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ANALYZING THE EFFECTIVENESS OF ENGLISH POP SONGS AS A MEDIA TO IMPROVE STUDENTS' LISTENING COMPREHENSION

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Abstract: This study aims to assess the effectiveness of English pop songs in enhancing students' listening comprehension. A quantitative method was applied, utilizing a single-group pre-test and post-test design. The study included 20 ninth-grade students from SMP Negeri 2 Tondano as participants. Pre-test and post-test assessments were used to gather data. The findings indicated that incorporating songs can significantly enhance students' English listening comprehension, as demonstrated by the difference in average scores between the pre-test (56.00) and post-test (82.25). Songs were shown to improve vocabulary recognition, contextual understanding, and motivation to learn foreign languages, along with other listening skills. However, the effectiveness of music in language learning is influenced by several factors, such as the alignment of songs with learning objectives, students' proficiency levels, and the teaching approach used by instructors.

Keywords*: *Listening Comprehension, EFL, Song, Learning Media

INTRODUCTION

Language is a vital tool for communication in human life. As Wibowo (2001) explains, language is a system of symbols composed of meaningful, articulated sounds (produced by the speech organs), which are arbitrary and conventional. It is used by a group of people as a means to communicate their thoughts and feelings.

Luo (2008) stated that listening plays a central role in social interactions, as most new information is acquired through listening rather than reading. Listening involves actively receiving and responding to spoken messages, making it essential for effective communication. Spoken language is more commonly used in everyday

conversations compared to written language. Usually, communication is how we exchange information. We used our listening abilities to take in the information that the speaker had spoken, demonstrating the importance of comprehension skills in spoken communication. That is why listening is an important skill to learn.

Using popular songs is an interesting method to enhance students' listening comprehension. English pop songs are popular in all circles especially among teenagers. Even in Indonesia, English pop songs are popular and the students can learn and enjoy English with songs as the media. Songs is also an effective way to affect students' psychological such as motivations, interest, and anxiety. "Student motivation is seen as one of the key factors influencing success in learning a foreign language" (Liando, 2009). These psychological can affect the student's language studies.

In addition to being a lot of fun, English pop songs can improve students' listening comprehension. Pop songs and kids songs are only two examples of the many songs genres that can be utilized in the classroom. These days, it is quite simple to locate English songs because most of our activities take place on smartphones, which provide a wide variety of platforms for us to search for the songs we want.

Listening activities are very vital in an academic setting, where students must understand before offering their ideas. The majority of students struggle with communication, and this issue is not limited to the students' abilities but also to the way teachers instruct because students' motivation to improve their listening comprehension is influenced by their teachers' methods. Therefore, teachers must offer more engaging teaching strategies to ensure that students are eager to practice their newfound skills.

RESEARCH METHOD

Because the research's data were presented as numerical values, it is categorized as quantitative research. It is stated by Creswell (2017). The quantitative method is a way of looking at relationship variables to test objective theories. It includes gathering, evaluating, interpreting, and documenting research findings. This study wasclassified as pre-experimental since this study employs a single-group pre- and post-test design. According to Hatch and Farhady, "one group pre-test and a one-shot case study are similar to the pre- and post-test design." In this research, the O1 pre-test and the O2 post-test are administered. The pre-test assesses students' knowledge right before the intervention, while the post-test is conducted immediately afterward to compare results and evaluate students' progress throughout the term. By analyzing the differences between the pre- and post-test scores, the study can more accurately assess the effect of the treatment. The SPSS V.25 Program was utilized for data analysis and hypoyesis testing. A test is the tool used in this study. Twenty items made up the test: ten were to fill in the blank sections of the lyrics and ten were to answer the multiple choice questions.

