IMPROVING STUDENTS' LISTENING SKILL BY USING ENGLISH SONGS

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Abstract : This study investigates students' listening skill by using English songs. The reason of choosing this topic is based on the problems that is listening skill. It can be seen during the writer teaching at SMPN in Kuningan, the students lack of listening skill. The aims of this research were to investigate the effectiveness of using English songs to improve students listening skill and to know the students attitudes of using English songs in listening skill.The target of this research was the students at eighth grade of SMPN 1 Lebakwangi, Kecamatan Lebakwangi. There were 62 students. The method of this research was quasi-experimental design. There are two groups as the investigated group in this research. One group is for experimental group and the other group is controlled group. The data were collected through three steps, namely pre-test, post-test, and questionnaire. To analyze the result of pre test and post test, this research used t-test formula computed by SPSS 17.00. The result of the research showed that the students' progress in mastering listening skill during the activity can be seen from the Paired test that shows t count is higher than t table (-32.697>2.042). It indicates that English songs is effective in listening skill. Students given positive attitude based on the questionnaire result that it had level agreement 92% and mean 142.
Keywords: listening skill, song, media, language skill

INTRODUCTION

In language learning and teaching is listening (Brown, 2001: 247). According to Hidayat (2013: 21), "listening is considered as an important ability that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others". It means that listening is the ability to understand the messages being expressed by the speaker through the sound.

On the other hand, Harmer (2001: 242) says that songs or piece of music change "atmosphere" in the classroom. As defined by Ocak (2012: 333) songs are important teaching tools in teaching EFL (English Foreign Language) because as most teachers find out, students love listening to the music in the language classroom. Students often hold strong views about music and students who are usually quiet can become very talkative when discussing it. So, the students should have a great motivation to increase their listening ability. In this case, teacher has many options, one of those is by using English songs. Furhter, the students will not be bored listening to the lesson because most of student

likes listening to the music. So, English song can be interest for other people.

Shen (2009: 90) argues that using English songs in EFL (English Foreign Language) classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. Using songs in the classroom is a great way to live up listening activities. It can be success to the process though to make the listening activities more effective.

As mentioned by Murcia (2001: 84) listening is the language skill used most in life, needs to be a central focus-all day, every day-limited only by the availability of the target language in the school, the community, and the media. According to Kline (1996: 46) "building your vocabulary will improve your conversational skills and your reading skills as well as your listening skills. And the more words you learn, the better listener you will become. So, there are relationship between listening and vocabulary. When you listen, you also know about new word that you hear". Murcia (2001: 461) says that media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help student to process information.

Dealing with the background above, the teacher must try to make students' interest in learning listening by using songs. Focusing on the problem faced by the students in listening, this study tries to apply songs in improving students' listening skill. Hopefully, through this approach the student are interested in learning English and to increase their listening skill. Song is also one of the media in learning English. In this study, the researcher takes the song as the media in learning English.

According to Lynch (2008: 23) "almost everyone loves music. It is a part of our language and life from before birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music. Music pervades television, movies, theater, and even the nightly news. When we exercise, when we work, when we play, when we worship and even when we die, music is there to reinforce or alter or every mood and emotion".

Hidayat (2013: 21) argues that listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed.

Shen (2009: 88) says that in fact, ELT (English Language Teaching) can be implemented in a relaxed and enjoyable way by using English songs in EFL (English Foreign Language) classes. Songs have been an amusing companion for human beings for as long as or even longer than we can speak. As an integral part of our language experience, it can be of great value to foreign language teaching. And the many-faceted merits

songs possess may enrich and activate our foreign language class.

Teacher should know what students expect in the teaching and learning process, especially in listening class. Therefore, teacher should be able to determine teaching strategies and methodologies in order to make the learning more successful and enjoyable. So, the teaching learning process by using English songs in listening class of English lesson will be successful if the students pay attention to the material and do their assignment better. Also, teacher should have appropriate and suitable strategies and methodologies in the teaching learning process by using English songs in listening class of English lesson. So the effectiveness of using English songs in listening class of English lesson to increase students listening ability will be granted.

The research questions are formulated as follows: Are English songs effective in improving students' listening skill? What are students' attitude in using English songs? Aims of study: to know the effectiveness of using English songs to improve students' listening skill at one of Junior High School in Kuningan, Indonesia and to find out students' attitude in using English songs.

METHOD

This research employs quantitative research. According to Creswell (2009: 4), quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. It uses quasi-experimental design where there two groups consist of experimental group and controlled group. In experimental group will be given treatment proposed

methodology that is listening by using song. Treatment is to find whether or not there are significant changes of students' listening skill in past tense and vocabulary mastery after being treated by using song. While in controlled group will be taught with traditional approach.

