

THE EFFECT OF ENGLISH SONG ON STUDENTS LISTENING SKILLS AT MTS HASYIM ASY'ARI KOTA BATU

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ABSTRACT

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This study aims to determine the effect of listening skills. Songs can be used as one of several listening skills strategies. English songs offer several possibilities for further listening practice for many students, both inside and outside the classroom. English songs give students the opportunity to practice listening skills on their own time and at their own pace. Learning English songs can be a great way to practice listening skills with English songs. Songs are also fun for students because they feel more comfortable learning English because listening to songs is very enjoyable. Learning media are materials, and everything that can convey messages to students, so that learning can take place effectively and efficiently.

This study aims to determine whether there is an effect of listening to English songs on the listening skills of MTs Hasyim Asy'ari students and whether the average score of the experimental class is higher than the average score of students in the control class at MTs. Hasyim Asy'ari. This study used a quantitative approach and quasi-experimental research design to find out the results and the research instruments used were pretest, treatment and posttest. The population used in the control group was 28 students from class 9I and the experimental group was 29 students from class 9H. And analyzed pretest and posttest using normality test, homogeneity test, and Mann Whitney test.

The results on the hypothesis testing criteria, Significance = $0.000 < \alpha = 0.05$ means that H01 is accepted and Ha1 is rejected. Based on the results of the test using Whitney, a significance of $0.61 > 0.05$ means that there is no effect of listening to English songs on students' listening skills. Based on the hypothesis testing criteria, Significance = $0.000 < \alpha = 0.05$ means that H02 is accepted and Ha2 is rejected. Furthermore, based on the test results using Whitney, a significance of $0.61 > 0.05$ means that the experimental class average is lower than the control group class.

From the results of the study, it shows that there is no effect of listening to English songs on students' listening skills. Listening to English songs is not beneficial for students because of the lack of focus on students understanding the contents of the song being conveyed to find out the content of the material that has been delivered. From this study, the researcher found that there was no effect of listening to English songs on students' listening skills. Future researcher could investigate students from different characteristics and backgrounds. It is also important for the future researcher to try the English song method in more than three days meeting.

INTRODUCTION

For learning English, people need four skills. To understand English, one must acquire a number of skills. To learn English, one of the skills need to develop is listening. Songs are among the various techniques for enhancing listening skill. Some people take pleasure in listening to song that can their listening skills. When someone listens to song, especially English song, they automatically train their hearing. Additionally, by actively listening to others, they can practice their listening skills while learning English. People who listen to English song can understand the meaning of the text when attending a listening lesson. Songs offer several possibilities for further listening practice for a range of student, both within and outside the classroom. Songs give students the chance to practice listening skills on their own time and at their own pace.

There are four essential English abilities that must be learned. Key language skills include speaking, reading, writing, and listening. According to Hedge (2007), listening is the one of the essential four English language abilities that is utilized the most. It goes on to claim that listening makes up 45% of effective communication. Hearing comes after reading in Muriel's competence, whereas listening comes after reading in academic competence. Regardless of the reason for studying English, listening comprehension is essential. Outside the classroom, listening skills can be trained by doing lots of listening exercises. Songs have developed into a useful instrument for extended listening exercises to L2 listening abilities as a result of the advancement of mobile technology, the extensive availability of aural input on the internet, and the simplicity with which one may access online platforms. The purpose of this research was to investigate the potential of song in increasing L2 listening abilities outside of the classroom in an EFL context given the significance of listening practice in the development of listening skills and the variety of online audio resources. Listening exercises are also required in educational settings where students are supposed to educate listening appreciation for artistic genius. Concerns about correspondence are managed by the EFL (English as a Foreign Language) students.

These tests are at their best not only because of the teachers but also because their untapped potential. To overcome this hearing skill, it is typically advised to employ a clever listening preparation strategy. Students' use of song to tune in may help by enhancing their listening skill because they have trouble understanding listening skills. This experiment will be concluded with the use of a polling instrument to assess whether melodies assist in the maintenance of their listening skills. English songs could be a wonderful way to practice listening to English in media. These days,

English song is gaining popularity. Since English song is so widely available, many youngsters are avid listeners. A song is a form of music that has lyrics that are sung. A song is a type of music that is sung using words, claims Griffee (2001, p. 10). Songs may be composed for a single vocal or multiple voices, and they are frequently sung with musical accompaniment. Songs are brief musical compositions that are equally weighted between the music and the words. They are usually set to poetic texts.

