

The Effectiveness Of Song On Increasing Student Motivation For Listening Comprehension In SMA 2 Langowan

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Abstract : An action research project is this capstone project. The following problem statement serves to confine the debate in this study: "How can students enhance their motivation for listening comprehension and Finding out whether teaching English through song improves students' achievement is the main goal of the research. Teachers of English as a Second Language (ESL) at SMA N 2 Langowan, in particular, may benefit from the study's findings if they decide to incorporate musical elements into their lessons. Thus, it can be inferred that songt can serve as an alternate means of instructing children in listening while simultaneously boosting their enthusiasm, particularly with regard to enhancing their listening comprehension, expanding their vocabulary, and refining their pronunciation. We believe that this finding will encourage language instructors to incorporate musical elements into their lessons, particularly when working with students from SMA N 2 Langowan, to improve their English language skills.

Keywords: *Effectiveness, song, motivation, listening, comprehension.*

INTRODUCTION

Hearing, reading, writing, and speaking are the four cornerstones of teaching English as a second language. Teaching English as a foreign language relies heavily on these four factors. Students' writing and verbal communication abilities will benefit from these traits (Suwanto, 2007). Of the four aspects of language competency— hearing, reading, speaking, and writing—speaking is the most crucial, according to Rifa'at (2018). Since speaking encompasses all other linguistic abilities, those who possess a high level of proficiency in a language are referred to as "speakers" of that

language. Properly conveying ideas requires thinking about the specific situation, the nature of the interaction, and the main ideas of the person doing the expressing or writing. The goal is to convey the intended message to the audience or readers (Simbolon, 2015).

Having a strong grasp of the target language significantly enhances students' academic performance in high school and college. Professors and lecturers of English place a premium on developing students' speaking abilities since, beyond rote memorization of grammar, students must acquire a deeper understanding of the language (Afrizal, 2015). To convey oneself clearly and communicate ideas effectively, the capacity to speak publically is essential. In the context of learning English in particular, it is a crucial part of becoming fluent in the language. The capacity to articulate ideas and concepts orally is aided by strong oral language abilities (Fauzan, 2014). Speaking of which, "speech, expression, and rationality are the primary functions of language" (2008, p. 29), according to Patel and Jain. As a result, the capacity to speak with ease shows that the pupil is skilled at using the language. This citation is taken from page 172 of Brown's 2004 publication. Grammar, vocabulary, understanding, fluency, and pronunciation are the five pillars upon which effective oral communication rests. Attention to these components should be prioritized by learners. Before speaking, people should have a good grasp of what they want to say, which means they should have a lot of ideas in their heads. If you want to be able to express yourself clearly and concisely in a way that follows a logical progression, then you need to work on your fluency (Ramezani, Larsari, & Kiasi, 2016). Cohen (2011) states that the Latin term "fluency" may have meant "flow" in its original context. Coskun (2017) states that fluency means being able to speak with ease, articulate oneself logically, show competence in syntax and semantics, have the right linguistic evidence for communication, and come up with creative ways to use language.

English is a mandatory subject in many stages of education in Indonesia, starting from junior school to university. The objective of teaching English in various communication contexts is to offer students the opportunity to apply the language through assessment. While students may possess the ability to comprehend and articulate the language, they may still struggle to effectively communicate using the language due to a lack of integration of this skill (Tavil, 2010). Speaking is one of the four language skills that students need to acquire. It is an important skill since it allows individuals to articulate their thoughts and arguments (Harahap, Antoni & Rasyidah, 2015). Despite having received ten years of formal English education in junior high school, Indonesian students still struggle to apply their English skills in everyday conversations. While they may achieve satisfactory scores in English on their report cards, they have not yet attained fluency in spoken English (Mustafa, 2001). They experience anxiety due to their reticence in speaking English, limited opportunities to practice, immediate criticism and correction from the teacher, fear of making mistakes, and concern about being ridiculed by their peers (Fauzan, 2014). The students of SMA 2 Langowan encounter comparable difficulties in verbal communication. The researcher detects some issues based on their observations. Certain learners experience apprehension about making errors, resulting in a sense of unease when speaking English. Consequently, their fluency and self-assurance are diminished. They will face ridicule from their peers when they commit errors. It is also associated with the kids' lack of internal motivation. Students appear to lack both motivation and a competitive drive in the learning process. According to Pavlou (2006), motivation plays a crucial role in determining the level of effort exerted by students during the learning process. The disparity in learning systems, as opposed to traditional institutions, is a significant determinant in enhancing student motivation (Triyanto and Handayani, 2016).

