IMPROVING LISTENING COMPREHENSION BY USING ENGLISH SONGS FOR THE TENTH-GRADE STUDENTS AT SMAN 10 GOWA

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Abstrak

Mendengarkan adalah salah satu dari empat keterampilan belajar bahasa Inggris yang paling penting dimiliki siswa dalam belajar. Tujuan penelitian ini untuk meningkatkan kemampuan mendengarkan siswa melalui penggunaan lagu bahasa Inggris. Penelitian ini menggunakan jenis kuantitatif metode eksperimen terdapat dua kelas yaitu kelas experiment menggunakan lagu bahasa Inggris dan kelas kontrol menggunakan conventional method. Sampel penelitian ini adalah siswa kelas X yang terdiri dari 50 siswa untuk kelas experiment 25 dan kelas kontrol 25 siswa. Teknik pengumpulan data dalam penelitian ini menggunakan pre-test dan post-test. Hasil penelitian menunjukkan bahwa pada pretest kelas eksperimen memiliki nilai mean 57.88 dan pre-test kelas kontrol memiliki nilai mean 55.04. Kemudian setelah dilakukan treatment hasil penelitian ini menunjukkan bahwa pada post-test kelas eksperimen memiliki nilai mean 86.08 dan post-test kelas kontrol memiliki nilai mean 73.00 hasil data yang dianalisis dengan menggunakan independent T-test menunjukkan bahwa Sig. (2-tailed) adalah 0.000 lebih rendah dari 0.05 sehingga (Ha) diterima dan (Ho) ditolak sehingga terdapat pengaruh hasil mendengarkan menggunakan lagu bahasa Inggris. Berdasarkan hasil penelitian ini dapat disimpulkan bahwa lagu bahasa Inggris dapat meningkatkan kemampuan mendengarkan untuk kelas X SMAN 10 Gowa.

Kata kunci: Mendengarkan, lagu, meningkatkan

Abstract

Listening is one of the four most essential English learning skills students have in learning. The research objective was to improve students' listening skills through the use of English songs. This study used a quantitative type of experimental method. There were two classes, namely the experimental class with English songs and the control class without English songs. The research sample was grade X students consisting of 50 students in which 25 students in each experimental class and control class. Data collection techniques in this study used a pre-test and post-test. The results showed that the pre-test for the experimental class had a mean value of 57.88 and the pre-test for the control class had a mean value of 55.04. Then, after treatment, the research results showed that the experimental class post-test had a mean value of 86.08 and the control class post-test had a mean value of 73.00. The results of the data were analyzed by using an independent T-test showing that Sig. (2-tailed) is 0.000 which is lower than 0.05 so that (Ha) is accepted and (Ho) is rejected so that there is an influence on listening results of using English songs. Based on the research results, it can be concluded that English songs can improve listening skills for grade X of SMAN 10 Gowa.

Keywords: Listening, song, improvement

INTRODUCTION

Listening is one of the four most important English learning skills that students need to learn, Praheto et al., (2020)Listening was the key to effective communication. Without the ability to listen effectively, messages were easily misunderstood and communication was interrupted, and the sender of the message can easily become frustrated or irritated. If there's one communication skill we need to master, it's listening. Moreover, listening plays an important role in daily life and schoolwork as people need to maintain effective communication. This means that listening as a receptive skill serves as a bridge in the communication process from receiving information to producing it through active skills such as speaking (Gilakjani & Sabouri, 2016).

Listening is an important role in language learning and communication Vandergrift & Baker, (2015). One of the most important subjects in our education system is English. The concrete actions of the Indonesian government can prove that English is included in the

curriculum Pustika & Wiedarti, (2019). This means that the Indonesian government expects students to be able to communicate in English. Holden (2004), cited in Cindiyana Muryani Putri, Eusabinus Bunau, (2018), said that adults spend 40-50% of their communication time just listening, 25-30% talking, 10-15% reading, and less than 10% writing. From this, it can be concluded that listening is a communication activity that occurs a lot in everyday life.

According to Picard & Velautham, (2016), listening is an activity that consists of auditory discrimination, auditory grammar, identifying needed information, and remembering and relating processes between sounds and meaning. Listening is the foundation of conversational communication. A language learner's listening ability depends on many factors, for example, language skills, contextual awareness, etc. Students need to listen to lots of texts to develop listening skills, such as short telephone dialogues, airport announcements, signs, poems, and songs Lam Kieu et al., (2021) said that using media to help students learn English offers the powerful potential to improve learners' language skills and enhance the English learning process.

