

# The Effectiveness Of Using English Songs To Teach Listening Skill of the Senior High Students in Samarinda

Maria Ulfah  
*IAIN Samarinda*

## Abstract

The research design of this research is experimental research. The population is the tenth grade students of SMAN 2 Samarinda and the sampling technique in this research used simple random sampling. To collect the data the researcher conducted the pre-test and post-test to know about the score of listening test. To analyse the data the researcher used t-test formula. The research objective was to find out whether there was effective or not for the students who have been taught by using English songs. The researcher used two classes for control class and experiment class. The sample of this research was X Language and Culture and X Social 3 at SMA Negeri 2 Samarinda. The instrument of the research is the listening test, there is fill in the blank test. In analyzing the data, it used repeated measure t-test in which significance level 5% with d.f. = Pairs - 1. The result of the research showed that mean score in pretest of the students' in experiment class was 52,78 and the mean score of the students' in control class was 59,89. While the mean score in posttest of the students' in experiment class 76,17 and the students' in control class was 54,50. The result also showed that there was a significant difference of the mean score. It had increased about 23,39 in experiment class after treatments. The result of tcount was 24,767 with significant level 5% with d.f. = Pairs - 1. It was found t-table = 2,030. Because of the t-calculated > t-table, so it could be concluded that there was significant. So, the Alternative Hypothesis (Ha) in this research is accepted. In conclusion, it can be said that English songs is effective to teach listening skill.

**Keywords:** English song, listening skill, English language teaching

## **A. INTRODUCTION**

The teacher must know how to make the students like or enjoy listening. One of the solutions to solve the problem above is the teacher needs to choose the best material and media which can make students interested with it. One of the media teachers can use is English song. We know nowadays people always listen to the song with any genre everyday include the students who learn English as a foreign language. They listen to the song which is the highlight song everywhere, in awareness they follow to sing the song without even know the meaning. After they sing the song which makes them interesting they will search the song and the lyric to know the meaning of that song. Indirectly they have been studying English through listening to a song.

Murphey's suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to overcome the students' difficulties in listening and improve their listening ability. Creative teachers can also use songs to teach English through songs since they provide a break from the textbook and workbook. It is new and interesting for them. Therefore, with this situation, they will be motivated especially in learning listening. It means song can be the media that makes the students enjoy to learn listening in the class.

Nurteteng, dkk states that English song can help students to learn about listening properly. We can see the chart of population who use the music app like iTunes, Spotify, and JOOX increase everyday. Why? Because with song they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language for students learn English as a foreign language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized.

This is the problem formulated as follows: "Do the students of tenth grade in SMA Negeri 2 Samarinda are taught by using the English songs has a better listening skill than the students who are not taught by using the English songs?"

## **B. RESEARCH METHODOLOGY**

In this chapter the researcher would like to discuss about research design, population and sample, research instrument, data collection technique, and data analysis technique

## **1. Research Design**

Quantitative research is one of process to find a knowledge that use a data such as a number as a media to find a explanation about what we want to know. In general quantitative research can also do as descriptive research or pemeirian research. Quantitative research can also be relation research or correlation research, quasi experimental research, and experimental research . Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.

According Cresswell, experiment is test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable. Arikunto states that experimental study is the way to search cause and effect relationship between variables which generated by eliminating, reducing or separating out other disturbing factor.

In experimental research the researcher should try to maximize treatment fidelity, and if possible, to assess it. To accomplish these goals, the investigator first needs to write precise specifications for the experimental treatment. Then the investigator must carefully train the experimenters to follow these specifications. Finally, during the actual experiment the investigator should collect data on the experimenter's behavior to determine the congruence between behavior and treatment specifications. Data on experimenter behavior can be collected by a variety of observational techniques. One of the major problems of experimental research is producing a treatment that is strong enough to have an effect on the dependent variable .

There are many types of experimental designs in educational research that incorporate random assignment of subjects to treatment. In designing an experiment, you should make every effort to incorporate random assignment in your experimental design. Random assignment is the best technique available for assuring initial equivalence between different treatment groups. To illustrate this point, consider the case of a researcher who wishes to compare the effectiveness of two worksheet formats. She has available a sample of 50 students for the experiment, and wishes to form the into two treatment groups. Treatment group 1 will use one of the worksheet formats. Treatment group 2 will use the other format. In this research, the researcher use the random assignment to assuring initial equivalence between different treatment group in this research.

