

THE EFFECTIVENESS OF POPULAR SONGS IN IMPROVING STUDENTS' LISTENING SKILL

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ABSTRACT

This study aimed to see the effectiveness of using popular songs to improve students' listening skills. The researcher used the quantitative pre-experimental design method with one goal, namely to find out the effectiveness of student learning by using popular song media. Then, the population in this study were all students of class XII MIPA 1 SMAN 11 Maros. Also, in taking the sample the researcher used a purposive sampling technique by taking classes that had a lower level of English proficiency, especially listening skills, namely class XII MIPA 1 with a total of 34 students. Researcher used pre-test and post-test research instruments and used the SPSS version 25 program to analyze the data. Based on the results of the research that has been done, it shows that the effectiveness of using English songs can improve the listening skills of class XII MIPA 1 students of SMAN 11 Maros, which can be seen from the learning outcomes obtained using tests in the experimental class. It can be seen that there was an increase from the pre-test to the post-test where the pre-test had a mean value of 41.74 and the post-test had a mean value of 72.53 so that there was an increase of 30.79. That way, from these results it is known that the use of popular songs can support student learning effectiveness.

Keywords : Effectiveness, popular song, students listening skill

INTRODUCTION

English is an international language so many people want to learn it, English is very important to learn because there are so many job opportunities and job competition out there so that more skills are needed, one of which is mastering English. In addition, English is a compulsory subject in Indonesia. At the junior high school level students begin to learn English. Students also need to know that there are four skills in English such as reading, writing, listening and speaking. In here the researcher will focus on research on listening skills. The effective class community may enable the students to feel comfortable because they have noncompetitive atmosphere. All of the students may work together, sharing skill and academic capability (Mahmud & Suryana, 2015).

Good listening plays an important role in the communication process because listening is a step in forming a message to the speaker, but overall both the listener and the speaker are very important in creating a good communication process. Margaret (1988, as quoted in Puspita, 2016). However, in Indonesia there are still many students who pronounce English with the wrong wording, as a result they often make mistakes in pronouncing English words that affect their speaking ability. This opinion is supported by Sari (2015) Students become hesitant to speak in English for fear of producing the wrong sound so that teachers need to increase their students' speaking activities. Then students also experience pronunciation problems due to unsupportive confusion, non-native teachers often experience pronunciation problems, so students cannot pronounce English correctly and errors

continue. Not only speaking, listening also has an important role in communicating. Putri et. al (2018) stated only a few students can pass the passing score on listening results, especially students in grade 11 multimedia. The researcher found that students still had problems in identifying sentences. so that Researcher use the method of listening to songs in improving students' listening skills.

Ifadah (2011) said songs are works of art that are much liked by children, teenagers, and parents, songs have many variations so that they are in great demand, songs can make someone happy. In addition, songs, especially English/western songs with native singers who speak the language can also be a means to improve one's English pronunciation. Someone who listens to English songs repeatedly and sings along, indirectly learns the pronunciation of the language. This opinion is supported by Admitted Horn (2007) which states that the song signifies an increase in listening ability among students of seventy-two second language learners in an elementary school in South Africa. This opinion shows that the song really leads the students in improving their listening skills. Based on his research, the use of songs achieves an increase in the ability to understand English in general. In addition, to make students interested in listening to English songs, the teacher must choose a method or strategy that contains students' favorite elements. In addition, teachers can use modern media to help students understand the subject matter and introduce these media to students. By applying this, the teacher does not only teach the content or subject matter. but also using new media that they are just familiar with. One of the most appropriate media for learning to listen is a song.

Adawiyah (2017) said popular songs are one of the genres used for listening by students. They can find these songs wherever they are, such as in shopping centers, in public transportation, or at home. They can have a large collection of popular songs on their PC or Smartphone. So, they can be familiar with popular songs if they are brought to class. Medina (2002) states that when students are relaxed, they are also more attentive than usual and, therefore, more receptive to learning. Popular songs will attract them to listen while developing their ability in listening skills. They will listen intently but enjoy it because they are listening to something they are familiar with and they are used to hearing it in everyday life. Even though the songs may be long and vary in pace of speaking by the singer, students still have a pleasant feeling by listening to songs that are familiar to them. Several Researcher have also proven the benefits of using songs in language teaching, such as Alipour et.al and Cheung. Alipour et.al found that using songs that students are familiar with in class makes them more interested and focused on learning. By retaining or retaining students' attention in the classroom, teachers can deliver material effectively. Thus, teachers can achieve the learning goals they set before they started class. Cheung (2001) concluded shows that students are more likely to be involved in activities they like, more students are excited to participate in class activities. By using popular songs as listening aids, teachers can derive several benefits from them. They can ban culture, language, customs, society, and much more through songs. Students can learn with pleasure.

Then, the results of observations made by students especially class XII MIPA 1 SMAN 11 Maros, researcher found that there were still many students who had difficulties in learning English, they had problems with unfamiliar vocabulary. so they are lazy to learn and lazy to pay attention to what the teacher explains. Therefore, researcher will conduct this research to under tittle the effectiveness of popular songs in improving students' listening skills.