Kuśnierek, (2016) said using songs in the classroom is beneficial, and teachers should use a song in the learning process. English songs are tools to improve listening skills. Therefore, teachers need to be more creative when it comes to finding appropriate techniques for listening to lessons Rara Saraswaty, (2018).

There are some effective techniques for teaching listening. One of them is by using English songs in listening ability in word recognition. The teacher can choose songs that are suitable and appropriate to be given as listening learning stimulation media. The song was the art of sequential notes or sounds expressing emotion, which was combined with music or instruments and accompanied by rhythm and pitch and created ephemeral connections. Songs were known to be the best way to express emotions when someone was happy or sad, allowing them to relax. When the tenth senior high school feels comfortable, it can make it easier for students to learn and motivate students. Overall, English songs are a great language and cover vocabulary, grammar, and more. Because we can find songs everywhere and we can train our ears with Afriyuninda & Oktaviani, (2021).

Based on observations made by the researcher during practice at SMA Negeri 10 Gowa, especially for the tenth grade students such as the lack of vocabulary that students can master, students don't understand the teacher because the tenth-grade students can't control the speed of the teacher's speech, and convey the message. Therefore the teacher must create an effective learning method by using songs in listening lessons. When learning English, especially when listening, many media can help students improve their listening skills, such as videos, films, and songs Simamora & Oktaviani, (2020).

Furthermore, the facilities of each school become obstacles in the learning process. Some schools do not yet have supporting devices such as speakers and earphones. Make students bored and lose interest in the learning process. Therefore, one of the methods that teachers can use is to use songs to teach listening. Based on the explanation above, the researcher is interested in conducting research titled "Improving Listening Comprehension By Using English Songs For The Tenth-Grade Students At SMA Negeri 10 Gowa".

METHOD

This type of research was an experiment. The researcher measured the use of English songs to improve listening comprehension for the tenth-grade students of SMAN 10 Gowa. The population of this research was tenth-grade students and the total of them is 137 students. The samples to be taken were two classes IPA 2 and IPA 4 with a total of 50 students. The sample criteria were IPA 2 and IPA 4 class based on the ability, students who are willing and supportive of research and recommendation from teacher. The reason researcher took two class to compare the result of using English song to improve listening. This research was conducted from April to June 2023 at Tenth-Grade students SMAN 10 Gowa, located in Jl. Mustafa Dg. Bunga Village Saumata Indah Romang Polong Districts Gowa. This research was conducted from April to June 2023 at Tenth-Grade students SMAN 10 Gowa, located in Jl. Mustafa Dg. Bunga Village Saumata Indah Romang Polong Districts Gowa. Instrument of The Research pre-test, post-test,

documentation, and treatment of students. Technique of Data Analysis Activities in data analysis classify data based on variables and types of respondents, present data for each research variable, perform calculations to answer the problem formulation, and perform calculations to test the proposed hypotheses. The Kolmogorov-Smirnov idea is used by researchers. If the significance value is more than 0.05, the data is considered normally distributed (sig > 0.05). SPSS 22 for Windows is used by researchers to carry out normality tests.

RESULTS AND DISCUSSION
The researcher used pre-tests to assess student performance before using English songs to improve listening comprehension for the students at SMAN10 Gowa. The description of this result pre-test can be seen In Table 1 below:

Table 1. The Frequency of Pre-Test in Experimental Class and Control Class

Interval of Score	Classifications	Experimental class		Control class	
		F	%	F	%
81 - 100	Very good	-	-	-	-
71 - 80	Good	3	12%	1	4%
61 - 70	Fair	6	20%	7	28%
51 - 60	Poor	8	32%	7	28%
<50	Very Poor	8	32%	10	40%
		25	100%	25	100%

Table 1, showed that 3 students (12%) had the Good category in the interval of the score (71-80) in the pretest experimental class, and 1 student (4%) got the good category in the control class. There 6 students (20%) got a fair category in the pretest experimental class and there 7 students (28%) got a fair category in the pre-test control class with intervals of scores 61-70. In addition, there were 8 students (32%) who got a poor category in the pretest experimental class and 7 students (28%) who got a poor category in the control class. Then, were 8 students (32%) who got a very poor category in the experimental class and 10 students (40%) who got a category of very poor in the control class. Based on the student's score results, none of the students got the very good category and score interval (81-100) in pre- test experimental class and control class.