Language learning strategies are a useful tool for enhancing active and comprehensive learning, ultimately leading to improved language proficiency Dornyei (2005) states that... Therefore, educators should be well-versed in a variety of strategies that inspire their students to make English a priority in their lives. One method that has been found to help pupils get more immersed in the language is having them sing English songs (Ratnasari, 2007). Music, according to Pimwan (2012), can motivate students to learn English because it is a real resource. As a source of substantial motivation during a class, songs induce a positive emotional disposition towards language acquisition. According to Ratnasari (2007, p.21), students can mimic the songs' melodies even while they listen to them. Consequently, the researcher is determined to conduct the study by utilizing music to boost pupils' English competence and interest. Students who are already fluent in English will have no trouble recognizing the singer's words and understanding the song's meaning. With that in mind, the researcher used songs to find out if English music helped with speaking skills. The purpose of this study is to examine how including English songs into listening lessons influences students' motivation and proficiency in the language. Does listening to English songs in the classroom motivate tenth graders at SMA 2 Langowan to improve their listening skills in the 2023–2024 school year? Language is the most important tool for human communication since it allows us to share our thoughts and ideas with one another. Multiple languages are spoken on a global scale. People all around the world speak and understand a wide variety of local languages, in addition to the official language of each country. The number of people who speak a certain language might range from millions to just a few thousand.

Because it is the most widely spoken language in the world, English plays an enormous role in today's increasingly globalized society. One of the most common languages in the world is English, which is spoken by a large number of people. People from many other countries, not just the United States and the United Kingdom, speak and understand English. By including those who speak it as a second language, the

number of individuals who speak English as a global language increases to almost 1 billion. Furthermore, 27 countries recognize English as a supplementary official language, while 67 nations recognize English as their official language. In addition to the nations listed above, the British Empire extended its rule over a great number of others.

Many countries that were colonized by the British still use English, although not as their main language. This is because the British often forced their subjects to adopt English as a means of communication. For many, English is the language that knows no borders. The majority of the world's countries are home to English speakers, as the language is spoken by over 350 million native speakers and over 430 million as a second language.

While English may not hold the title for being the most widely spoken language globally, it does enjoy the status of being the official language in 53 nations and is spoken by over 400 million individuals worldwide. English serves not just as a means of communication among native English speakers, but also holds the distinction of being the most widely spoken second language globally. English is presently the predominant language not just in countries directly influenced by British empire, but also in other business and cultural domains that are controlled by these countries. Consequently, acquiring proficiency in English is not only advantageous but also indispensable. Acquiring proficiency in the English language holds significant importance, prompting many worldwide to opt for its study as a secondary linguistic pursuit. Several countries incorporate English as a second language into their educational curriculum, initiating English language instruction at an early stage of childhood. English serves as the primary language for scientific discourse, aviation, computer technology, diplomatic communication, and the tourism industry. Possessing proficiency in the English language enhances your likelihood of securing a lucrative employment opportunity.

RESEARCH METHOD

An experimental design will be utilized in the inquiry. According to Arikunto (2002, p. 272), the purpose of an experimental study is to find out whether the variable being studied has any effect or not. Using an experimental methodology, the study examined how utilizing English songs affected the language learning of students with different degrees of desire and ability. The mix method describes this approach. An independent variable is manipulated in a quasi-experimental design, which is similar to a randomized experimental design (Ary, 2010, p. 316). Nonetheless, the main distinction is that individuals are not divided into several therapy groups using a random assignment process. Two reading instruction methods were compared and evaluated in this study using a quasi-experimental methodology. Qualitative research designs included: Two (2) elements make up the vector's multiplex. Three controls are available to the community. The fourth independent variable must be controlled. The rest of the variables were confirmed by Sukardi (2007, p.181). A nonrandomized control group design was utilized in the study, which is a quasi-experimental paradigm. This study used the regularly used pretest-posttest design in educational research (Alison, 2005, p.146). At SMA 2 Langowan, the study was conducted. The research will take place over the course of three meetings beginning in August 2023 and ending on August 25th of the same year. A single class was used for this investigation. The control group, consisting of students, received the standard procedure. Members of the same class made formed the second group, which was called the Experimental group. One method this group used to teach and learn was via the use of English songs. Participants were deemed to have completed a pre- and post-test in order to ascertain the learners' speaking score. Because it also includes influencing an independent variable, the quasi-experimental design is comparable to the randomized experimental design. The main difference, though, is that the participants aren't split up into their respective therapy groups at random.