Experimental design has many types which using random assignment. There are for Single-Group Design and Control-Group design with random assignment. In control-group designs with random assignment there is a pretest-posttest control-group design. The researcher will use that design in this research.

The control group design is that the latter employs at least two groups of subjects, one of which is called the control group and is included primarily to make it possible to measure the effect of extraneous factors upon the posttest. The experiences of the experimental and control groups are generally kept as identical as possible with the exception that the experimental group is exposed to the experimental treatment. If extraneous variables have brought about changes between the pretest and posttest, these will be reflected in the scores of the control group; Thus, only the posttest change of the experimental group that is over and above the change that occurred in the control group can be attributed to the experimental treatment. The experimental treatment may produce significant effects, only because a pretest was administered. When it is tried on a group that has not been pretested, the treatment does not work. If he thinks that his experimental treatment is affected at pretesting, then the researcher should use the posttest-only control-group design or the Solomon four group design .

The most appropriate experimental research to test causal relationships through hypothesis testing use quantitative analytic approach. The combination use of controlled experiments with quantitative data measurement is considered the most powerful methods, because the impacts come into the experiment can tightly controlled, moderate influence measurement can be done with the measures that have been carried out. All of experimental research we can say as analytic and quantitative.

Considering the purposes of the research and the nature of the problems. The researcher assumed this research is classified as a quantitative one. In this research, the researcher will be quasi experimental design to identify the effectiveness of using English Songs to teach listening intenth grade of SMA Negeri 2 Samarinda in.

There are two classes have almost the same value of listening in semester before. Then, the treatment by using English Song will be given to know the initial condition whether there is a difference between experiment group and control group.

## **2. Population and Sample**

Population is all the subject of the research. The population of this research is students of in ten grade of SMA Negeri 2 Samarinda. There are more or less 350 students at SMA Negeri 2 Samarinda in ten grade. That is ten classes at SMA Negeri 2 Samarinda, that is 6 classes for math and sience, 3 classes for social, and 1 class of culture and language. Each class consist of 35 – 38 students. In this research, the researcher will be used simple random sampling. In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population. The researcher will choose 2 classes for the sample of this research with lottery method. Each class major of the population will

be inserted into a bottle that has written the experimental class and the control class. That the sample of this research is about 72 students.

### **3. Research Instrument**

In order to get the accurate data in this research, the researcher choose the instruments that were appropriate for the research problem, it is a listening test. Listening test is a set of exercises and other tools which are used to measure skill, intelligence, knowledge and ability they are have, by individual. The researcher give the listening test a fill in the blank script about LittleRed Riding Hood story to the students. After that, the students listen the dictation from the native speaker and fill the blank text they get. The number of the fill in the blank text is 25. This method is used to get data about score of the pre-test and post-test that is given for both of groups.

### **4. Data Analysis Techniques**

The researcher analysis the data through giving test to the students. In measuring the test, a standard technique must be used to show the result of research are reliable. In order to measure the result of listening test the researcher will use the analysis method.

To analyze the score, the researcher will be used RobertH. Koenker In terms of technique of data analysis. In some experimental studies the control and experimental groups are given the same test at the beginning and at the end of the study. In such a cases at the beginning of the study and to measure gains made by the two groups at the end of the study. In such a case it is best to apply the t test on the mean gains of the two groups .

## **C. RESEARCH FINDING**

In previous statement that mentioned in chapter one, the researcher wanted to know whether using the English song as a media is effective to teach listening skill at the tenth grade students of SMA Negeri 2 Samainda or not. Moreover, the researcher carried out an analysis of quantitative data. The data was obtained by giving test to the experimental class after giving a different learning to both classes. The subjects of this research were divided into two classes. They were experiment class (X Language and culture) and control class (X Social 3). Before the test was given to the students, the researcher gave pre-test. The researcher prepared instrument of the test. Before the learning activities were conducted, the researcher determined the materials and lesson plan of learning. In this research, the researcher shows the pre-test score of experimental and control group, the students score that were taught by using English songs, the students' score that were not taught using English songs and the statistical result.

