

THE EFFECTIVNESS OF ENGLISH SONGS IN IMPROVING STUDENT'S LISTENING COMPREHENSION

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Abstract: SMP Kristen Tomohon did this study with the aim of examining the efficacy of using English music media in enhancing seventh-grade students' listening abilities. In order to facilitate the process of giving material to students for learning efficiency, teachers use learning media, which can take the shape of physical or non-physical delivery vehicles. English songs serve as a teaching tool that encourages kids to learn to listen and to want to learn more about the subject. This study uses group quantitative research both before and after the experiment as part of a pre-experimental design. 25 students from seven different grades made up the study's subjects. Multiple-choice questions were used to collect data, and students answered them according to the researcher's instructions. According to the study's findings, the post-test mean score was greater than the pre-test. It can be concluded from this that it has a very significant impact on students' classroom learning outcomes, with an average increase of 42.5 points.

Keywords: *listening comprehension, listening strategies, English songs*

INTRODUCTION

One of the most crucial forms of communication in daily life is language. Language abilities are utilized to communicate or interact with one another. The United Nations has declared English, French, Spanish, Russian, Chinese, and Arabic as international languages. The language that is spoken the most over the globe is English. This encourages individuals to study English in order to enter the global market. Indonesia does not wish to fall behind in this situation. English is a required subject in Indonesian schools as a means of preparing students for life abroad.

According to Underwood (1989), listening is the act of attending to the speaker and making an effort to comprehend what is said. Everyone needs to learn and develop the

skill of listening. People are progressively coming to understand how important it is to learn the language for both themselves and their children. Children begin learning English utilizing a variety of materials because of its importance, and teachers work to impart entertaining and engaging teaching methods. Everyone needs to learn and develop the skill of listening. How crucial it is for people to understand that they are learning and instructing English for both themselves and their children. Children should begin learning English utilizing a variety of resources, and teachers should make an effort to do the same. It contains strategies to make learning English fun. Listening is generally considered the most difficult skill. This is because English teachers tend to prioritize oral, literacy, and literacy skills. Students realize that listening and understanding are not easy to learn and mostly ignore them. This is becoming a problem in education, especially for college students. Also, when things get worse, it is believed that a person can communicate well if they can speak well. Some people feel that learning English will have an impact on their ability to speak, write and read in social situations. In fact, a person's language ability also determines his hearing.

The four language abilities of hearing, speaking, writing, and reading should therefore be acquired when studying English. Depending on the user's level of comprehension, each language talent has a different degree of difficulty. Listening is one of the primary abilities needed to learn a language. Recording, comprehending, and retaining what is heard are all steps in the listening process. "Listening is the active process of receiving and responding to verbal (and occasionally non-verbal) information," say experts. It is one of the topics covered in conversational analysis in the science of linguistics. One of the most crucial English abilities is listening. Listening is also a difficult area for students to learn as it requires more attention and concentration to understand the material. The most common factors that make listening in English difficult to acquire are unclear pronunciation, boring topics, and poor classroom conditions. These problems make students feel lazy and scared to study English.

According to my observation, the current students are lazier listening to the lesson in class, especially in English subjects. Therefore, the authors try to do research on this matter. I talked with several students around me, and the writer found several reasons for their laziness in learning English, including learning English was very complicated, foreign languages were difficult for them to listen to, students lacked listening skills, and some students reported that learning English is boring. Students are lazier to listen to teacher lectures in class, especially in English subjects. Therefore, the writer tries to do research on this matter. I talked with several students around me, and the writer found several reasons for their laziness in learning English, including learning English was very complicated, foreign languages were difficult for them to listen to, students lacked listening skills, and some students reported that learning English is boring.

RESEARCH METHOD

The researcher was used quantitative research because it is based on statistics or numbers. A population or sample is studied using the positivist research methodology known as quantitative methods, and data is collected using research equipment before being quantitatively appraised.

In this study, pre-experimental research will be employed. The pre- and post-test paradigm was used by the researcher to evaluate how well the students absorbed the material. Before learning activities, the pre-test is used to assess the material's aptitude. A post-test is a test that is administered following the delivery of the information to assess the student's level of mastery of the material.