Nowadays, almost everyone enjoys listening to song, especially students who may find it entertaining and helps break up the monotony. Songs can immediately introduce slang and poetic descriptions so that students can quickly grasp the context, start a passionate debate, and inspire students to write creatively in class. Students can strengthen their listening skill by listening to English songs, according to Cahyono (2010). Once they get into the habit of listening to English music, students will feel at ease with new words they hear because it is likely that they have heard such terms before. When students listen to songs, frequently copy the lyrics and the beat. Since Griffiee (1994, p. 4) notes that sensitivity to rhythm is a key and crucial first step in learning a language, it helps students pick up English words more quickly.

The researcher conducted a study on the topic of students at MTs Hasyim Asy'ari listening to songs. To determine whether listening to song can help students with their listening skills, the researcher visits the class to do a pretest, treatment, and posttest. The majority of students are enthusiastic learners and enjoy listening to songs in English.

Has a pre-research perspective on the listening skills of students listening to English songs at MTs Hasyim Asy'ari. Specifically, the researchers studied an English song listening test to determine whether there was an effect on English song listening skills. Having a pre-research perspective on the effect of listening to English songs at MTs Hasyim Asy'ari, In particular, researchers have conducted research on listening to English songs to find out whether there is an effect of listening skill to students.

METHOD

The design of the research is experimental. The goal of this study is to determine whether listening to songs can enhance MTs Hasyim Asy'ari Batu City's ability to listen, with the experiment serving as an activity carried out by a researcher to support the pertinent hypothesis. Furthermore, they assert that experimental designs can be divided into three categories: pre-experimental, quasi-experimental, and actual experimental designs. The researcher employed a quasi-experimental design for this research. In a quasi-experiment, two classes are chosen from among all those that currently

exist and are of equal rank, according to Lathief (2016). As a result, for the purpose of this study, the researcher registered in classes for both the experimental group and the control group. Both of the experimental group and the control group took the researcher's pretest and posttest on separate occasions. The researcher must exert control over the subject in order to compare the two groups.

According to Arikunto (2006), the population is all research subjects. In this study, the population in this study was two classes of students at MTs Hasyim Asy'ari Batu. The sample consisted of a control group of 28 students from class 9I and an experimental group of 29 students from class 9H. The location of MTs Hasyim Asy'ari Batu City.

The instrument used with pretest and posttest scores from the experimental and control groups is a learning tool to measure students' abilities. Research tools must also be reliable and valid. Measurements made must be possible with the research instrument used. So, use students to collect pretest and posttest. For the pretest and posttest questions, the pretest consisted of 10 filling in blank and 10 jumbled sentences containing 20 procedural text questions. And the material that will be used for treatment is procedure text. The test is made based on the material given in class and curriculum syllabus. There are three treatment meetings.

Collecting data is an important thing, and in this research the technique of data collection which is used is pretest and posttest.

Here is the step of pretest and posttest:

a) Pretest

Control and experimental class students were given a test, which is called a pretest. The pretest is carried out to determine the initial ability of students regarding the material to be delivered. Students were given a procedure text 10 fill the blank and 10 jumbled texts to explain the pretest which basically measures whether the experimental group and the control group are the same.

b) Posttest

The posttest was held at the end. As an experimental class, a posttest was given. Posttest was given to the experimental class after treatment and explanation. This is given to find out whether the use of English songs is more effective or not in learning. This test uses the same test as the pretest, namely 10 fill the blank and 10 jumbled sentences. After being given a question, students get a value for what they have done.

According to Donald et al. (2010), the students who needed to have their responses analyzed gave the analytical data. Researchers used statistical techniques to analyze quantitative data from students' pretest and posttest results in this study (SPSS 2.0). This quantitative study's data were statistically

analyzed to produce evidence that any validates or invalidates the research hypothesis. Researchers used quantitative data analysis techniques, in this study, using statistical methods to find out the significant difference in listening comprehension scores between students who used English songs for their listening skills, The results of data analysis are used to find out the results of comparisons of students in listening to English songs for students' listening skills.

In study, the data analysis using the normality test, the homogeneity test, and hypothesis test. First, the normality tests the results of data that are regularly distributed require parametric testing this test is the most thorough to do with parametric statistical analysis. In this study, the distribution data for the experimental and control classes were examined for normalcy using the normality test. The researcher examined it using IBM SPSS Statistics 2.0 and the Kolmogorov-Smirnov test to see whether it was normal. If p and have a significance threshold of 0.05, the data is regarded as normal. The normality test hypothesis is:

- a) H_0 : Data is normally distributed
- b) H_a : The data are not normally distributed.

The results of the normality test indicate that the data are normally distributed if H_0 is accepted; otherwise, the data are not normally distributed.

H_0 is approved when the significance value exceeds 0.05 (=5%);

H_0 is rejected when the significance value is less than 0.05 (=5%).