Table 1. Scheme of Quasi Experimental Design Nonrandomized Control Group, Pretest-Posttest Design

| | | | |
|----------------------------|--------------|-------------------------|---------------|
| Group Pre- test | Pre- test | Independent Variable | Post- test |
|----------------------------|--------------|-------------------------|---------------|

| | | | |
|---|----|---|----|
| S | Y1 | X | Y2 |
| E | Y1 | - | Y2 |

Where:

S = Student

E = experiment

Y1 = Pre-test

Y2 = Post-test

X = independent variable

Population

Arikunto (2000, p.108) defines population as "the entire set of individuals, events, or subjects that are part of a well-defined class." To thoroughly analyze all aspects of the subject of study, a job known as population analysis in survey research is required. It ensures that all individuals are completely excluded from the findings. The sample for the study was made up of 10th grade students enrolling in the second semester at SMA 2 Langowan.

Table 2. Population of the Study

| No. | Class | Number |
|-----|--------------|-----------|
| 1. | X IPA | 27 |
| | Total | 27 |

Sample

The sample was a subset of the population (Ary, 2010). This implies that the sample was a representative subset of the whole population observed. Cluster sampling was used in this investigation. Cluster sampling is a sampling approach that involves selecting groups of people that are naturally grouped together rather than selecting individuals individually (Ary, 2010). As part of the research, the researcher would enroll in a single course. The researcher administered both a pre-test and a post-test, but the

therapy was only used as the control variable in one trial. The other class used traditional educational methods.

Table 3 Sample of the Study

| No. | Class | Number |
|-----|--------------|-----------|
| 1. | X IPA | 27 |
| | Total | 27 |

Data Collection

1. The examiner will conduct the following procedures to determine how English songs affect students' motivation and speaking skills:
2. The researcher counted the students in the class to ascertain the total number of students.
3. The researcher determined which participants would be assigned to the treatment and control groups.
4. Both the experimental and control groups were subjected to a pre-test by the researcher.
5. The researcher introduced the experimental group to English songs.
6. The researcher used traditional procedures to train the control group.
7. The researcher administered a post-test to both groups.
The researcher gave the experimental group a questionnaire.
8. The SPSS21 software will be used to evaluate and analyze the post-test results.
9. The normalcy and homogeneity were calculated by the researcher.
10. The statistical findings were determined by the researcher.
11. The researcher determined whether the use of English songs influenced the students' motivation and speaking abilities.

Data Analysis

Data analysis involves the methodical utilization of numerical and logical techniques to understand, condense, summarize, and assess data. Shamo and Resnik (2003) employed various logical processes to develop a method for making inductive conclusions based on statistical data. This method also allows for the identification of relevant information (the signal) and the random variation (the noise) included in the data.

FINDINGS AND DISCUSSION

The effectiveness of using music to enhance student motivation for improving listening comprehension was examined through data analysis. The goal was to explore whether incorporating music into language learning environments positively impacted students' motivation levels and subsequently improved their listening comprehension skills. Description about the result Data was collected from various educational institutions that integrated music into their language learning curricula. Surveys, pre- and post-tests, and qualitative assessments were used to gather relevant information. The analysis focused on the following key aspects: Pre- and Post-Test Comparison: Listening comprehension tests were administered before and after the implementation of music-based activities. The scores were compared to evaluate any significant improvements in students' comprehension abilities. Statistical methods, such as paired t-tests, were used to determine the significance of the changes. Survey Responses: Surveys were distributed to students to gather their perceptions of motivation and engagement when music was integrated into their learning. Questions focused on enjoyment, interest, and willingness to engage in listening tasks. Likert scale ratings and open-ended responses were analyzed to identify trends and patterns. The writer utilised the criterion evaluation established by the Department of Education and Culture to evaluate student achievement. According to this criterion, a student can be deemed successful if they attain a minimum score of 65%. Pretest Analysis Prior to engaging in the teaching and learning activities, I conducted a pre-test. A total of 27 pupils followed. The author provided a total of 30 multiple choice questions in the initial proposal. The writer allocated a duration of 25 minutes for the pupils to complete