Pre-test	Treatment	Post-test
T1	X	T2

Sugiyono (2016:80) defines population as a generalization domain made up of objects and individuals with specific traits and qualities that have been chosen by researchers to be studied before drawing conclusions. Population is the overarching feature or unit of measurement that is the subject of the research, according to Ridwan Alma (2015:10). A population is an object or subject that is in a location and satisfies the criteria of a specific study problem, according to the opinion presented above. Kristen Tomohon, an SMP student, served as the population in this study. The population element being researched includes the sample. In order to draw conclusions about the complete population, it is necessary to choose a subset of population elements to sample (Cooper & Pamela: 2001). 25 students made up the sample of the study, which included SMP Kristen Tomohon's VII-grade pupils.

A quantitative strategy was applied in this inquiry. In order to assess the effectiveness of this teaching technique, researchers collected data using a pre-test and post-test in which students were given multiple-choice questions. Both the pretest and posttest used multiple-choice item assessments to collect data. A post-test is administered after the course is complete with the goal of identifying changes in students' listening abilities following the use of song media for listening learning.

A quantitative descriptive data-gathering method was adopted in this investigation. The objective of the quantitative descriptive research approach, which aims to produce a picture or picture, data collecting, data interpretation, as well as appearance and results (Arikunto, 2006), of a scenario by employing numbers.

The average score method will be applied to the data gathered for analysis (Arikunto 2007: 264).

$$X = \frac{\sum X}{n}$$

Note:

\bar{X} = Mean (average score)

$\sum x$ = Total student scores

n = Total number of students.

FINDINGS AND DISCUSSION

To accomplish research goals, this study was undertaken in order to collect complete data from research instruments, including pre-and post-tests. To analyze data and draw conclusions from the research objectives outlined in the previous chapter, researchers have used quantitative research methodologies in a methodical manner. The researcher used a class of 25 students as their sample. This investigation included participants from class VIIA taught by SMP Kristen Tomohon. English songs were employed as a teaching tool by the treatment's experimental group to improve the student's listening skills. Data from the pre-and post-tests were collected, and the percentage of each was calculated. The pre-test was given before the treatment, and the post-test was given after the treatment in class.

In order to get information from students on the descriptive text material that would be covered in class, the researcher provided a sample of participants—including class VIIA SMP Kristen Tomohon—a pretest question sheet during the first meeting. Ten multiple-choice questions made up the researcher's pre-test, which was delivered as part of the study. The pre-test questions had a 20-minute work period allotted by the researcher. The researcher selected the pretest responses to evaluate the students' ability after gathering the students' pretest answer sheets. After checking, the researcher discovered that certain students—some of whom received a score of 10—still did not comprehend the descriptive text material. The researcher then provided an explanation of the hearing description written content and employed English songs as a teaching tool. The researcher also inquired about any difficulty they had picking up English words. The lack of learning media that assist classroom learning and a lack of interest are two factors cited by researchers. The researchers, therefore, utilized popular English tunes among teenagers to boost interest in and proficiency in listening among students. While the researcher was doing a study at SMP Kristen Tomohon, the treatment of teaching techniques with English songs was repeated at each meeting.

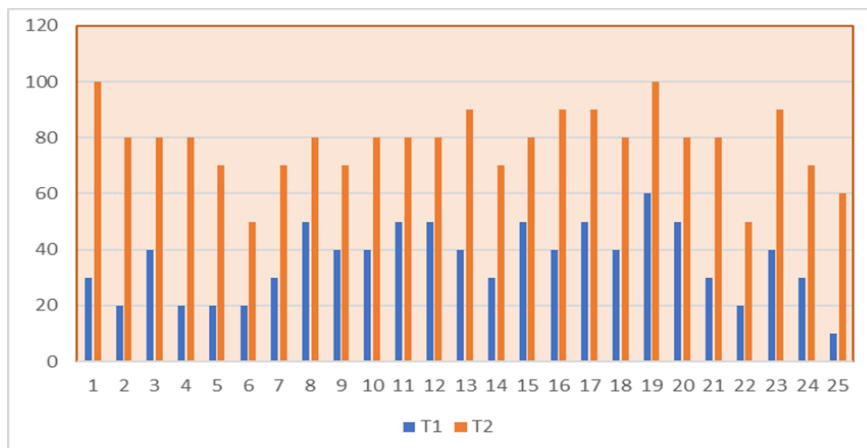
In the final session, the researcher administered a post-test question sheet to see how students' listening abilities changed or improved after receiving instruction in class. The multiple-choice questions on the posttest are also composed of 10 questions, just like on the pretest. Before students use songs as learning resources, the objective is to compare listening abilities after a pretest. After administering the post-test, the researcher discovered a very clear improvement in score and came to the conclusion that using English songs as a learning tool was very successful in enhancing the listening abilities of students in grade VII

at SMP Kristen Tomohon. The researcher created a table containing the findings of the pretest and posttest scores together with their scores in order to learn more in-depth. The information gathered during the pre-test (T1) and post-test (T2) is displayed below.

