

# **A SONG TO IMPROVE STUDENTS' LISTENING ACHIEVEMENT OF JUNIOR HIGH SCHOOL STUDENTS**

Istianatul Isfa'i

Email: [istianaisti16@gmail.com](mailto:istianaisti16@gmail.com)

*English Department, Faculty of Teacher Training and Education, University of Islam Malang*

**Abstract:** This study aimed to know whether there is any effect on the use of song as the teaching media towards students' listening achievement of junior high school students. In this study, the researcher used was pre-experiment : One Group Pre-test Post-test Design.

*Unggulan-1 (UG 1)* class of MTsN 4 Malang were consisted of 27 students which involved in this research. The researcher collected the data through administering a test. To analyze the data, the researcher used T-test analysis. The findings of this study showed that there is significant effect of using a song as the teaching media toward students' achievement. The result obtained from the statistical test show the significant value is 0.000. So the result was ( $0.000 < 0.05$ ). Thus, the use of song has a significant effect on students' listening achievement. Based on the finding of the study, there were several effects of using a song as the media in teaching listening such as increasing the students' listening achievement, and song can be an interesting media for the students to reach their learning goals. The students approved that using a song as the media in teaching listening was not only interesting but also easy and made the learning process enjoyable. Using a song in teaching listening made significant effect to the students' listening achievement.

**Key Words:** Listening, Song, Effect, Student's Achievement

## **INTRODUCTION**

Listening is seen as crucial component of human life. Thus, in order to interact with other people, listening needed in the first step. According to Hidayat (2013) listening is one of essential skills in learning language that have to be faced by students. Listening is receptive skill which is delivered by the audio or audiovisual media. The quality of someone's listens was shown by how good their relations with people. Listening skill is necessary, by mastered this skill we can make a good communication with others. In addition, listening ability is the most fundamental skill in learning process.

According to *permendikbud (peraturan menteri pendidikan dan kebudayaan)* listening is the language ability that has to be mastered by the students. In the Standard of Competence and Basic Competence of Junior High School, the students expected to have a good skill in listening

Based on Rivers in Hasyuni (2006:8), listening is a creative skill. This means we understand the sound that enters our ears, and we use the raw material of words, combinations of words, the up and down the voice, and from this material we create a meaning. Russel in Hasyuni (2006:8) also said that listening skill is listening with comprehension, attention and appreciation. Listening activity requires some integration skill such as pronunciation, writing, speaking, reading and vocabulary mastery. The teaching of listening skill as foundational to the development of other language skills (Linse, 2005). According to Sevik (2012) The listening skill is the most fundamental skill in any language learning process, whether it is language acquisition of FL learning. In fact, listening skill becomes even more important in the case of teaching MFLs (modern foreign language) to Yls (young learner).

In this case, song has been chosen as the media to improve students' listening ability in seventh grade of MTsN 4 Malang. The researcher choose to use a song because by listening to the song, students will feel confident on English. Song that used by the researcher is a song that familiar or popular song that have been listened by the students. According to Brown (2006) lyric reading, vocabulary study and listening to different songs can allow students become familiar with famous songs and build their confidence in listening and understanding the world all over them. Hornby (1995,p.11) said that song is a short poem or a number of verses set into music and intended to be sung. Song in this research is a song that suitable to the students. The song that can be used have some criteria:

- a. The song must be clear and has understandable lyric.
- b. Use songs that have appropriate theme.
- c. The students should be familiar with the song. Familiar song will make them easy to memorize them.

Here the researcher chooses this issue because there are only a few researchers who conducted this research, and the researcher want to find the effect of teaching listening through songs. Murphey (1990) stated that a lot of English teachers realized that song and music work effectively in language class.

By using a song, students can improve their listening ability and expand their vocabularies. Cullen (1998,1999) stated that songs are effective media in teaching English as foreign language since most of teacher find out, students enjoy listening to music in the class and frequently have strong opinions about it.

## **RESEARCH METHOD**

### ***Design***

In this research, the researcher applied pre-experiment : One Group Pre-test Post-test Design in order to find out the effect of using a song toward the students of MTsN 4 Malang listening achievement.

In this arrangement, one class acts as the experimental class which received the treatment (use a song as the media in teaching). In this research, before the researcher teaches the students by using a song as the media, a test given in order to determine the students' ability before they get the treatment. The treatment is administered in three times by applying a song to know if there any significant differences effect of the students' listening achievement. After receive the treatments, Post-test is given to the students in order to gauge how much they have improved. The researcher applied KR-20 Formula to measure the reliability of the test. This formula was chosen because it requires test administration only once and for the scoring is 1 point for the correct answer, and 0 point for incorrect answer.

### ***Participants***

The subject of the research is the seventh grade students of MTsN 4 Malang. The researcher choses seventh grade class which has 27 students.

### ***Research Instrument***

Concerning to know about the students' listening achievement before and after treated using a song as the media, the researcher used some tests as the instrument. They were two kinds of tests include in this research : pre-test and post-test.

Pre-test is a test that conducted by the researcher before conducting any treatments. Pre-test is used to determine the students' listening skills before they are treated using a song. The result from the pre-test give the information about how deep the students' listening is and how much a song gives influence in their listening ability. The form of the pre-test are 10 multiple choices and 25 short answer, in other words the total of questions are 35 with 45

minutes time allocation for each test. The researcher makes the questions based on material in the curriculum 2013, for seventh grade students.

