

UTILIZING ENGLISH SONGS TO IMPROVE STUDENTS' LISTENING SKILL**¹Irmala Sukendra, ²Hery Nuraini*, ³Via Fadlilatunni'mah**¹Universitas Islam Syekh-Yusuf, Tangerang/Indonesia²Universitas Islam Syekh-Yusuf, Tangerang/Indonesia³Universitas Islam Syekh-Yusuf, Tangerang/Indonesia*Email: hnuraini@unis.ac.id*

Abstract

Listening is one of the four basic skills that students must master before learning a foreign language. According to Elmetaher (2021), listening can be a challenge because listening is a complex process. In addition, students have difficulties in listening English. The teacher should be found an appropriate learning strategy to improve students' listening skills. Therefore, the research aims to determine the significant improvement of utilizing English songs to improve students' listening skills. Songs can create more interesting learning atmosphere. The populations of the research were tenth grade in one of the senior high schools in Tangerang and the samples were 30 students in the experimental class and 30 students in the control class. The research used quasi-experimental design. The writers used pre-test and post-test in each class to get the data. The writers used multiple choice test with three indicators contained. The indicators were word perception, word recognition, and comprehension. The collected data were analyzed by using independent sample t-test. The result of this research is there is a significant improvement. In conclusion, utilizing English songs can improve students' listening skills.

Keywords: English songs, listening skill, quasi-experimental

1. Introduction

English is a global language that is the world's dominant language of communication (Miranda Marchando, 2022). According to Rahayu & Riska (2018), English is a necessity because English is an international language used by many countries to communicate. Therefore, in the implementation of education in Indonesia, it is clear that English is one of the lessons taught from elementary school level even from kindergarten to

college. There four basic language skills in learning English; listening, reading, writing, and speaking (Upa et al., 2021). These four skills have an important role in supporting English language skills (Hawara et al., 2019). Listening is one of the skills besides reading, writing and speaking that a person must have (Dung, 2021), because listening is a basic skill for learning English (Maresta, 2018). As claimed by Niah & Pahmi (2019) Listening is one of the four basic skills that students must master before

learning a foreign language. Listening enables us to obtain the information well and can respond to the information (Wulandari et al., 2019). In addition, it is the skill most commonly used by someone to learn a foreign language (Akhdiyati, 2018). Having good listening skills is an important part of the communication process for everyone, especially for a student (Lodari et al., 2018). According to Sari (2021) Communication activities in class will be more active and engaging if students have good listening skills, because as said by Kartika (2019) listening is one of the main facilities in communication. Therefore, listening is a first key for someone to gain information and knowledge and reduce misunderstandings.

However, the problem was found in one of the senior high schools in Tangerang Regency that there are still many students who get English listening scores lower the minimum completeness criteria, the percentage score was 63% of students with scores lower the minimum completeness criteria and only 37% of students with scores upper the minimum completeness criteria. There are several factors that cause students have difficulties in learning to listen, including lack of willingness in learning English, limited vocabulary knowledge, not knowing the pronunciation of words properly, and cannot listen to and understand well. As claimed by Elmetaher (2021) for learning a foreign language, listening can be a challenge. Listening is a more frequent process

than other skills such as speaking, reading and writing (Hasibuan & Male, 2022). Even though said by Alzamil (2021) listening is a complex process. Based on these problems should be found an appropriate learning strategy with the aim of improving students' English language skills. As stated by Aruan (2020) one of the strategies that can be used is to use the media, media can stimulates, feeling, attention and interest of the students, the media is believed to be used by teachers in learning English, especially listening. As believe by Andriani (2018) The media that can be used in listening is an English song. Song is a form of a piece of music that is sung (Dewi & Rusmiati, 2019). Song lyrics include a series of verses, and are also the part of the song that tells a story (Pratiwi, 2018). As said by Güler & Bozkurt (2021) song is a series of lyrics combined with rhythm and melody related to emotional life. As claimed by Hadi (2019) Songs have the allure to attract students' attention. With songs students can be more enthusiastic about participating in English learning activities (Luh et al., 2019). In addition, as stated by Triayulin & Java (2012) English songs are extremely helpful not only for fun, but also to help students improve their pronunciation and their language, as said by Mailawati & Anita (2022) the learning atmosphere to be more interesting and provide a pleasant atmosphere between enjoyment and learning activities. Furthermore, according to Nirmala et al. (2021), "Listening to English songs not only makes them relax and enjoy but also

enrich their vocabulary and tell them how to pronounce a word in English.”

