

## THE EFFECTIVENESS OF USING ENGLISH SONGS ON STUDENTS' LISTENING ABILITY

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**Abstract:** This research investigates the usefulness of music in improving auditory comprehension of second-grade students at SMP Negeri 2 Lirung. It employs a quantitative pre-experimental method, utilizing tests (pre-test and post-test) for data collection. The research involved 20 pupils from class VIII2. The findings reveal that incorporating songs significantly improved the pupils' listening abilities, the pre-test n-gain value fell in the low category with average scores rising from 51.25 on the pretest to the post-test n-gain value 81.50 on the posttest. The t-test results show a calculated value of  $\pm 4.5876$ , surpassing the critical value of  $\pm 2.101$  at the 5% significance level. Thus, the hypothesis that using song media enhances students' listening skills ( $H_a$ ) is accepted, whereas the hypothesis that it does not improve listening skills ( $H_0$ ) is rejected. Therefore, the research concludes that using English songs as a learning medium effectively enhanced the listening skills of students at SMP Negeri 2 Lirung.

**Keywords:** *Effectiveness, Teaching English, Songs, Listening Ability*

### INTRODUCTION

English holds a significant role in Indonesia's education system as one of the international languages. According to government regulation number 32-year 2013, subsections 70, verses 3 and 5, English is a mandatory subject in the national examination for both junior and senior high schools. This is further emphasized by the Minister of Education and Culture Decree No. 69/1967, which mandates English

as a compulsory subject from junior high school through university. Harmer suggests that the extensive inclusion of English in school curriculums globally contributes to the high number of language learners, regardless of their personal preference. In teaching and learning English, mastering the four linguistic abilities is crucial: receptive abilities (listening and reading) and productive abilities (speaking and writing). Among these, understanding spoken language is vital for communication. However, in language classrooms, listening is often overlooked, with many educators assuming it will naturally develop as students learn to speak. Selecting appropriate teaching methods and activities can be challenging for teachers, as they need to balance student interest with educational effectiveness. According to Prasetia., (2017) songs are a helpful medium for aiding students in remembering words in English, making the learning process enjoyable and memorable. Liando et al., (2022) state that media serve as a powerful communication tool that can engage students' interest and promote learning.

Using songs in the classroom is a popular teaching strategy for listening skills in education because singing is an enjoyable activity for people of all ages. Singing serves as a learning tool for various age groups and contexts, allowing everyone to choose suitable tunes for their educational content. Clarke., (2005) highlights that songs are a flexible and appropriate listening method for all ages, helping to reinforce children's understanding of the material in an entertaining way. In educational settings, songs have the potential to enhance learning while providing a fun break. Songs are widely used as a positive medium for self-entertainment, hobbies, or even careers in the music industry. They can express emotions and are legally utilized for enjoyment in both personal and institutional settings. People are free to listen to any type of music, whether domestic or foreign, which has led to the classification of various genres like pop, hip hop, rock, and dangdut by different experts. State laws categorize songs based on listeners' ages: toddlers (under five years old), young children (ages five to twelve), adolescents (ages twelve to

eighteen), and adults (eighteen and older). This categorization benefits cognitive development and readiness to comprehend the song's content. English songs for educational purposes should include beneficial themes and values, such as: the first, quick knowledge acquisition which is students learn material faster with the singing method, which also serves as a relaxation technique. The second is effective motivation, songs act as a useful incentive for students. The third enhanced comprehension, songs improve understanding of academic material. And the last one is cognitive and memory skills, songs sharpen cognitive and memory abilities, supporting gradual cognitive growth. According to Shabbarin Syakur., (2022) emphasizes these benefits, highlighting the importance of using songs to support cognitive development and learning.

In the English classroom at SMP Negeri 2 Lirung, listening comprehension is learned from the text, which can occasionally be challenging to memorize due to its lack of appeal. Students can study as though they are actually speaking with or learning from native speakers first hand by employing music composed by native speakers and it aids in their self-training to speak English well, as there is an issue with English language instruction for SMP Negeri 2 Lirung's eighth grade. In particular, the author observes a lot of pupils who lack the guts to attempt understanding English since they lack the vocabulary necessary for learning listening comprehension, and the majority of them believe that English is difficult and unimportant. It is never entertaining or fun for the students to study English, thus they are not encouraged to understand the language and comprehend English in context with their peers, but after listening to the test, they struggle to write the words. Furthermore, it appears that teachers are still using their boring methods of instruction.

## **RESEARCH METHOD**

This examine working a quantitative approach, utilizing a pre-experimental design and tests to gather data from respondents. Yani et al., (1995) describe quantitative data as a research method grounded in positivism, involving concrete data in numerical form that is analyzed using statistical tools to draw conclusions. This design includes several variations, the single-group pretest and posttest experimental design is one of them. In this approach, the trial is conducted with one group only, without comparing it to other groups.