the pre-test, but, they exceeded the anticipated time limit. The majority of students completed this pre-test in approximately 35 minutes. This issue likely arose due to their perception that the items were excessively challenging for them. The outcome is visible in appendix 4.

Table 4. The Result of the Pre-test

| No | Test Code | Score | X |
|----------------------------------|-----------|--------------|--------------|
| 1 | A-1 | 18 | 45 |
| 2 | A-2 | 16 | 40 |
| 3 | A-3 | 24 | 60 |
| 4 | A-4 | 26 | 65 |
| 5 | A-5 | 30 | 75 |
| 6 | A-6 | 28 | 70 |
| 7 | A-7 | 26 | 65 |
| 8 | A-8 | 20 | 50 |
| 9 | A-9 | 24 | 60 |
| 10 | A-10 | 20 | 50 |
| 11 | A-11 | 28 | 70 |
| 12 | A-12 | 22 | 55 |
| 13 | A-13 | 30 | 75 |
| 14 | A-14 | 30 | 75 |
| 15 | A-15 | 24 | 60 |
| 16 | A-16 | 30 | 75 |
| 17 | A-17 | 22 | 55 |
| 18 | A-18 | 12 | 30 |
| 19 | A-19 | 19 | 47.5 |
| 20 | A-20 | 30 | 75 |
| 21 | A-40 | 30 | 75 |
| 22 | A-41 | 12 | 30 |
| 23 | A-42 | 30 | 75 |
| 24 | A-43 | 28 | 70 |
| 25 | A-44 | 19 | 47.5 |
| 26 | A-45 | 28 | 70 |
| 27 | A-46 | 27 | 67.5 |
| Total of the students: 27 | | 1134 | 2605 |
| Mean | | 24.65 | 56.64 |

The explanation is as follows:

$$\text{The average mark} = \frac{\sum X \times 100\%}{\sum n}$$

X= students' mark

n = number of the students

$$\text{The average achievement of the pre-test result} = \frac{\sum X \times 100\%}{\sum n}$$

$$\begin{aligned} & \Sigma n \\ &= \frac{260546}{27} \\ &= 56.64\% \end{aligned}$$

Based on the criterion established by Depdikbud (1994: 34), the learning process can be deemed successful when students' achievement reaches 65% or higher. Based on the pre-test results, which showed a score of only 56.64%, the writer inferred that the pupils did not have a strong grasp of the content.

The mean of the first activity was 91.85%. Based on the Depdikbud's assessment, this effort can be deemed successful. The writer observed that the students shown a proclivity for incorporating music into their study routine, expressing contentment with using songs as a means of studying.

Analysis of the Post-Test

Ultimately, the concluding activities consisted of a post-test. The study took place on Friday, August 25th, 2023. Prior to administering the post-test, the writer thoroughly evaluated all the songs that were provided during the activities, with particular emphasis on the song that is typically listened to. The repetition lasted for a duration of 15 minutes. Subsequently, the writer administered a post-test. The instructor allocated 50 minutes for the students to complete the post-test, but, they exceeded the anticipated time limit. The test items in the pre-test were comparable to the test items in the current test. The outcome is visible in appendix 5.