After the data were collected, the researcher analyzed it. The first analysis data is from the beginning of control class and experimental class that is taken from the pre test value. It is used to know the significance difference before treatment. Another analysis data is from the ending of control and experimental class that is taken from the post test value. It is used to prove the truth of hypothesis that has been planned.

**Table The Sample Analysis**

Experiment Class					Control Class					Gain Experimental Over Control	
No	Code	Pre-test	Post-Test	Gain	No	Code	Pre-test	Post-test	Gain	D	D <sup>2</sup>
1	AGM	88	92	4	1	AH	52	72	20	-16	256
2	AD	36	72	36	2	AEL	72	36	-36	72	5184
3	AA	56	80	24	3	AA	64	92	28	-4	16
4	AM	28	52	24	4	DCH	64	56	-8	32	1024
5	AE	36	52	16	5	DH	80	88	8	8	64
6	AS	52	78	26	6	DI	44	8	-36	62	3844
7	ANS	40	68	28	7	DM	56	76	20	8	64
8	ASN	76	92	16	8	ELS	72	20	-52	68	4624
9	ASP	64	88	24	9	EMDS	76	68	-8	32	1024
10	APS	8	36	28	10	FS	72	88	16	12	144
11	AAP	52	80	28	11	FYP	52	8	-44	72	5184
12	BNP	64	80	16	12	MN	64	46	-18	34	1156
13	DI	40	84	44	13	MSS	72	36	-36	80	6400
14	FR	72	92	20	14	MAD	68	52	-16	36	1296
15	GA	40	84	44	15	MDF	84	40	-44	88	7744
16	GAD	52	88	36	16	MNF	24	32	8	28	784
17	KYA	84	92	8	17	MRA	56	28	-28	36	1296
18	MA	48	72	24	18	PE	16	32	16	8	64
19	MAA	56	84	28	19	RM	24	60	36	-8	64

20	NHM	48	92	44	20	RAA	40	84	44	0	0
21	NPE	80	88	8	21	RA	56	96	40	-32	1024
22	NN	44	80	36	22	RYS	56	88	32	4	16
23	NE	20	32	12	23	RAN	72	52	-20	32	1024
24	NAF	56	84	28	24	RW	16	16	0	28	784
25	PAN	36	20	-16	25	RS	76	52	-24	8	64
26	PHZ	76	92	16	26	RD	64	28	-36	52	2704
27	PRM	80	92	12	27	SAA	76	88	12	0	0
28	QA	44	80	36	28	SHA	88	80	-8	44	1936
29	RAO	68	100	32	29	TY	72	20	-52	84	7056
30	RAS	28	52	24	30	VFFL	60	52	-8	32	1024
31	RF	52	80	28	31	VE	80	78	-2	30	900
32	RAN	68	100	32	32	VAR	64	74	10	22	484
33	RP	48	72	24	33	VO	60	32	-28	52	2704
34	RAA	36	64	28	34	WA	8	60	52	-24	576
35	SK	76	84	8	35	YRW	84	68	-16	24	576
36	TD	48	64	16	36	MAF	72	56	-16	32	1024
<b>Total</b>		<b>1900</b>	<b>2742</b>	<b>842</b>	<b>Total</b>		<b>2156</b>	<b>1962</b>	<b>-194</b>	<b>1036</b>	<b>62128</b>
<b>Mean</b>		<b>52.78</b>	<b>76.17</b>	<b>23.39</b>	<b>Mean</b>		<b>59.89</b>	<b>54.50</b>	<b>-5.39</b>	<b>28.8</b>	<b>1725.8</b>