METHODS

The research method that Researcher have used is a quantitative method. Muijs's (2004) Quantitative method is formally approximately gathering numerical information to explain the unique phenomenon. Quantitative research is research primarily based totally on a positivism philosophy that emphasizes objectivity and is studied quantitatively (Hermawan, 2019).

This study used a pre-experimental approach and used a one group pretest posttest design. According to Sugiyono (in 2013, as quoted in Noveliana, 2017) it is said that the pre-experimental approach is a type of research that has not been carried out in earnest.

The purpose of using this design is to measure the increase in the listening skills of class XII MIPA students of SMAN 11 Maros between before and after conducting a popular song listening test. This technique has produced effectiveness results in improving English language skills, especially listening skills for class XII MIPA 1 students of SMAN 11 Maros.

The researcher used a listening test that had been carried out as a pre-test and post-test. a pre-test was conducted to find out students who listened before learning through the missing lyrics in the English song and a post-test was conducted to find students who listened after learning through the missing lyrics in the English song.

FINDINGS AND DISCUSSION

Findings

The pre-test and post-test scores were obtained by the researcher from teaching Englwash subject in class XII MIPA 1 SMAN 11 Maros. This pre-test score was used as the initial test in the study. The post test aims to determine the ability of students to understand the material that has been given. After being given the pre-test, the treatment was continued 5 times, after which a post-test was carried out. The data obtained from the pre-test and post-test were calculated statistically to identify the average score and to analyze whether there was a significant difference between pre-test and post-test. The first step in calculating the data was tabulating the pre-test and post-test results as shown in the following table.

1. Students' Score in Pre-test

Table 4.1. Score Pre-test

Clasification	Scoring	Frequence	Precentage
Excellent	86 – 100	0	0 %
Very Good	71 – 85	0	0 %
Fair	56 – 70	8	24 %
Poor	41 – 55	2	6 %
Very Poor	≤ 40	24	70 %

The table above was the result of the pre-test conducted in class XII MIPA 1 respondents at SMAN 11 Maros, the data above shows that there were no students who scored >86-100 in the excellent category, there were no students who scored >71-85 with very good category, 8 students scored >56-70 in the fair category with a percentage of 24%, 2 students scored >41-55 in the poor category with a percentage of 6%. And, 24 students scored below ≤40 with a percentage of 70% which was included in the very poor category from the pre-test given.

2. Students' Score in Post-test

Table 4.2. Score Post-test

Clasification	Scoring	Frequence	Precentage
Excellent	86 - 100	6	18 %
Very Good	71 – 85	13	38 %
Fair	56 – 70	14	41 %
Poor	41 – 55	1	3 %
Very Poor	≤ 40	0	0 %

The table above was a posttest presentation table for student improvement after being treated 5 times. The table shows that the score data > 86-100 consists of 6 students with a percentage of 18% in the excellent category, there was 13 students who have scores > 71-85 in the very good category with a percentage of 38%, for the fair category there are 14 students who score > 56-70 with a percentage of 41%, while 1 student gets a score > 41-55 with a percentage of 3% in the poor category and 0% of students who get a score ≤ 40 in the very poor category.

3. Students' Significant Achievement in Pre-test and Post-test

To find out the increase in students' abilities, whether there was a difference between the pre-test and post-test on student learning outcomes, a paired t-test was carried out to find out a significant difference between the pre-test and post-test averages. This table shows significant achievements in the pre-test and post-test.

Table 4.3. Significant Achievement of Pre-test and Post-test

Samples	Pre-test	Post-test	Significant Achievement
Class XII MIPA 1	41.74	72.53	30,79

The table above was a table of student achievement in the pre-test and post-test of student learning outcomes. The table shows the average pretest of all students before being given treatment, which was 41.74, while their learning outcomes after being given treatment, namely the post-test, were 72.53. The two subjects had a significant achievement of 30.79. So the difference in student achievement between the pre-test and post-test was 30.79. From the two tables of learning outcomes using songs on students' listening skills, the two tests have differences. It can be said that the use of songs in learning can improve their listening skills in learning English.

The researcher analyzed the data from the t-score, mean, standard deviation of the experimental class using the Paired Sample T-test which aims to see the difference in average between two samples with the same subject.

4. Normality Test of Pre-test and Post-test

For the normality test, Shapiro Wilk was used with the help of SPSS 25 to find out whether the data was normal or not. The normality test was intended to find out the distribution of data scores from data analysis with a significance level of 0,05.

Table 4.4. Normality Test

Learning outcomes	Tests of Normality						
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	PRETEST	.259	34	.000	.922	34	.018
	POSTTEST	.141	34	.085	.950	34	.120

The table above shows that the pretest group's sig value was 0.018 and the posttest group's sig value was 0.120. In the pretest group it had a sig value < 0.050 while in the post-test group it had a sig value > 0.050 which means that the post-test class student learning outcomes were normally distributed.