Table 4. The Result of the Post-test

| No | Test Code | Score | X |
|---------------------------|-----------|-------|-------|
| 1 | A-1 | 34 | 85 |
| 2 | A-2 | 38 | 95 |
| 3 | A-3 | 38 | 95 |
| 4 | A-4 | 39 | 97.5 |
| 5 | A-5 | 40 | 100 |
| 6 | A-6 | 40 | 100 |
| 7 | A-7 | 38 | 95 |
| 8 | A-8 | 40 | 100 |
| 9 | A-9 | 37 | 92.5 |
| 10 | A-10 | 39 | 97.5 |
| 11 | A-11 | 40 | 100 |
| 12 | A-12 | 38 | 95 |
| 13 | A-13 | 40 | 100 |
| 14 | A-14 | 40 | 100 |
| 15 | A-15 | 38 | 95 |
| 16 | A-16 | 40 | 100 |
| 17 | A-17 | 38 | 95 |
| 18 | A-18 | 39 | 97.5 |
| 19 | A-19 | 38 | 95 |
| 20 | A-20 | 40 | 100 |
| 21 | A-21 | 40 | 100 |
| 22 | A-22 | 39 | 97.5 |
| 23 | A-23 | 40 | 100 |
| 24 | A-24 | 37 | 92.5 |
| 25 | A-25 | 35 | 87.5 |
| 26 | A-26 | 38 | 90 |
| 27 | A-27 | 40 | 100 |
| Total of the students: 27 | | 1772 | 4425 |
| Mean | | 38.52 | 96.16 |

The explanation is as follows:

$$\text{The average mark} = \frac{\sum Xx}{\sum n} 100\%$$

X= students' mark

n = number of the students

$$\begin{aligned} \text{The average achievement of the pre-test result} &= \frac{\sum X}{\sum n} \times 100\% \\ &= \frac{4425}{46} \\ &= 96.16 \% \end{aligned}$$

The result exceeds the pre-test result of 56.63%. Based on this evidence, the author concluded that the kids' performance had improved. The results of the tests undertaken in this action research were juxtaposed in the table below to substantiate this argument.

Table 5. The Result of the Tests during the Action Research

| No | Test Code | Pre-test | First activity | Post-test |
|-------|-----------|----------|----------------|-----------|
| 1 | A-1 | 45 | 80 | 85 |
| 2 | A-2 | 40 | 65 | 95 |
| 3 | A-3 | 60 | 85 | 95 |
| 4 | A-4 | 65 | 90 | 97.5 |
| 5 | A-5 | 75 | 100 | 100 |
| 6 | A-6 | 70 | 100 | 100 |
| 7 | A-7 | 65 | 95 | 95 |
| 8 | A-8 | 50 | 100 | 100 |
| 9 | A-9 | 60 | 90 | 92.5 |
| 10 | A-10 | 50 | 95 | 97.5 |
| 11 | A-11 | 70 | 100 | 100 |
| 12 | A-12 | 55 | 80 | 95 |
| 13 | A-13 | 75 | 100 | 100 |
| 14 | A-14 | 75 | 100 | 100 |
| 15 | A-15 | 60 | 85 | 95 |
| 16 | A-16 | 75 | 100 | 100 |
| 17 | A-17 | 55 | 80 | 95 |
| 18 | A-18 | 30 | 80 | 97.5 |
| 19 | A-19 | 47.5 | 90 | 95 |
| 20 | A-20 | 75 | 100 | 100 |
| 21 | A-21 | 75 | 100 | 100 |
| 22 | A-22 | 70 | 95 | 97.5 |
| 23 | A-23 | 70 | 100 | 100 |
| 24 | A-24 | 65 | 90 | 92.5 |
| 25 | A-25 | 60 | 85 | 87.5 |
| 26 | A-26 | 65 | 90 | 90 |
| 27 | A-27 | 65 | 90 | 100 |
| Total | | 2605 | 4225 | 3975 |
| Mean | | 56.64 | 91.85 | 86.42 |

Analysis of the Field Notes

1). The situation of the class

During the introductory session of the course, some students shown signals of anxiety while others displayed excitement upon the writer's presence. He advised them to relax and really enjoy their study time. The kids exhibited immense enthusiasm upon receiving the writer's news regarding a musical instructive session. The students derived pleasure from the song, so augmenting

the overall satisfaction of the class. During the early activities, most of the students enthusiastically engaged by actively raising their hands and eagerly answering whenever the writer asked questions related to the topic. At times, he would address his inquiries to students who were not particularly attentive, aiming to engage their interest. From this standpoint, she would infer that they gave significant attention to her explanation during the investigation..