Table 4.1 lists the results of the pre-test (T1) and post-test (T2) for the class experiment.

Number of students	T1	T2	Gain
1	30	100	70
2	20	80	60
3	40	80	40
4	20	80	60
5	20	70	50
6	20	50	30
7	30	70	40
8	50	80	30
9	40	70	30
10	40	80	40
11	50	80	30
12	50	80	30
13	40	90	50
14	30	70	40
15	50	80	30
16	40	90	50
17	50	90	40
18	40	80	50
19	60	100	40
20	50	80	30
21	30	80	50
22	20	50	30
23	40	90	50
24	30	70	40
25	10	60	50
SUM	900	1950	1060
MEAN	36	78	42,4
MAXIMUM SCORE	70	100	
MINIMUM SCORE	10	40	

Based on the score of students in the table above, can be made histogram like in Figure 1 below:



The average data for the pre-test and post-test were established using the Polygon scores and graphs of students' pre-test and post-test performance as described by the researcher. Prior to the test, the average value (T1)

$$n = 25$$

$$\sum x = 900$$

$$\bar{x} = \frac{\sum x}{\sum N}$$

$$\bar{x} = \frac{900}{25}$$

$$\bar{x} = 36$$

Thus, the researcher discovered that the total T1 is 36 using the mean computation above. The post-tests median score (T2):

$$n = 25$$

$$\sum x = 1950$$

$$\bar{x} = \frac{\sum x}{\sum N}$$

$$\bar{x} = \frac{1950}{25}$$

$$\bar{x} = 78$$

The mean score of the post-test (T2) is 78.

Table 4.2 Examination of the learning results' normalcy (pre- and post-test)

One-Sample Kolmogorov-Smirnov Test		Unstandardized Predicted Value	
N		25	
Normal Parameters ^{a, b}	Mean	36.0000000	
	Std. Deviation	8.01981966	
Most Extreme Differences	Absolute	.205	
	Positive	.195	
	Negative	-.205	
Test Statistic		.205	
Asymp. Sig. (2-tailed) ^c		.008	
Monte Carlo Sig. (2-tailed) ^d	Sig.	.008	
	99% Confidence Interval	Lower Bound	.006
		Upper Bound	.010

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

According to the illustration in the Kolmogorov–Smirnov section. The data is said to be normal if the sig value is > 0.05 , which can be inferred from the results of the calculation of the pre-test and post-test normality tests. The sig value is 2-tailed, and its value is sig.0.8.

The researcher was given 20 minutes to complete a pre-test during the first meeting, which consisted of 10 multiple-choice questions, before beginning to use English music media. Prior to receiving treatment, the initial assessment seeks to gauge students' initial abilities. Learning outcomes for students with a 10 on the pretest and a 70 on the test. The researcher then provided therapy or instruction utilizing English music media. The researcher administered a posttest at the conclusion of the conference, with student learning outcomes ranging from 40 to 100.

The researcher reviewed the research findings in this part regarding how employing English songs as learning resources can help students' listening skills. The researcher identified 25 pupils at SMP Kristen Tomohon who received a total pretest score of 900 and an average of 36 based on the data processing results. Following the researchers' use of English songs as a teaching tool, the total posttest score climbed to 1950 with an average of 78 points. The findings show that pupils' listening proficiency has advanced to a level of 1060 points, with an average gain of 42.5 points.

The research that has been done with English song-learning media can enhance students' listening comprehension, according to the results of the research presented above. Of course, the lack of comparisons to other classes where the treatment was not used in learning was one of the challenges that researchers in this study discovered in the field. The researcher decided to use one group Pretest-Posttest design method, which only uses one class as the research sample, because the division of classes at SMP Kristen Tomohon was based on the students' abilities, so the samples did not match one another.

According to research on how well English songs help students in class VII SMP improve their listening comprehension of description text, It is obvious, Kristen Tomohon, that classroom learning outcomes are considerably altered. The goal of this study was to examine the effectiveness of English songs in improving junior high school students' listening comprehension. The researcher hopes that the results of this study will act as a guide or source of inspiration for future research on students' listening comprehension, particularly research aimed at improving junior high school students' listening comprehension.

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