A population refers to a group of individuals defined by specific qualities and characteristics decided upon by the investigator Nazir., (2005) In this study there were twenty eighth-grade pupils from SMP Negeri 2 Lirung in the populace. According to Arikunto., (2012) if the population is under 100, it is typical to include all members as samples. Given the limited number of students, the researcher employed a method of saturated sampling, where every member of the small populace is included in the sample. Saturated sampling is often used for populations with fewer than 30 individuals.

An alternative phrase for saturated sampling is a count, where every member of the population is included in the sample. Saturated sampling involves selecting individuals based on specific criteria defined by the researcher. Only those who best meet the research objectives are chosen. In this study, the researcher selected students with moderate English proficiency, based on their scores from the previous teacher's exam. These scores were neither too high nor too low academically. To gather data, the researcher employed a pre-experimental design and testing. According to Sudijono., (1997) a test is a method for measurement and assessment that involves assigning tasks to participants to produce data reflecting their behavior or performance. This data can then be compared with other participants' scores or with established standards. In this study, the testing process included two phases: the pretest, administered before the treatment, and the posttest, administered after the treatment. Consequently, all 20 students from class VIII were chosen as the

sample for this study, with the tests comprising multiple-choice and matching elements.

The normalized Gain is calculated using the following formula:

$$N = \frac{St - Si}{100 - Si}$$

Notes:

G: Normalized gain

St: Post-test score

Si: Pre-test score

## FINDINGS AND DISCUSSION

### *Findings*

This investigation was carried out at SMP Negeri 2 Lirung, in the Moronge sub-district of Talaud Island, with 20 students from class VIII2, comprising 9 boys and 11 girls. The researcher conducted initial observations on January 19, 2024, and identified several issues related to students' listening skills. Only a few students demonstrated adequate listening abilities, while the majority were still lacking. The insufficient emphasis on listening material also impacted the students' listening levels, resulting in pre-test data that did not meet the learning completeness criteria.

**Table 1 Pretest result table**

No	Name	Result
1	CR	45
2	CL	45
3	CN	35
4	CPS	35

5	EB	55
6	ENB	60
7	GM	40
8	GD	75
9	GK	40
10	FAT	40
11	FB	75
12	JND	65
13	MS	55
14	MB	45
15	NK	35
16	PYD	70
17	PM	55
18	AL	50
19	TJB	55
20	WLS	50

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**Table 1 Pretest result table and Frequency**

<b>Score</b>	<b>Result</b>
<b>35-40</b>	<b>6</b>
<b>45-50</b>	<b>5</b>
<b>55-60</b>	<b>5</b>
<b>65-70</b>	<b>2</b>
<b>75-80</b>	<b>2</b>
<b>Total</b>	<b>20</b>

The preceding table illustrates the scores and frequencies of individuals depending on the pre-test outcomes. It was observed that 6 pupils' results ranged

from 35 and 40, 5 pupils' results ranged from 45 and 50, another 5 pupils' results ranged from 55 and 60, 2 students scored between 65 and 70, and 2 students scored between 75 and 80.

b) Examination of pretest data

This examination was carried out to evaluate the efficiency of applying this paradigm to the study of English. Additionally, the table below presents the statistical values calculated from the pre-test results.

**Table 2 Statistical data table**

No	Statistic	Result
1	Average	51,25
2	Median	50,00
3	Modus	55,00
4	Standard Deviation	12,76
5	Maximum Score	75,00
6	Minimum Score	35,00

The findings show an average score of 51.25, a median of 50, a mode of 55, a standard deviation of 12.76, having a top grade of 75 and at the very least score of 35.

**Table 3 Posttest results table**

No	Name	Result
1	CR	85
2	CL	65
3	CN	60
4	CPS	85
5	EB	90
6	ENB	85
7	GM	70

8	GD	95
9	GK	85
10	FAT	75
11	FB	85
12	JND	90
13	MS	80
14	MB	90
15	NK	80
16	PYD	95
17	PM	80
18	AL	80
19	TJB	80
20	WLS	75

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**Table 4 Posttest result table and Frequency**

<b>Score</b>	<b>Result</b>
<b>60-65</b>	<b>2</b>
<b>70-75</b>	<b>3</b>
<b>80-85</b>	<b>10</b>
<b>90-95</b>	<b>5</b>
<b>Total</b>	<b>20</b>

The aforementioned table outlines the scores and frequencies depending on the number of post-test outcomes. After receiving treatment, the participants showed improvement in their test scores. The results revealed that 2 pupils received scores that ranged from 60 and 65, 3 pupils received scores that ranged from 70 and 75, 10 pupils received scores that ranged from 80 and 85, and 5 pupils received scores that ranged from 90 and 95.



**Table 5 Statistical data table**

No	Statistik	Result
1	Average	81,50
2	Median	82,50
3	Modus	85,00
4	Standard Deviation	9,19
5	Maximum Score	95,00
6	Minimum Score	60,00

The findings show an average score of 81.50, a median of 82.50, a mode of 85, a standard deviation of 9.19, having the greatest rating being 95 and the least favourable score being 60. After obtaining the pre-test and post-test results, the regularity of these scores is then tested utilising the n-gain method.