The layout was shown as follows:

Pre-test	Treatment	Post-test
O1	X	O2

(Arikunto,2006)

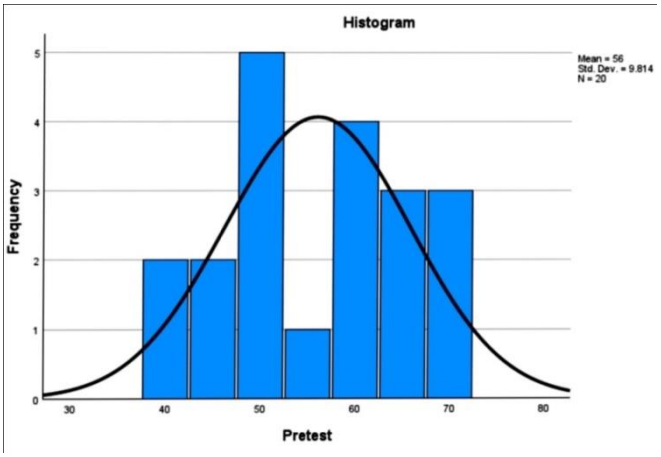
FINDINGS AND DISCUSSION

The detailed results of the students' pretest and posttest scores are as follows :

No	Name	Pre-Test	Post-Test
1.	A.M	65	80
2.	C.L	50	85
3.	C.S	65	75
4.	C.T	70	85
5.	J.P	40	75
6.	L.M	50	80
7.	M.K	65	90
8.	M.W	45	75
9.	M.L	60	90
10.	N.M	50	80
11.	P.M	70	80
12.	R.K	60	85
13.	R.W	40	90
14.	R.T	50	80
15.	S.T	55	75
16.	S.L	60	80
17.	V.S	45	85
18.	V.M	70	90
19.	Z.W	50	80
20.	Z.D	60	85

The table above detailed the statistical data collected about students' listening comprehension through the tests that have been given. The information provided includes the frequency distribution, mean, median, and mode of student grades.

1. The Result of Pre-Test Score



According to the diagram above, the distribution of pretest scores is as follows: four students scored between 40 and 45, six students scored between 50 and 55, seven students scored between 60 and 65, and three students scored 70. This indicates that the students' listening comprehension remains weak. Therefore, it is concluded that improvement in listening comprehension is necessary. Using the SPSS 25 software, the mean, median, and mode of the students' scores are calculated as follows :

Table 1: Calculation of the mean, median, and mode of the students' scores using SPSS 25.

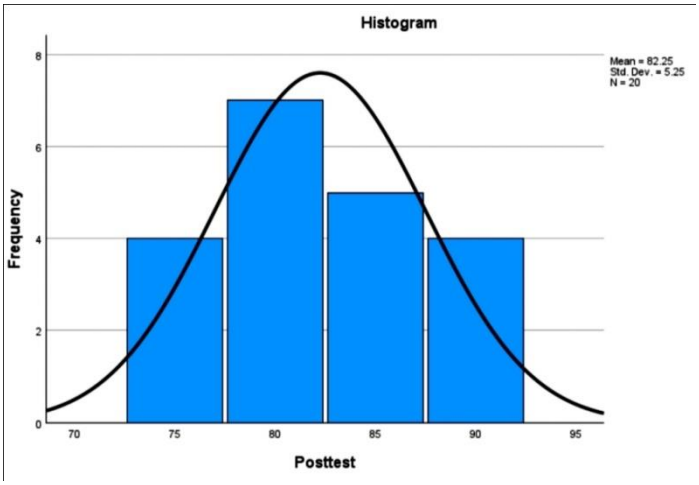
Statistics

Pretest

N	Valid	20
	Missing	0
Mean		56.00
Median		57.50
Mode		50
Minimum		40
Maximum		70

The pre-test had a highest score of 70 and a lowest score of 40, as shown in the data above. The mean score for the pre-test is 56.00, the median is 57.00, and the mode is 50, based on calculations done using SPSS 25.

2. The result of post-test score



The frequency distribution of post-test scores is presented in the diagram above as follows: Four students achieved a score of 75, seven students scored 80, five students earned a score of 85, and four students obtained a score of 90. These outcomes indicate an improvement in the students' listening comprehension.

The next step is to use SPSS 25 to find the average value of student scores :

Table 2: Calculation of the mean, median, and mode of the students' scores using SPSS 25.