Second, the homogeneity test is used to compare two or more populations and find differences. One population may differ from another in its characteristics. Researchers in this study performed homogeneity of variance tests with SPSS 2.0 to gauge the population's homogeneity. The purpose of this test is to ascertain whether the population variance of the experimental class and the control class are the same or different. Take a look at the obtained significance value $(\alpha) = 0.05$.

Stanislaus (2009) asserts that the following choice is crucial in homogeneity testing:

- a) The data distribution is homogenous if the significance value is greater than 0.05.
- b) The distribution of the data is not homogeneous if the significance value is less than 0.05.

The last of data analysis is hypothesis Mann Whitney Mean test in this study using U test or Mann-Whitney the sample of the data of score pretest and posttest were not normally distributed. Hypotheses used are as follows:

H_0 : data score of pretest and posttest students have the same mean.

H_a : data score of pretest and posttest students have different mean.

FINDINGS

The normal distribution is a bell-shaped symmetrical distribution of data that has certain properties and is used as a reference point to compare the shape of the data distribution. A test is said to be normal if the results show the amount of data that does not exceed <0.05 . To investigate the normality test, the researcher used the Kolmogorov-Smirnov test using the SPSS 20 program.

Table 4.1 The Normality Test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre_Post	Class Experiment	.163	29	.046	.759	29	.000
	Class Control group	.183	28	.018	.910	28	.020

a. Lilliefors Significance Correction

Based on table 4.1.1 above, it shows that the significance level is 0.05. The significance value at the class 9H as experimental group and 9I as the control group were 0.046 and 0.018 it means < 0.05 . It is the normality result in the control class and experiment class lower than 0.05, which was not in accordance with 0.05, the data could not be analyzed using the sample independent t test and converted into non-parametric calculation using the Mann Whitney test.

The researcher first determines the data's normalcy before determining its homogeneity. The SPSS 20 program started calculating homogeneous and heterogeneous using descriptive statistics. This test was used to evaluate the data and determine the variance homogeneity between the experimental and control groups. The table below describe following test result:

Table 4.2 The Homogeneity Test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Pre_Test	2.617	1	55	.111
Post_Test	.350	1	55	.556

The homogeneity test shows that the Levene Statistical significance value for each variable is greater than 0.05, it can be concluded that the experimental group and the control group have the same (homogeneous) variance. The significance value of the data is 0.556, meaning that the data is

homogeneous. The results show that the results are not normally distributed but the results are homogeneous. Therefore, that the independent t-test analysis cannot be used because the results are normal, then the analysis is continued with the non-parametric Mann Whitney test.

The average test in this study used the U test or Mann-Whitney because the pre-test and post-test score data samples were not normally distributed and in this study were used to answer this problem. The formulation in this study is "Is there any effect of listening to English songs on students' listening skills?" and "Is the average score of students in the experimental class higher than the average score of students in the control class?"

Based on the results of the analysis of Rank scores and Statistical Tests, the following are obtained:

H_a : There is effect of listening to English song on students' listening skill.

H_0 : There is no effect of listening to English song on students' listening skill.

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Pre_Post	Class Experiment	29	25.00	725.00
	Class Control Group	28	33.14	928.00
	Total	57		

Test Statistics^a

	Pre_Post
Mann-Whitney U	290.000
Wilcoxon W	725.000
Z	-1.874
Asymp. Sig. (2-tailed)	.061

Based on the Ranks table above, it can be seen that the highest mean rank is the average pretest and posttest scores with the control class group, which is equal to 33.14. And the lowest mean rank is the average pretest and posttest scores with the experimental class group, which is 25.00. The criterion for testing the hypothesis uses a Significance score with a significance level or $\alpha = 0.05$. H_0 is accepted if Significance $< \alpha = 0.05$. Using the Mann Whitney test, a significance of 0.61 is obtained. Based on the hypothesis testing criteria, Significance = 0.000 $< \alpha = 0.05$ means H_0 is accepted and H_a is rejected. Based on the test results using Whitney significant $0.61 > 0.05$ This means that there is no effect of listening to English songs on students listening skill.

H_{a2} : The average score in the experiment class is higher than the average score in the control class.

H_{02} : The average score in the experiment class is lower than average score in control class.

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Pre_Post	Class Experiment	29	25.00	725.00
	Class Control Group	28	33.14	928.00
	Total	57		

Test Statistics ^a	
	Pre_Post
Mann-Whitney U	290.000
Wilcoxon W	725.000
Z	-1.874
Asymp. Sig. (2-tailed)	.061

a. Grouping Variable: Class

The mean rank of each group in table above shows that mean rank for class 1 (posttest experiment) = 725.00 and class 2 (posttest control group) = 928.00. The criterion for testing the hypothesis uses a Significance score with a significance level or $\alpha = 0.05$. H_{02} is rejected if Significance $< \alpha = 0.05$. Using the Mann Whitney test, a significance of 0.61 is obtained. Based on the hypothesis testing criteria, Significance = 0.000 $< \alpha = 0.05$ means H_{02} is accepted and H_{a2} is rejected. Based on the test results using Whitney significant $0.61 > 0.05$ This means that the value of the experimental class is lower than the average of the control group class.

