise)	24				

Table 1. From the table above, it could be seen that the minimum score in the pretest was 40.00 and the minimum score in the post-test was 60.00. The increase of the minimum score was 20. The maximum score on the pretest was 70.00 and the maximum score on the post-test was 90.00. The increase of the maximum was 20.00. The mean score of the pretest was 60.83 and the post-test was 76.04. The increase of the mean score was 15.20.

Table 2. Analysis of the Hypothesis Testing

		Paired Differences		95% Confidence Interval		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	Pre-Test – Post-Test	15.20833	4.77292	13.19290	17.22376	15.610	23	.000

The table showed that the t-value is 15.610 with the degree of freedom (df) was 23. While the data is significant based on the t-table pointed out at 2.069. Thus, it can be concluded that the t-table ($15.610 > 2.069$) with the significant value of less than 5% ($0.00 < 0.05$). So, there was a significant effect on students' listening comprehension after they are taught using songs. Therefore, the hypothesis was accepted.

Table 3. Percentage Every Element

Components	Percent
Cognition	77.70
Affective	80.36
Conative	76.93

1. The first component is cognitive, there are 10 statement of cognitive, according to the table percentage of answer the percentage is 77.70% which means strongly agree.
2. There are 13 statement of affective, according to the table percentage of answer the percentage is 80.36% which means strongly agree.
3. There are 7 statement of conative, according to the table percentage of answer the percentage is 76.93% which means strongly agree.

Table 4. Result of Students' Responses

	Count	Minimum	Maximum	Mean
Questionnaire	30	62	85	75.533

As seen on the Table 4.14, it can be concluded that the students' responses toward the use of songs in teaching listening comprehension were agree based on the rating scale table of the questionnaire.

Discussions

1. The Improvement of Students' Listening Comprehension

In relation to this research, the results presented that listening comprehension are improved after they are taught using songs. By comparing between the pretest and the post-test's mean scores. Then the result was analyzed by using the Repeated Measures T-Test, It was also found that the t-value was higher than the t-table and a significant level was achieved. It can be concluded that there is a significant difference in students' listening comprehension after being taught using songs.

The current findings support previous findings. As stated in Cheung (2001) in his paper, he states that popular culture and songs include, can motivate students to learn English better than the usual treatment that their teacher gives. Automatically it will affect their need for learning English and lift up their ability in the English language.

Meanwhile, Dzanic and pejic (2017) states that The results showed that songs have a positive influence on the vocabulary retention of young learners. All aspects of the micro skill and macro skill of listening in this research are improved, and according to (Rizki et al 2014) they also searched about micro skill, states that the result showed that the students' micro skills of listening improved in each aspects of micro skills of listening after being taught through song.

Moreover, they enjoyed the class when the researcher used songs in teaching listening. It is in line with Dzanic and pejic (2017) Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experiences and enhance their knowledge.

From the statement above we can say that song are good media for teaching listening to improve students' listening comprehension. Through songs, the students were able to improve their listening comprehension because they are more enjoyable in class.

2. Students' Responses After Being Taught Using Song

The second research question of the research is to find out how the students' responses after using song in teaching listening comprehension. After the implementation of song, the responses questionnaire was administered. The questionnaire consisted of 30 statements that could give students' responses of the implementation of songs. According to Rosenberg and Hovland (as cited in Azwar, 2012), there are three components of responses that is called tripartite model. The component is cognitive, affective, and conative. Those three components showed students' beliefs, emotions, and also behaviors toward the use of songs.

Based on the data, the first component is cognitive, because using song made the students' more focus to the lesson and made them understand the lesson, they do better at exam and quizzes. It is in line with Brewster (2002) song help to develop concentration, memory, and coordination.

The second component is affective. Based on the data, the researcher concluded that the students enjoy using song in the learning process. It happened because using song could make the students enthusiastic about listen the song.

The third component is conative. After using songs, it can be implied that the students felt the effect of using songs in listening comprehension. It was obtained because songs made them more active in class.

The data shows that the the student's get the highest score in affective component, because they feel more interested, and that makes them gave positive responses towards the use of song.

The result of the questionnaire can be concluded that most of the students agree toward using songs in the learning process of listening. It is also in line with Brewster (2002) songs are motivating and fun and help to develop positive attitudes towards the target language.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the research findings and discussions, the writer would like to present some conclusions. There was a significant improvement on the students' listening comprehension after they are taught using songs. It could be seen from the gain of students' listening mean scores in the pretest and the post-test and the significant value less than 5% ($0.00 < 0.05$).

Besides that, Students' responses toward learning English after using songs in teaching listening comprehension is agree. The majority of students agree if the strategy is applied. They seem to more understand the material, they also look excited listening the songs, and they active during the learning process.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher the researcher strongly recommends the use songs in teaching listening. However, using songs has been shown to be effective in improving students' listening comprehension.

Secondly, for further researcher, the researcher suggests further researchers research at different levels such as college students, and The researcher also suggests to conducting this research by taking the treatments more than 3 times in order to make students understand the material more clearly.

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