Table 2. Statistic Pretest Experimental Class and Control Class

Statistics	Experimental class	Control class
N	25	25
Mean	57.88	55.04
Std. Deviation	9.602	8.834

Table 2, Showed that the data of the experimental class consisted of 25 students, the total of all data which was divided with the number of data determined as the mean score from the experimental class was 57.88 and Std. The deviation score was 9.602. Then table 4.2 also showed that the data of the control class consisted of 25 students, the total of all data which was divided with the number of data determined as the mean score from the control class was 9.602 and Std. The deviation score was 8.834. Students' achievement was known after the post-test experimental class and control class.

Classification Score Post-Test of Experimental Class and Control Class

Table 3. The Frequency of Posttest in Experimental Class and Control Class

Interval of Score	Classifications	Experimental class		Control class	
		F	%	F	%
81 – 100	Very good	22	88%	7	28%
71 – 80	Good	2	8%	12	48%
61 – 70	Fair	1	4%	5	20%
51 – 60	Poor	-	-	-	-
<50	Very Poor	-	-	1	4%
		25	100%	25	100%

Table 3, showed 22 students had a very good category in interval scores 81-100 in the post-tests experimental class and there were 7 (28%) students who had a category very good in the control class. were 2 students (8%) who got a good category in the post-test experimental class and 12 students (48%) who got a good category in the pre-test control class in intervals 71-80. In addition, 1 student (20%) got a fair category in the post-test experimental class and 5 students (20%) got a fair category in the control class. Then, there was no student who was very poor in the experimental class, there was 1 student (4%) who got the very poor category in the control class.

Table 4. Statistic Post-Test Experimental Class and Control Class

Statistics	Experimental class	Control class
N	25	25
Mean	86.08	73.00
Std. Deviation	6.595	9.897

Table 4. showed that the data of the experimental class consisted of 25 students, the total of all data which was divided with the number of data determined as the mean score from the experimental class was 86.08 and Std. The deviation score was 6.595. Then table 4.4 also showed that the data of the control class consisted of 25 students, the total of all data which was divided with the number of data determined as the mean score from the control class was 73.00 and Std. The deviation score was 9.897. Students' achievements after being in the post-test experimental class and control class.

Classification of Assessing Test

Table 5. Students Classification Assessing Experiment class

Indicator	Mean score		Improvement
	Pre-test	Post-test	
Ability to focus	2.72	2.92	7%
General understanding	2.8	3.28	17%
Listening for detail	3.6	1.28	65%
Accuracy of answer	1.92	3.68	92%

Based on Table 5, about listening assessment criteria. The table showed the mean score of the ability to focus on the pretest was 2.72, the post-test was 2.92 and the improvement was 7%.

For general understanding, the mean score in the pre-test was 2.8 and the post-test was 3.28, the improvement is 17%. Listening for details, the mean score of the pre-test was 3.6 and the post-test was 1.28, the improvement was 65%. While for the accuracy of the answer, the mean score of the pre-test was 1. 92 and for the post-test was 3.68 the improvement was 92%.

Table 6. Students Classification Assessing Control class

Indicator	Mean score		Improvement
	Pre-test	Post-test	
Ability to focus	2.32	3.16	36%
General understanding	3.24	3.16	3%
Listening for detail	2.72	2.92	7%
Accuracy of answer	1.52	2.6	71%

Based on Table 6, about listening assessment criteria. The table showed the mean score of the ability to focus on the pretest was 2.32, the post-test was 3.16 and the improvement was 36%. For general understanding, the mean score in the pre-test was 3.24 and the post-test was 3.16, the improvement was 3%. Listening for details, the mean score of the pre-test was 2.72 and the post-test was 2.29, the improvement was 7%. While for the accuracy of the answer, the mean score of the pre-test was 1.52 and the post-test was 2.6 the improvement was 71%.

Table 7. Test of Normality

	Class	Kolmogorov-Smirnov			Shapiro-Wilk		
Listening Comprehension	Pre-test (Experiment)	.128	25	.200*	.956	25	.332
	Post-test (Experimen)	.164	25	.082	.935	25	.114
	Pre-test (Kelas Kontrol)	.147	25	.170	.956	25	.342
	Post-test (Kelas Kontrol)	.133	25	.200*	.939	25	.138

Homogeneity Tests

The homogeneity test was a prerequisite test in statistical analysis that needed to prove whether the experimental and control class were the same or not. Data is said to be homogeneous if the significance value is greater than 0.05 (significance level).