The population of this research is the eighth grade students of SMPN 1 Lebakwangi in academic year 2014 they are 288 students of eight classes. In this research, class divided into two groups and they will be named as experimental class and controlled class. As the sample of the research are class VIII A with 31 students as experimental group and class VIII E with 31 students as controlled group. So the sample taken is two classes that consist of 62 students.

To collect the data this research uses pre-test, treatment, post-test and interview. The first step is making test that is divided into two categories i.e., pre-test and post-test to the experimental and controlled group. Pretest is given before the students are treated. It aims to know how the students' listening skill before using songs technique. The second step is treatment, it is just given to a group of respondents as experimental group. The experimental group will be treated by using English songs, while the controlled group, will not be treated by using English songs. Post-test is given after the treatment given. And the last interview, to know the students' responds about their experience in using English songs for learning English.

The writer uses two tests (listening test), they are pre-test and post test. The form of listening pre and post test are write down the missing word of the song lyrics. This research uses some media for teaching listening, such as: laptop, sounds system and English songs. When collecting the data, the data recorded by the video.

Pinter (2006: 148) argues that "questionnaires are better suite for quick factual surveys". Questionnaire to know students attitude about this technique. Likert scale was used in this questionnaire to measure the response of students. In order to find out the answer of the research question, the data was calculated using SPSS V.17 *(Statistical Package for Social Science)* program, to know whether or not using English songs was improve students' listening skill. The aim of analysis data was to compare the observed value of statistic to critical value. The test included calculating normal distribution, homogenity of variences and differences between mean of experimental group and controlled group, the data were analyzed by using T-Test. Various tests in quantitative research design such as validity, reliability, normality, homogeneity, independent sample t and paired sample t tests were used to measure the accuracy, to determine the consistency, data distribution and average difference.

RESULTS AND DISCUSSION

The purpose of the research was to find out the hypotheses whether English song can improve the studens' listening skill or not. For knowing it, we can compare the students' score that were taught by English song and the students' score that were taught without it.

Before the instruments were given to the students for pre-test and post-test, the instrument should be tested to know the validity and reliability of the instrument. The analysis used SPSS 17.0 Windows Program. The result was as follow:

In the instrument, there were 20 items of questions. It was in missing text. It was given to the 31 students (N=31), and with the significance 0.05, so for r table of N=31 is 0.355. if r count is higher

that r table, so the data was valid. The result for validity test of the instrument is:

Table 1. *Validity*

No of Question	r Account	r Table	Status
1	0.527	0.355	Valid
2	0.486	0.355	Valid
3	0.390	0.355	Valid
4	0.388	0.355	Valid
5	0.374	0.355	Valid
6	0.374	0.355	Valid
7	0.395	0.355	Valid
8	0.497	0.355	Valid
9	0.359	0.355	Valid
10	0.394	0.355	Valid
11	0.398	0.355	Valid
12	0.384	0.355	Valid
13	0.371	0.355	Valid
14	0.377	0.355	Valid
15	0.391	0.355	Valid
16	0.381	0.355	Valid
17	0.396	0.355	Valid
18	0.381	0.355	Valid
19	0.376	0.355	Valid
20	0.435	0.355	Valid

From the table 1 above, all of the items are higher than r table, it means that all of the items are valid.

Table 2. *Reliability Statistics*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.597	.584	4

Based on table 2, it shows that Cronbach's Alpha coloum, the significance (0.597) is higher than 0.05, it means that this instrument is reliable. Basic assumption test is a test that should be done to know the normal distribution and homogeneity of the data. The normality test is done to know whether the research population is normal distributed or not. In this test used One Sample Kolmogorov Smirnov with the level significant 0.05. The data is called normal if the probability is higher than level significance (0.05), so H_0 is accepted.

Before analyzing the normality distributions of all of the classes, the hypotheses are stated: H_0: The experimental and control class are normal distributed. Ha : The experimental and control class are not normal distributed. For doing the normality testing, the data are analyzed by Kolmogorov Smirnov formula SPSS 17.0 Windows Program. The calculation of normality test is presented below:

Table 3. *Tests of Normality*

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Control	.234	31	.055	.890	31	.104
Pre Experimental	.225	31	.088	.902	31	.218
Post Control	.170	31	.122	.900	31	.227
Post Experimental	.302	31	.445	.808	31	.340

Based on table 3, it shows that significance of all the data is higher than 0.05. they are pre-test control (0.234>0.05), pre-test experimental (0.225>0.05), post-test control (0.170>0.05), and post-test experimental (0.302>0.05) It means that H_0 is accepted or this result means that the distribution of all of the data is normal distributed.