**Table 6 Normal gain test table**

No	Name	Si	St	N-gain
1	CR	45	85	0,7
2	CL	45	65	0,4
3	CN	35	60	0,4
4	CPS	35	85	0,8
5	EB	55	90	0,8
6	ENB	60	85	0,6
7	GM	40	70	0,5
8	GD	75	95	0,8
9	GK	40	85	0,8
10	FAT	40	75	0,6
11	FB	75	85	0,4
12	JND	65	90	0,7

13	MS	55	80	0,6
14	MB	45	90	0,8
15	NK	35	80	0,7
16	PYD	70	95	0,8
17	PM	55	80	0,6
18	AL	50	80	0,6
19	TJB	55	80	0,6
20	WLS	50	75	0,5
	<b>Total</b>	1025	1630	12,5
	<b>Rata-rata</b>	51,25	81,5	0,620512821

**Table 7 Normal gain test table**

<b>N-gain</b>	<b>Criteria</b>
$g > 0.7$	High
$0.7 > g > 0.3$	Medium
$g > 0.3$	Low

According to the experimental class's N-Gain computation, class VIII2 at SMP N 2 Lirung, the result was 0.620, which falls within the moderate range ( $0.7 > g > 0.3$ ). The results are considered mild due to they did not reach a high level ( $g > 0.7$ ). This is likely due to various shortcomings in the learning process.

The normalcy test N-Gain confirms that the information is normally distributed and suitable for processing with the t-test. The t-test results have determined which theories are supported and which are not.

**Table 8 T-test table**

<b>No</b>	<b>Name</b>	<b>Pretes t (Xa)</b>	<b>Posttes t (Xb)</b>	<b>D =(Xa- Xb)</b>	<b>d =(D- MD)</b>	<b>d<sup>2</sup></b>
1	CR	45	85	-40	565	319225
2	CL	45	65	-20	585	342225
3	CN	35	60	-25	580	336400
4	CPS	35	85	-50	555	308025
5	EB	55	90	-35	570	324900
6	ENB	60	85	-25	580	336400
7	GM	40	70	-30	575	330625
8	GD	75	95	-20	585	342225
9	GK	40	85	-45	560	313600
10	FAT	40	75	-35	570	324900
11	FB	75	85	-10	595	354025
12	JND	65	90	-25	580	336400
13	MS	55	80	-25	580	336400
14	MB	45	90	-45	560	313600
15	NK	35	80	-45	560	313600
16	PYD	70	95	-25	580	336400
17	PM	55	80	-25	580	336400
18	AL	50	80	-30	575	330625
19	TJB	55	80	-25	580	336400
20	WLS	50	75	-25	580	336400
	N = 20	1025	1630	-605	0	660877
	<b>Symbol</b>	<b>ΣXa</b>	<b>ΣXb</b>	<b>ΣD</b>	<b>Σd</b>	<b>Σd<sup>2</sup></b>

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Recapitulation:

$$MD = -605$$

$$\sum d^2 = 6608775$$

$$N = 20$$

t-test formula:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}$$

$$t = \frac{-605}{\sqrt{\frac{6608775}{20 \times 19}}}$$

$$t = \frac{-605}{\sqrt{17391,513}}$$

$$t = \frac{-605}{\pm 131,87685}$$

$$t = \pm 4,5876$$

The result was  $\pm 4.5876$ . To determine if the theory is accepted, the t-test revealed that the t value is below the significance limit of  $\pm 2.101$  from the t-table. Therefore, at a 5% significance level, it is acknowledged that including songs into lessons can help pupils become better listeners.

### ***Discussion***

Data were collected through two tests: a pre-test and a post-test. The researcher employed only one method, which was testing. This study used learning outcome tests to assess pupils' mastery of listening skills.

The pre-test results revealed an average score of 51.25, indicating that students did not meet the standard for listening material. However, after the treatment with songs, the post-test average score improved to 81.50, showing that students met the normality standard for listening skills. This improvement is evident in the n-gain values. The pre-test n-gain value fell in the low category at 51.25, while the post-test n-gain value, at 81.50, was in the medium category, demonstrating a significant enhancement in pupils' listening skills through the application of musical media.

Once the data was tested for normality and found to be normal, it was analyzed using the t-test. All test and post-test information were compiled into a single table. The resulting values from the table were MD -605,  $\Sigma d^2$  6608775, and N 20. These values were input within the t-test equation to evaluate the theory. The last t-test result was  $\pm 4.5876$ . According to the table of t-values featuring a 5% In terms of relevance, this outcome falls below the significance threshold of  $\pm 2.101$ . Thus, the hypothesis is agreed that using song media can help students become better listeners, while rejecting the premise that song media doesn't help students become better listeners. Therefore, using English songs to enhance listening skills is effective at SMP Negeri 2 Lirung. The research by Dzanic., (2016) titled "The Effect of Using Songs on Young Learners and Their Motivation for Learning English," also supports the idea that Songs can help pupils become better listeners. This research provides proof from earlier studies that using songs improves listening abilities.

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