Table 8. Test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Listening Comprehension	Based on Mean	1.280	1	48	.264
	Based on Median	1.083	1	48	.303
	Based on Median and with adjusted df	1.083	1	35.552	.305
	Based on trimmed mean	1.317	1	48	.257

Based on the table above, there are based on mean, based on media and with adjusted df and based on the trimmed mean. It is known that the sig value is based on the sig 0,264> 0.005, so it can be concluded that the post-test data of the experimental class and the control class are homogeneous.

T-test

The hypothesis testing was aimed to reveal whether there was a significant difference between students' listening comprehension taught using English songs and those taught not using English songs.

Table 9. T-Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
value	Equal variances assumed	1.280	.264	4.709	48	.000	11.200	2.379	6.418	15.982
	Equal variances not assumed			4.709	41.806	.000	11.200	2.379	6.399	16.001

Based on the table above, the value of sig (2 tailed) which was 0.000 < 0.05, was concluded that (Ha) was accepted because there was an effect on the listening comprehension scores of students who use the English songs and do not use the English songs.

The results showed that in the pretest of the experimental Class and Control class before being given treatment, the average results of the Experimental Class were 57.88 the control class was 55.04. The pre-test was conducted to find how far the students' listening ability is. In this research, the researcher conducted the treatment four times using English songs, 18, When September Ends, Something Just Like This, and a photograph.

In the treatment, the students were given a test in the form of a fragment of the song lyrics then the students would complete the lyrics, determine the meaning, and write down the vocabulary obtained from the song lyrics. Giving songs can make students enjoy learning and not be bored and students can increase their vocabulary which helps students improve their listening skills. According to (Hendrawaty, 2019), songs have a positive impact on the acquisition of learning outcomes in the listening test, where students have experience in vocabulary knowledge.

There were four categories in the listening assessment ability to focus students in listening to and analyzing information in audio. General understanding, namely the ability of students to understand the information in the audio, listening is the detailed attention of students to get specific information in the listening test. And the accuracy of the answer is the accuracy of the student in obtaining information on the test. The researcher to find out the types of the four students' abilities in assessing assessment and listening.

Classification listening consists of four indicators, the ability to focus, general understanding, listening for detail, and accuracy of the answer. The pre-test results from Table 4.5 show a listening for-detail mean score of 1.12 and an accuracy of answers mean score of 1.92 for post-test scores. The solution is to increase students' vocabulary to answer post-test questions given by researchers.

After treatment for the experimental class, the average student post-test results were 86.08 the control class post-test averaged 73.00. It can be concluded that the average value of the experimental class taught using English is higher than the control class. According to (Masrawati, 2021), from the percentage value, there is a significant change in the treatment after testing which has a positive effect. Where to improve vocabulary teaching in the listening class and stimulate the teacher's creativity to function.

Based on the research above, the result of the study showed that the Tenth-grade students of SMAN 10 Gowa showed that in the post-test experimental class, there were 22 students (88%) who were classified as very good. There were 2 students (8%) in the good category and 1 student (5%) in the fair category. It can be concluded that the experimental class students are included in the very good category. On the other hand, based on the value of the control class, 7 students(28%) belong to the very good category. There were 12 students (20%) in the fair category and 1 student (4%) in the very poor category. The findings showed that the score in the listening comprehension of students who are taught using English songs is higher than those who do not use songs. In the previous study by Kolin et al., (2019) there is a significant difference between learning outcomes using song media and learning without song media. In other words, the process of learning and listening to songs is an effective medium.

It can be concluded that the results of the pretest and post-test difference are significant. In other words. There is a significant difference between the result of the pre-test before and after teaching using English songs for the tenth-grade students at SMAN 10 Gowa. Thus, the use of English songs can improve students listening comprehension, especially listening comprehension in the term of the accuracy of answers and listening for detail.

CONCLUSION

Based on the results of the research and the description of the discussion in the previous chapter, it can be concluded that there was significant differences in the learning outcomes of students who take listening lessons using English songs and students who take lessons without using English songs. Data collection techniques in this research used pre-test and post-test. The results showed that the pre-test experimental class has a mean value of 57.88, and the pretest control class has a mean value of 55.04. Then after treatment, the results of this research showed that the experimental class post-test was a mean value of 86.08 and the post-test Control class has a mean value of 73.00. The results of the data analyzed used the independent T-test showed that sig. (2-tailed) is 0.000 lower than 0.05, (Ha) was accepted (Ho) was rejected so there is an improvement in the results of listening using English songs. Based on the results of this research, it can be concluded that the English song improves listening skills for Class X of SMAN 10 Gowa.

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