Statistics

Posttest

N	Valid	20
	Missing	0
Mean		82.25
Median		80.00
Mode		80
Minimum		75
Maximum		90

The post-test had a highest score of 90 and a lowest score of 75, as indicated by the data above. The mean of the pre-test is 82.25, with a median of 80.00 and a mode of 80, based on calculations performed using SPSS 25.

4.2 Data Analysis

- Testing for Data Normality

The writer then looked at the normality of the data using the following formula:

Table 3 : Normality test of pretest and posttest using SPSS 25

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.180	20	.091	.926	20	.129
Posttest	.216	20	.015	.880	20	.018

a. Lilliefors Significance Correction

According to the data presented, the significance value for the pretest score is 0.129, whereas the posttest score has a significance value of 0.018. Since both significance values exceed 0.005, this indicates that the data is normally distributed.

- Hypothesis test Using Paired Sample T-test by Using SPSS 25

The findings from the analysis of the students' pre- and post-test scores are presented in the table below:

Table 4 : Paired Sample Statistics with SPSS25

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.00	20	9.814	2.194
	Posttest	82.25	20	5.250	1.174

The data presented reflects the performance scores of a single student sample. The average score for the pretest was 56.00, whereas the mean score for

the post-test was 82.25. Both assessments included twenty students (N). The pretest had a standard deviation of 9.814 and a mean error of 2.194, while the post-test showed a standard deviation of 5.250 and a mean error of 1.174. The average results suggest a difference between the pretest and posttest means, indicating a noticeable increase since the posttest mean exceeded that of the pretest.

Table 5 : Paired Sample Correlations with SPSS 25

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Significance Two-Sided p
Pair 1	Pretest & Posttest	20	.235	<.001	.001

The table above illustrates the relationship between the pretest and posttest scores, indicating a correlation of 0.235 with a significance level of 0.001. This relates to how decisions based on probability are understood, particularly in context:

If sig > 0,05, means Ha is accepcted

If sig < 0,05, then Ho is rejected

The table above illustrates the relationship between the pretest and posttest scores, indicating a correlation of 0.235 with a significance level of 0.001. This relates to how decisions based on probability are understood, particularly in context.

Table 6 : Paired Sample Test by Using SPSS 25

Paired Samples Test

		Paired Differences					t	df	Significance One-Sided p	Significance Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper				
Pair 1	Pretest - Posttest	-26.250	9.984	2.232	-30.922	-21.578	-11.759	19	<.001	<.001

Table 6 indicates that the p-value is below 0.05 (0.001 < 0.05). Thus, it can be concluded that incorporating songs as a medium improves students' listening comprehension, providing enough evidence to reject hypothesis 0.001.

DISCUSSION

As evidenced by the research background, English pop songs were employed in this study to solve the issue of students' lack of listening comprehension and to provide teachers with a media reference tool to aid in improving their students' listening comprehension. After several rounds of data analysis, the research findings are consistent with previous studies that suggest English pop music can enhance students' listening comprehension. The objective of this research is to boost students' listening skills. Additionally, the results revealed significant differences between the pre-test and post-test scores, indicating that incorporating English pop songs improves students' listening comprehension.

The research findings indicate that the Paired Samples Statistics data reveals an increase in the means from the pre-test (56.00) to the post-test (82.25). The variance of the sample is determined using the standard deviation. The pre-test standard deviation is 9.814, while the post-test standard deviation is 5.250. When the standard deviation is higher, the mean is considered heterogeneous, whereas it is homogeneous when the standard deviation is lower. The similar standard deviations for the pre- and post-tests suggest that the averages of the sample populations in the study are quite comparable.

CONCLUSION

The research's analyzed data leads to the conclusion that using English pop songs to teach listening comprehension can improve students' listening skills. The data collected supports this conclusion, showing that the average pre-test score was 56.00, while the post-test score increased to 82.25. Therefore, it can be concluded that English pop songs positively impact students' listening comprehension.

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