However, the use of English songs is not a newly discovered method, because many researchers have proven that using songs can develop English language skills, especially in listening effectively. The statement was also mentioned by Ridhani, Aribah., Ahmad., Nasution (2022) that teaching listening by using songs is considered to improve students' listening skills very significantly. As said by Miranti & Dwiastuty (2018) listening to the song is students' one way to get a good grade in listening skills, because they will get new vocabulary or pronunciation (Isnaini & Aminatun, 2021). In addition, songs reduce learning factors that can cause stress by providing an easy and fun atmosphere to learn (Simanjuntak & Usuar, 2021). According to Wardiansyah et al. (2019) listening to songs can increase students' vocabulary because by listening to songs, students automatically hear new things and then store them in memory, when students do not understand the meaning of what they hear, they can look up the meaning Lightening the cognitive load in EFL and can increase student learning motivation (Kumar et al., 2022). Some of these statements it shows that the use of English songs as media can be a teacher's strategy in improving students' listening skills. Different from previous research, as said by Masrawati (2021) which only uses popular songs, then the test used by previous research by only filling in the empty lyrics of the song and only aims to increase

vocabulary. In this study the writer will give multiple choice tests with questions related to songs with the aim of increasing the vocabulary knowledge and listening skill of students.

Thus, teaching and learning activities in English, especially listening, must be given more attention. The teacher must focus on the problem and then look for ways to make students understand the material presented. Therefore, the focus of this research is the improvement of students' listening skill by using English songs.

2. Method

To answer the research question, this study used quantitative method with quasi experimental design. Quasi-experimental is a form of experiment that has 2 class (Soegiyono, 2011), so there are one the experimental class and one the control class. The populations in this study were tenth grade students in one of the senior high schools in Tangerang Regency. Then, there were two classes that became samples in this study which consisted of 30 students in each class, 30 students in the experimental class and 30 students in the control class. In the experimental class used English song as a learning media and the control class used the material contained in the textbook as the subject matter. To determine the difference between the two classes, the writers conducted a pre-test and post-test. The test in this study was given a multiple-choice listening test with 20 questions with choices A, B, C, and D that were valid and reliable. The test

made based on listening indicators by Syam (2017) including; word recognition is the ability of students to recognize the vocabulary heard, word perception is the student's ability to understand the meaning of the vocabulary heard, grammar awareness is the student's ability to know the grammar of the sentence being listened to, comprehension is the student's ability to understand the meaning conveyed. However, the writers only focus on 3 indicators, namely; (1) word recognition (2) word perception (3) comprehension. Then, the writers compared the results of the pre-test and post-test in the two classes. The data collected was tested for normality, homogeneity and independent sample t-test to find out if there was a difference between the experimental class and the control class and determine whether the use of English songs can improve students' listening skills.

3. Results

After giving the pre-test and post-test, the writers analyzed the results to get the students' scores and the data processed with SPSS Statistics 25. The descriptive statistics of pre-test and post-test in the experimental class and the control class are presented in the table below:

Table 7. Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre-test Experimental	30	15	75	47.00	17.889
Post-test Experimental	30	45	95	75.67	10.233
Pre-test Control	30	20	75	56.50	12.328
Post-test Control	30	20	85	68.33	8.339

Based on descriptive statistics, the minimum score on the experimental class pre-test before using the English song treatment was 15 and the maximum score was 75 with an average of 47.00. In the pre-test in the experimental class, there were many students who had limited English vocabulary and also had difficulty in answering the listening English test. Meanwhile, the minimum score on the experimental class post-test was 45 and the maximum score was 95 with an average of 75.67. The difference looks very significant that there was a positive increase in students' listening skills. In addition, the minimum score on the control class pre-test was 20 and the maximum score was 75 with a mean of 56.50. Meanwhile, the minimum score on the control class post-test was 50 and the maximum score was 85 with a mean of 68.33.

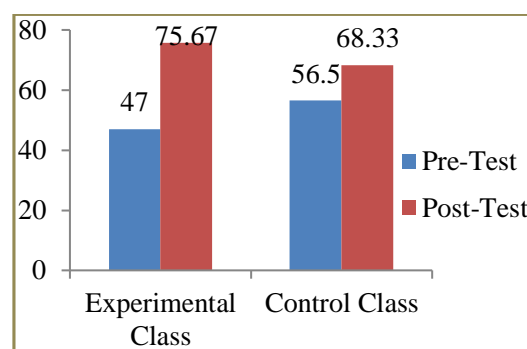


Figure 9. Mean Score of Experimental Class and Control Class

Based on the figure, the comparison between the mean score of the post-test was 75.67 and the pre-test was 47.00, so the experimental class has a difference in comparison with a score of 28.67. Meanwhile, in the control class, the comparison between the mean score of

the post-test was 68.33 and the pre-test was 56.50, so the control class has a difference in comparison with a score of 11.83. However, it can be seen that the experimental class has a higher difference in the mean scores of the post-test and pre-test than the control class, with the score (28.67 > 11.83). It can be concluded that the use of English songs can improve students' listening skills.

Before conducting the research hypothesis, the writers should know the normality and the homogeneity of the data. The writer used Kolmogorov-Smirnov in SPSS 25 to calculate the normality of pre-test and post-test in the experimental class and the control class because the sample used is more than 50 (N>50) as follows:

Table 8. Test of Normality

	Tests of Normality		
	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Pretest Experimental	.133	30	.184
Posttest Experimental	.126	30	.200*
Pretest Control	.155	30	.065
Posttest Control	.155	30	.063

*. This is a lower bound of the true significance.