From the normality test above it was concluded that the results obtained by students in using popular songs to improve listening skills in class XII MIPA 1 SMAN 11 Maros in the experimental class were dominated by students who received post-tests with normal distribution.

5. Paired sample t-test

The researcher has two student learning outcomes, namely the results of the pre-test and the results of the post-test which were referred to as paired samples. The paired sample t-test aims to show whether the paired sample has changed or not. The following was an interpretation of the output table "paired sample statistics".

Table 4.5. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	41.74	34	12.906	2.213
	POSTTEST	72.53	34	10.589	1.816

In the table it can be seen that from the paired sample statistical data carried out on the two tests, it is known that the average learning outcome or mean pre-test was 41.74 while the average value of learning outcomes from the post-test was 72.53 from the respondents used by 34 students. If the mean pre-test (41.74) $<$ post-test (72.53) then it was stated that there was an average difference in learning outcomes between the pre-test and post-test in the use of popular songs in improving the listening skills of Class XII MIPA 1 students SMAN 11 Maros. Next to prove whether the difference was really significant. Researcher need to interpret the results of the paired sample t-test below:

Table 4.6. Paired Sample Correlation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	41.74	34	12.906	2.213
	POSTTEST	72.53	34	10.589	1.816

The table above shows the results of the correlation test between the pre-test and post-test. In the table it was known that the correlation value was 0.677 with a significant value of 0.000. if sig 0.000 < possibility 0.05 then it can be said that there was a difference between pretest and posttest.

Table 4.7. Paired Samples Test

Paired differences	Mean Difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pre-test – Post-test	-30,794	9,673	1,659	-34,169	-27,419	-18,563	33	0,000

The table above was the "Test Paired Sample Test" table, namely the main output table which shows the results of the tests carried out, based on the table above it was known that the sig value. (2-tailed) was 0.000 < 0.05 which indicates a significant difference between the pre-test and post-test learning outcomes. Then in the table above it can be seen that the average of the two samples was 29.912. This means that the difference between the average pretest and posttest was $41.74 - 72.53 = -30.79$.

Based on the descriptive statistics of the pre-test and post-test or pre-test and post-test it was proven that the final test was higher (post-test). It can be concluded that there was a significant effect of using songs in improving students' listening skills while studying in class. It means that H_0 was rejected and H_1 was accepted.

Discussion

This research tries to find the implementation of the effectiveness of popular songs in improving students' listening skills. After collecting data and processing all data that has been carried out by Researcher from the test results it was important to discuss research findings to answer all the objectives of the research questions.

From the effectiveness of popular songs in improving students' Class XII MIPA 1 SMAN 11 Maros listening skills can be seen based on the data found from the tests carried out. The results of the pre-test showed that there were 8 students scored >56-70, 2 students scored >41-55, and 24 students scored below ≤ 40 . while the results of the post-test after being given treatment there were shows that the score data > 86-100 consists of 6 students, there was 13 students who have scores > 71-85, for the fair category there are 14 students who score > 56-70, while 1 student gets a score > 41-55. The results of the paired sample t-test show that there was a significant difference between the pre-test and post-test conducted. The pre-test average was 41.74 while the post-test

was 72.53. From two different samples on the same subject, there was a significant increase of 30.79 with a sig. (2-tailed) was 0.000. if <0.05 which indicates a significant difference between pre-test learning outcomes. Therefore, from the results of the data found it can be concluded that the use of popular songs can provided listening skills for Class XII MIPA 1 students of SMAN 11 Maros.

This research was in line with previous research from Adawiyah (2017) which said that the use of popular songs in class was effective in increasing students' interest in learning English. They also have fun in class activities as they study while listening to songs they like. This research was also supported by Prasetya's statement (2017) saying that learning English using songs was an alternative solution that teachers can use to teach listening comprehension to their students. it makes students more relaxed in learning, so they can learn and understand it easily. Sudarmiyati (2014) said that the lost lyrics strategy was the right method for teaching listening because it can help students to understand the text in English songs by doing several steps in this method. The use of songs not only improves listening skills but also helps teachers in teaching listening. Student responses during the learning process using the song lyrics method were more positive because they were more concentrated and interested in learning to listen. Song content can be one of the influential factors that can determine the improvement of students' listening skills. Students also enjoy it and do not get bored in class. So, the use of English songs was effective in improving students' listening skills.

From the theory given, it produces that follows the research. So the researcher concludes that the use of popular songs can improve listening skills and have a positive effect that makes students more active, comfortable, and focused in the learning process. Popular songs can effectively improve the listening skill of class XII MIPA 1 SMAN 11 Maros. The finding of this study also support the results of previous studies, which also examined the effectiveness of popular songs to improve students' listening skill.

CONCLUSION

Based on the results of the data that have been described, the researcher use of popular song media in learning can improve the listening skills. This can be seen from the results that have been found, there were significant differences in student achievement scores from the results of the pre-test and post-test. The pre-test average was 41.74 and the post-test average was 72.53. The post-test average was higher than the pre-test average. This means that students' achievement in listening has increased.

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