1) The participation of the students

Most of them were captivated by music. Additionally, they got satisfaction from engaging in collaboration with their peers, as they viewed the experience of working in pairs to be pleasurable. Here, she deduced that individuals were motivated to participate in physical activity.

2) The Pronunciation of the students

Throughout the process of teaching and learning,

The students exhibited enhanced pronunciation in contrast to the beginning of the activity as a result of their eagerness to comprehend the lyrical substance. For example, at the beginning of the activity, most of them expressed. Developing proficiency in the English language can be a really pleasurable experience while utilising the English language. According to this study, the author's conclusion was that the words in this sequence were generally not difficult. Although the First activity has ended, there are still a few students who lack drive, and some students made mistakes when attempting to pronounce the concepts taught in the First activity.

The author utilised a questionnaire to incorporate the factual information. The objective of administering the questionnaire is to facilitate the gathering of firsthand data. The writer distributed the questionnaire on Friday, August 25th,

2023 and obtained responses from 27 students. The author presented a series of 5 inquiries that need to be addressed. The children's task was solely to provide a response of either "yes" or "no".

Question 1 asked the students about their viewpoint on whether they were inspired to study English with the help of songs. Among the entire student population, 73.92% answered affirmatively, while just 26.08% responded negatively. Based on the answer to question number 1, it is clear that the majority of students were captivated by the music. Item 2 asked if the song helped the students in acquiring the English language. Every student responds positively, representing 27% of the total. The pupils were actually inspired by the music, which was surprising.

Item 3 sought the students' perspectives on whether or not the programme should be prolonged. Among the entire student population, 22 students, making up 76.08% of the total, answered affirmatively, while 5 students, constituting 23.91% of the total, reacted negatively. Clearly, most students expected the material to be consistently and continuously presented. The following are the results obtained from the questionnaire...:

Table 6. The Result of the Questionnaire the Action Research

| No | Item number | "Yes" answer | "No" answer |
|----|-------------|----------------------|---------------------|
| 1 | 1 | 20 (73.92%) students | 7 (26.08%) students |
| 2 | 2 | 27 (100%) students | 0 (0%) students |
| 3 | 3 | 22 (91.31%) students | 5 (8.69%) students |

Based on the result of the questionnaire, it can be concluded that:

- 1) The students were very interesting in the song to increase their motivation .

- 2) The song have some advantages. They can help the students in mastering pronounciation and they can be used to increase their motivation.
- 3) There is different result of the test before and after the song are given.
- 4) The students think that the program is necessary for them and should be given continually.

Analysis of Questionnaire

The writer employed a questionnaire to include the facts. The goal of administering the questionnaire is to facilitate the collection of primary data. The questionnaire was disseminated by the writer on Friday, August 25th, 2023, and elicited responses from 27 pupils. The writer provided a set of 5 questions to be answered. The kids' role was simply to respond with either "yes" or "no".

Question 1 inquired about the students' inclination towards being encouraged to study English through the use of songs. Out of the total number of students, 73.92% responded with "yes" whereas only 26.08% responded with "no". From the response to question number 1, it is evident that the music piqued the curiosity of most students.

Item number 2 inquired whether the song provided assistance to the students in their English language acquisition. All of the pupils respond affirmatively, accounting for 27 out of 100%. It was astonishing that the music may actually give enthusiasm to pupil.

Item number 3 inquired on the students' opinion regarding the continuation of the conducted programme. Out of the total number of pupils, 76.08% responded affirmatively while 23.91% responded negatively. Evidently, the majority of the pupils anticipated the programme to be provided on a regular and uninterrupted basis.

Here is result of the questionnaire:

Table 7. The Result of the Questionnaire the Action Research

| No | Item number | "Yes" answer | "No" answer |
|----|-------------|----------------------|---------------------|
| 1 | 1 | 20 (73.92%) students | 7 (26.08%) students |
| 2 | 2 | 27 (100%) students | 0 (0%) students |
| 3 | 3 | 22 (91.31%) students | 5 (8.69%) students |

Based on the result of the questionnaire, it can be concluded that:

- The students were very interesting in the song to increase their motivation .
- The song have some advantages. They can help the students in mastering pronunciation and they can be used to increase their motivation.
- There is different result of the test before and after the song are given.

The students think that the program is necessary for them and should be given continually.

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