Based on the table, the significance values of pre-test in the experimental class were 0.184 and the post-test was 0.200, it showed that significance values were higher than 0.05. Meanwhile, the significance value of pre-test in the control class was 0.065 and the post test was 0.063. It means the results of the data experimental class and the control class were more than 0.05 ($p > 0.05$) and did not have a significant difference or standardized, which indicated that the

two data were evenly distributed, and did not have a skew, so it could be stated that the data was normal.

In addition, the homogeneity test was important for research materials because it is to find out whether the data obtained is homogeneous or not. The homogeneity test results were obtained as follows:

Table 9. Test of Homogeneity

	Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.	
Post-Test Experimental Control	Based on Mean	.109	1	57	.742
	Based on Median	.139	1	57	.711
	Based on Median and with adjusted df	.139	1	56.624	.711
	Based on trimmed mean	.148	1	57	.702

Based on the table, it was clear that the significance in the post-test of experimental class and the control class was 0.742 that significance value more than 0.05 ($p > 0.05$) means that the data was homogeneous and has similarities, especially in the type of instrument that aims to measure the improvement of students' listening skills.

The writers used the t-test formula to determine the results of the hypothesis. The writer used the t-test because the results of the normality test were normally distributed. It was used to see the improvement of students listening skill by utilizing English songs.

The results of the independent t-test were presented as follows:

Tabel 10. Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Post test Experiment Control	Equal variances assumed	.590	.446	3.043	58	.004
				3.043	55.726	.004

Based on the table, the score of the significance of post-test in the experimental and the control class was 0.004 ($p < 0.05$) which means lower than 0.05, as for the criteria of the t-test was Sig. (2-tailed) lower than 0.05 ($p < 0.05$) that H_0 was rejected and H_a was accepted. Thus, the (H_0) which was null hypothesis that there was no significant improvement of utilizing English songs to improve students' listening skill was rejected and the (H_a) which was alternative hypothesis that there was a significant improvement of utilizing English songs to improve students' listening skill was accepted. In addition, it can be assumed that utilizing English songs can improve students' listening skill.

4. Discussions

This research was conducted to see the utilization of English songs to improve students' listening. In this study, the writers conducted research with three stages, namely pre-test, treatment and then post-test. The writers applied treatment by listening to unfamiliar English songs while the control class used conventional learning or based on the material in the textbook

used. The learning process was carried out eight times a meeting with a schedule of one week and two meetings in each class. The results obtained after utilizing English songs for student listening were very satisfying. Based on the results of data calculations with SPSS 25, that was significant improvement and it can also be concluded that H_0 was rejected and H_a was accepted. Therefore, the three indicators used in measuring students' listening skills can increase significantly positively, especially two indicators that were more developed, namely word perception and comprehension.

That way there was a very significant improvement between before and after treatment which was in the statement of Masrawati (2021) and Putri et al. (2018) that the use of English songs as learning media can improve students' listening skills, as stated by Yuliarini (2022) the use of English songs can also increase students' vocabulary so that students can more easily complete tests. According to a statement from Ariani & Iswandi (2020) the use of English songs was successful in increasing students' English KKM scores. These statements were in accordance with the results of this study which showed that students can improve listening skill.

However, in difference with the results of previous researchers who used popular songs by using missing lyrics as an instrument and stated that the use of English songs was successful in increasing students' vocabulary. In this study the writers succeeded in

achieving three aspects of listening skills used, namely (1) word recognition where students can clearly know the lyrics of the song heard, (2) word perception where students can know the meaning of the lyrics of the song heard, and (3) comprehension where students can understand in general the song heard. These three things can be known by using multiple choice tests in the pre-test and post-test, where each question contains these three aspects. To achieve these, the writers gave treatment to students in the learning process by listening to unpopular songs where the writers chose songs with few listeners, this was done with the aim that students can hear and know new vocabulary.

Furthermore, based on the results of student tests, of the three aspects that improved, there were two aspects that were more excellent, namely word perception and comprehension, where in listening skills students were not only able to know the vocabulary they heard but students succeeded in excelling in vocabulary knowledge and its meaning which made the comprehension aspect superior to students, because after students knew the meaning of the vocabulary they heard students succeeded in understanding the meaning or content contained in the songs they heard. It can be concluded that the use of English songs as media can improve students' listening skills,

especially in vocabulary knowledge and listening comprehension

5. Conclusion

Based on the results of the data analysis hypothesis comparison between the post-test in the experiment class and the post-test in the control class, the significance value of post-test in the experimental class was 0.004 it was lower than 0.05 ($0.004 < 0.05$) so there was significant improvement in listening skill by using English Songs. The result of this study was the utilizing English songs to improve students' listening skills. It can be informed H_a was accepted and H_o was rejected because the (H_a) which was an alternative hypothesis that there was a significant improvement of utilizing English songs to improve students' listening skill. It concluded that utilizing English songs can improve students' listening skills and have a significant improvement. In addition, utilizing English songs as a learning medium in improving student listening skill was considered very suitable and can be implemented into listening learning because students were considered more interested and active in learning English after using English songs in learning activities and students also found it easier to memorize and recognize new words. Therefore, the utilization of learning media was one of the important roles in learning activities.

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