After the students receive all the treatment, the researcher gave them post-test in order to know the students' listening achievement. The form of post-test is 10 multiple choices and 25 short answer, or the total of questions is 35 with 45 minutes time allocation for each test. However, for the post-test the researcher changed the number of question.

The data gained must be processed and examined (Khotari, 2004:38). The data were compared between the first data (pre-test) and the second data (post-test) to know whether any different students' score before and after being taught by using a song.

The researcher applied a quantitative data analysis method. The quantitative data was analyzed using statistical method called SPSS 20 through T-test analysis. The technique used to find the significant differences on the students' scores after taught by using a song as the media.

## **FINDINGS AND DISCUSSIONS**

In this study, the researcher found that the highest score in pre-test was 79 and the lowest score was 40 . The passing score was 70 with 10 students passed the passing score and 17 students under passing score. The mean of the pre-test score was 62. This test was intended to know the students' listening achievement before the treatment. Following the treatment, the students were administered a post-test. The post-test was same with the pre-test. The test consisted of 10 multiple choices and 25 short answers. There were 27 students that completed the post-test. The post-test results are the highest score in the post-test was 100 and the lowest score was 49. There were five students under passing score and 22 students up passing score. The mean of post-test was 83.44. This test was intended to know the students' listening achievement after being given the treatment.

For the result of pre-test and post-test the data showed that mean of both pre-test and post-test was 21.44, standard deviation was 19.11 and for mean standard error were 3.67.

The lower different was -29.00 and the upper different was -13.83. The result of test t 5.830 with df 26 and have significant 0.000.

Based on statistical calculations performed with SPSS 20, the researcher found that significant value was 0.858, significant level 0.05 and the result of T-test was 5.830. To compare it is significant or not, the researcher used T-table. It can be seen that t with

significant level 0.05 is 0.858, meanwhile the T-score is 5.830. To assess if the null hypothesis may be rejected, compare the p-value to the conventional significant level (0.05). According to the data presented above, significant value is 0.000. So the result was significant ( $0.000 < 0.05$ ). Thus, the use of song has a significant effect on students' listening achievement at seventh grade students of MTsN 4 Malang. In short, the null hypothesis was rejected, whereas the alternative hypothesis was accepted.

The research findings showed that the use of song as the teaching media indicated the improvement of the students' achievement in listening. The improvement can be seen from the pre-test and post-test result. The result of students' listening of pre-test was poor, especially in finding the correct answer.

These findings are supported by the result of previous studies that have similar results that the use of song as the teaching media was effective to increase students' listening achievement. Setiyawati (2016) discovered in her research that using music for listening comprehension and learning motivation was highly beneficial in enhancing the students' listening comprehension and learning. The students enjoy the activity so they will be easier to accept the materials. It could increase the students' listening achievement.

## **CONCLUSION AND SUGGESTION**

According to the findings of the research, the researcher has found out that implementing a song as the media was effective to increasing students' listening achievement in seventh grade students of MTsN 4 Malang. There were several effects of using a song in teaching listening such as increasing the students' listening achievement, and song can be an interesting media for the students to reach their learning goals. The researcher expected that English Teachers should be innovative and creative when setting the teaching learning process. The researcher recommends the English Teacher to use a song as alternative media to teaching listening. Song can helped the students to expand their vocabulary and motivate them to learn a new vocabulary from the song lyrics. Still, students can select some types of song that will make them feel comfort and allowing them enjoy, motivated, interested and fun during learning English. In this study, the researcher was mainly focused on determining the development of the students' listening achievement using a song as the media in teaching English on seventh grade student. As a result, the researcher hopes that the future researchers will be able to arrange the research with students' different level, also with other English skills.

## REFERENCES

- Brown, H. D. (2006). *Language Assessment. Principles and Classroom Practices*. San Francisco State University. Longman
- Cullen, B. (1999). Song dictation. *The Internet TESL Journal*. Retrieved from <http://iteslj.org/Techniques/Cullen-SongDictation.html>
- Hasyuni. (2006). *The students' preferred activities for English Listening Classes*. Unpublished Thesis of Teacher Training and Education Faculty of University Bengkulu
- Hidayat,A. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education* 2013, 1(1), 21-29. Retrieved from <http://ejournal.upi.edu/index.php/L-E/article/download/322>
- Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary of Current English (5th Edition)*. Oxford: Oxford University Press
- Kothari, C.R. (2004). *Research methodology methods & techniques*. New Age International (P) Ltd. New Delhi.
- Linse, C.T. and Nunan, D. (2005) *Practical English Language Teaching: Young Learners*. McGraw-Hill ESL/ELT, New York.
- Murphey, T (1990). *Song and Music in Language Learning*. New York: Bern, Frankfurt and Main
- Setiyawati, E.P (2016). Applying songs for listening comprehension and learning motivation in preparing national examination at MA Maarif 06 Pasir Sakti. *Premise Journal*, 5(1), 44-52. Retrieved from <http://download.portalgaruda.org/article.php/article>
- Sevik,M. (2012). Developing young learners' listening skills through songs. *Kastamonu Education Journal*,20,327-340. Retrieved from [http://www.kefdergi.com/pdf/20\\_1\\_21.pdf](http://www.kefdergi.com/pdf/20_1_21.pdf)

Approved by

Advisor 1,

A handwritten signature in black ink, appearing to be 'Muhammad Yunus', is written over a horizontal line.

Dr. Muhammad Yunus, M.Pd

NIP 209 02 00002