Homogeneity test is used to know whether the variance of population is homogeneity or not. Before analyzing the variance homogeneity of both of groups, the hypotheses are stated:

H_0 : The variance of experimental and control class are homogeny.

Ha : The variance of experimental and control class are not homogeny.

The data is called homogeny if the significance is higher than 0.05, so Ho is accepted. For doing the homogeneity testing, the data were analyzed by Levene Test formula SPSS 17.0 Windows Program. The calculation of homogeneity test is presented below:

Pre-test

Table 4. *Test of Homogeneity of Variances*

	Levene Statistic	df1	df2	Sig.
Pre Control	10.881	1	25	.111
Pre Experimental	.707	1	25	.408

Based on table 4, it shows that significance of pre-test in experimental and control group is higher that 0.05, they are pre-test control (0.111>0.05) and pretest experimental (0.408>0.05). It means that Ho is accepted that the variance of experimental and control group are hegemony.

Post-test

Table 5. *Test of Homogeneity of Variances*

	Levene Statistic	df1	df2	Sig.
Post Control	.845	4	22	.512
Post Experimental	10.587	4	22	.473

Based on table 5, it shows that significance of post-test in experimental and control group is higher than 0.05, they are post-test control (0.512>0.05) and post-test experimental (0.473>0.05). It means that Ho is accepted that the variance of experimental and control group are hegemony.

This test is used to know the difference of significance between two classes that do not have correlation and in this research, there were experimental and control classes that were given a pre-test and post-test. According to Priyatno (2010: 34) that "The decision making of independent t-test is if t account is lower that t table, so Ho is accepted and if t account is higher than t table, so H_0 is rejected.

This research analyze the independent test of pre-test and post-test from the different group, they were experimental and control group.

Pre-test

Before analyzing the independent test of pre-test, hypotheses of it is stated:H_0: There is no significant difference between the pre-test of experimental and control class. Ha: There is significant difference between the pre-test of experimental and control class.

This research used level significant $\alpha = 0.05$ and the result of this test is:

Table 6. *Independent Samples Test*

		Hasiltest	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.570	
	Sig.	.453	
t-test for Equality of Means	T	5.004	5.004
	Df	60	58.643
	Sig. (2-tailed)	.000	.000
	Mean Difference	10.806	10.806
	Std. Error Difference	2.160	2.160
95% Confidence Interval of the Difference	Lower	6.487	6.485
	Upper	15.126	15.128

Based on table 6, it shows that t count is 5.004. And for t table 60 is 2.000. It shows that t count is higher that t table (5.004>2.000). It means that H_a is accepted that there is significant difference between the pre-test of experimental and control class.

Post-test

Before analyzing the independent test of post-test, hypotheses of it is stated: H_0: There is no significant difference between the post-test of experimental and control class. Ha: There is significant difference between the post-test of experimental and control class.

This research used level significant $\alpha = 0.05$ and the result of this test is:

Table 7. *Independent Samples Test*

		nilai	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	9.669	
	Sig.	.003	
t-test for Equality of Means	T	15.503	15.503
	Df	60	47.867
	Sig. (2-tailed)	.000	.000
	Mean Difference	24.516	24.516
	Std. Error Difference	1.581	1.581
95% Confidence Interval of the Difference	Lower	21.353	21.336
	Upper	27.679	27.696

Based on table 7, it shows that t count is 15.503. And for t table 60 is 2.000. It shows that t count is higher that t table (15.503>2.000). It means that H_a is accepted that there is significant difference between the post-test of experimental and control class.

This test is used to know whether there is difference or not after given the treatment. It is done to Experimental class. According to Priyatno (2010) that the decision making of paired test is if t account is lower that t table, so H0 is accepted and if t account is higher than t table, so H_0 is rejected. Before doing the Paired test, the hypotheses are stated: H_0: English song doesn't improve students' listening skill.

Ha : English song improves students' listening skill.

The result of Paired test is:

Table 8. *Paired Samples Test*

			Pair 1
			pretest – posttest
Paired Differences	Mean		-36.129
	Std. Deviation		6.152
	Std. Error Mean		1.105
	95% Confidence Interval of the Difference	Lower	-38.386
		Upper	-33.872
T			-32.697
Df			30
Sig. (2-tailed)			.000

Based on table 8, it shows that t count -32.697, and t table for 30 is 2.042. It shows that t count is higher that t table (-32.697>2.042). It means that H_a is accepted that English songs improve the students' listening skill. Questionnaire test is used to know the students' attitude after they got the treatment. It was given to the experimental class with. In the questionnaire, there were ten items.