**The t -test formula:**

$$t = \frac{\text{Mean Gain Score Experiment} - \text{Mean Gain Score Control}}{\sqrt{\frac{N(\sum D^2) - (\sum D)^2}{N^2(N - 1)}}$$

$$t = \frac{23.39 - (-5.39)}{\sqrt{\frac{36(1725.8) - (28.8)^2}{36^2(36 - 1)}}$$

$$t = \frac{28.78}{\sqrt{\frac{62128.8 - 829.44}{1296(35)}}$$

$$t = \frac{28.78}{\sqrt{\frac{61299.36}{45360}}}$$

$$t = \frac{28.78}{\sqrt{1.351}}$$
$$t = \frac{28.78}{1.162}$$
$$t = 24.76$$

After getting t-test result, then it would be consulted to the critical score of t-table to check whether the difference is significant or not. For significance level 5% with d.f. = Pairs - 1. d.f. = 36 - 1 = 35, it was found t- table = 2,030, because of the calculated > t-table, so it could be concluded that there was a significance difference between the experimental and control class using English song to taught the listening skill and without using English song to taught the listening skill, therefore it accepts Alternative Hypothesis (Ha).

### Hypothesis Testing

The hypothesis of this study were alternative and null hypothesis. The hypothesis is as follows: the alternative hypothesis (Ha): English Songs is effective in teaching listening skill at the tenth grade students of SMA Negeri 2 Samarinda. The alternative hypothesis (Ha) is accepted. From the data analysis result that the level significant 5% is 2,030. It means that t-calculated is higher than t-table ( 24.76 > 2,045), so Ha is accepted. Its mean that there is different score to the students who were taught using English songs tool and the students who were not. The different is significant; it means that the English Song tool is accepted.

The null hypothesis (Ho): English Songs is not effective in teaching listening skill at the tenth grade students of SMAN 2 Samarinda. The null hypothesis (Ho) is rejected. From the data analysis showed that the level significant 5% is 2,030. It means that t-calculated is higher than t-table (24,76 > 2,045), so Ho is rejected. Its mean that there is different score to the students who were taught using English songs tool and the students who were not. The different is significant; it means that the English Songs is accepted.

### D. DISCUSSION

Based on the data above, the researcher found the mean score of the students who were taught listening skill by using English Songstool is 76,17. In other words, the mean score of experimental students is good. The mean score of the students who were taught listening skill without using English Songstool is 54.5. In short, the mean score control group is fair.

Furthermore, the researcher found that the result of this research shows that the t-calculated is 24,76, while t-table with degree of freedom (df) = pairs-1=36-1=35 at the level significant 5% is 2,030. It means that t-calculated is higher than t-table or 24,76 > 2,030.

Based on the data analysis above, the researcher concluded that the Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis is rejected. It means that the students who taught listening skill by using English Songs tool have a better achievement than the students who were not taught by using English Songs tool at the tenth grade of SMA Negeri 2 Samarinda.

Based on the explanation above, English Songs is a good method to teach listening skill. Many researchers have proved if English song method is a good method, such aslta Kristiyantias the researcher in the research the use of song to improve students motivation in learning english ( A Classroom Action Research at The Eleventh Grade Students of SMK NU Ungaran . The result was significant. The use of songs as a tool to teach English to the Eleventh Grade Students of SMK NU Ungaran is an effective tool in improving their motivation in learning English.

The research by Nur Aziz Asna Sangadah as the the researcher in the effectiveness using songs in teaching english articles (an experimental research with the third grades of MIN purwokert . The result was significant. The use song to teach English articles to the third graders of MIN Purwokerto.

After comparing with some previous studies, the researcher concluded that the research also running successfully. The researcher said if the English Songstool can increase students' in teaching listening skill.

## **E. CONCLUSIONS**

Based on the t-test with standard of significant 5%, it found  $t_{\text{calculated}}=24,767$  with  $t_{\text{table}}= 2.030$ , because  $t_{\text{calculated}} > t_{\text{table}}$  ( $24,767 > 2,030$ ). The  $H_a$  (Alternative hypothesis) is accepted. So there is real difference between results of the study of teaching listening skill using English song and teaching listening skill not using English song. Consequently based on the testing, the teaching listening skill using English songs is effective. Furthermore, the differences between the students' atmosphere when they are taught using songs the students who taught without songs in teaching and learning process can be seen in previous chapter. The researcher found many advantages of using songs in teaching and learning English, one of them can motivate the students and make them easy to understand and also make learning listening fun. The result can be said that the activities of control class are not good as than the experiment class and using English songs is good than the dictation.

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