DISCUSSION

After completing the research at MTs Hasyim Asy'ari Kota Batu, the data was then examined by researchers using SPSS 20. This study aims to determine whether there is an effect of learning to listen to songs on students' listening skills and the average score of the experimental class and the control class. Data collection was carried out using tests, namely the Pretest and Posttest. The experimental class used songs from YouTube about procedure text learning and the control class used learning without English songs using class textbooks. The experimental class conducted a pretest and after conducting the pretest the experimental class conducted learning with a song about

procedure text, this treatment was carried out in three class meeting. After being given treatment, the experimental class did a posttest to find out the conditions after being given treatment. Furthermore, the control class carried out learning without using English songs with English textbooks with procedure text material. The control class did a pretest to find out their ability with procedure text material. After doing the pretest. After that, the control class did a posttest to find out the conditions after learning without using conventional learning songs.

To answer the researcher's question in this study "Is there any effect of listening to songs on students' listening skills? and "Is the average score in the experimental class higher than the average score in control class student?", The result findings is significant > 0.05 , then H_{a1} is rejected and H_{o1} is approved. And significant > 0.05 H_{a2} is rejected and H_{o2} is approved. Therefore, the results of the hypothesis above are significant because there is no effect of listening to English songs on students' listening skills and the average score of the experimental class lower compared to the value of the control group.

Rivers (1981) in (Anwar, 2013) stated that listening is a creative skill, not a passive skill, neither a receptive skill as has been traditionally believed. Its mean that something who someone do with creative skill, not a passive, or both of them receptive as traditionally believed we called listening. According to Rivers (1981) in (Anwar, 2013) significance on listener's side depends on three factors. First is linguistic information. The listeners perceive from sounds, words, and their arrangements in utterances. The listeners perceive from the relationship between what they have heard and what has been said and also their expectations of what will follow. Third is intention of the speaker. The comprehended message is dependent on what the listener perceives to be the intentions of the speaker. Based on that explanation above tells from three factors of significance on listeners such as linguistic information it means that listener feels something from sounds, words, and their arrangement in utterances. This factors also explain about relationship between what their heard and message who their understand. In term of understanding a language there are some ways to get it like from writing and listening or speaking with listening, someone who speak with someone others without they heard what interlocutor says surly it would not be possible for them to get information or understand each other's' message from each other. Therefore, listening is important in understanding language as explained by Rixon (1986) in (Anwar, 2013) which mentions two main reasons why listening is important in understanding a language. Murphey (1992: 103) in (Nurvia, 2016) are there are different characteristics of young learners, because not all children can accept what the teacher will convey, it can disrupt adjacent lessons, you can lose control of the class, and the song vocabulary

is too little. A variety of genres can be used to categorize songs, including activity songs, animal songs, counting songs, food songs, learning songs, lullabies, patriotic songs, parodies, sports songs, traditional songs, etc. In order to ensure that students can understand the song that will be taught, the song used for this study is also a process text with clear word choice and vocabulary. As stated by Lynch (2005) and Coromina (2000), the lyrics in the song must be understandable and clear. It is advised that the teacher select songs that are simple to understand and have a moderate rhythm so that the students can understand the lesson material based on what they hear in the songs.

Researchers can conclude that students got low scores in the experimental group after the researchers conducted treatment using songs in learning listening skills while students' scores in the control group were higher after learning without using songs in learning listening skills. It can be concluded that the results that have been studied in the experimental class are that no effect of listening English song on students listening skill and the average score in the experimental class is lower than average score in control class.

CONCLUSION

Based on the results of the study, the researchers concluded that there was no effect of listening to English songs on students' listening skills. The experimental class assessment showed that there was no significant effect on learning English songs. Both the experimental class and the control class have a significance value of 0.61. As a result, the value between $0.61 > 0.05$ is in accordance with the hypothesis that H_{01} is accepted and H_{a1} is rejected. This shows the results of the study that there was no effect of listening to English songs on students' listening skills.

While the significance value of the control class is 0.61. The result is a value between $0.61 > 0.05$ according to the hypothesis that H_{02} is accepted and H_{a2} is rejected. This shows that the average of the experimental class is lower than the control class.

From the results that have been studied, the results and explanations show that there is no effect of listening to English songs on students' listening skills. Listening to English songs is not useful for students because of the lack of focus on students in understanding the contents of the songs being conveyed to find out the contents of the material that has been delivered. From this study, the researcher found that there was no effect of listening to English songs on students' listening skills.

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