Table 9. *Interval Class*

	Interval Class
VD	31 (48%) – 55 (36%)
DA	56 (37%) – 80 (51%)
H	81 (52%) – 105 (67%)
A	106 (68%) – 130 (84%)
SA	131 (85%) – 155(100%)

After analyzing the questionnaire, the result of it is:

Table 10. *Questionnaire*

No Item	SA (5)	A (4)	H (3)	DA (2)	VD (1)	Result (SS + ST + RG + TS + STS)	% = (result : 155) x 100
Item 1	13 x 5 = 65	18 x 4 = 72				137	88 %
Item 2	25 x 5 =125	6 x 4 = 24				149	96 %
Item 3	18 x 5 = 90	13 x 4 = 52				142	92 %
Item 4	22 x 5 = 110	9 x 4 = 36				146	94 %
Item 5	13 x 5 = 65	18 x 4 = 72				137	88 %
TOTAL (item; 1 + 2 + 3 + 4 + 5)						711	458
MEAN (total : 5)						142	92 %

SA	A	H	DA	VD
155 [142] 124		93	62	31
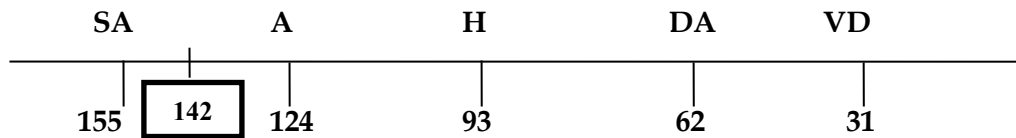
Based on the data above, it shows that from 31 respondents, the level agreement of improving students' listening skill by using English song is 92% and the mean of it is 142. It shows that the mean is in the place that pass A to the SA. The hypotheses in this research was aimed to know there were the difference or not after the students were given the treatment. The treatment was English song, it is a treatment for knowing the improvement of students' listeninng skill.

In this research, the improvement of students' listening skill by using English song can be seen from the result of the test. The students' score of listening skill can be seen from the test, there were pre-test and post-test. Pre-test was given to know students' skill before they got a treatment, and post-test for knowing the students' skill after they got a treatment and for comparing the improvement of the technique, that was English song.

The data was analyzed using independent t-test which was used to determine whether the means of two classes in pre-test and post-test were significant or not. Based on the result of pre-test, it shows that the distribution of the experimental and control classes' score in (t count) is 5.004, and for t table 60 is 2.000. It shows that t count is higher than t table (5.004>2.000). It means that Ha is accepted that there is significant

difference between the pre-test of experimental and control class.

Based on the result of post-test, it shows that the distribution of the experimental and control classes score (t account) is 5.004and for t table 60 is 2.000. It shows that t count is higher than t table (5.004>2.000). It means that H0 is rejected and Ha is accepted that there is significant difference between the post-test of experimental and control class. The improvement of the students' listening skill by using English song can be seen from the paired test. It shows that t count is -32.697, and t table 30 is 2.042. It indicates that t count is higher than t table (-32.697>2.042), so Ha is accepted that English song improves students' listening skill.

The students' attitude has 92% in level agreement and mean 142 that indicates it passes ST to the SS of student's respons of questionnaire in students' listening skill by using English song. In conclusion, the improvement of students' listening skill by using English song were different after they got the treatment, it was seen from students' score in pre-test to the post-test that analyzed by paired test. The treatment of English song is effective to improve students' listening skill in eighth grade of junior high school.

CONCLUSION

This study focused on the improvement of students' listening skill by using English song. at the eighth grade in junior high school 1 Lebakwangi. The purpose of analyzing the data is to know the English song can improve students' listening skill or not.

In this research, the improvement of students' listening skill by using English song can be seen from the result of the students' score. The students' score of listening skill can be seen from the test,

there were pre-test and post-test. Pre-test was given to know students' skill before they got a treatment, and post-test for knowing the students' skill after they got a treatment and for comparing the improvement of the technique.

The improvement of the students' listening skill by using English song can be seen from the paired test. It shows that t count is -32.697, and t table 30 is 2.042. It indicates that t count is higher than t table, so Ha is accepted that English song can improve students' listening skill. The students' attitude has 92% in level agreement and mean 142 that indicates it passes A to the SA of student's respons of questionnaire in students' listening skill by using English song.

The students used English song to improve their listening skill as one of their meaningful strategies to overcome their problem in listening skill. English song can make the students become active in the class, they are interest, so they can do listening task well. In conclusion, the improvement of students' listening skill by using English song were different after they got the treatment, it was seen from students' score in pre-test to the post-test that analyzed by paired test. The treatment of English is effective to improve students' listening skill in eighth grade of junior high school.

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