

THE EFFECTIVENES OF USING ENGLISH SONGS BY LENKA IN IMPROVING LISTENING ABILITY

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ABSTRACT

This study aims to determine the effectiveness of using English songs by Lenka in Improving listening Ability and to find out the extent to which students are interested in using songs by Lenka in class XI Language. This research uses quantitative methods. Sampling was done by purposive sampling, this study using pre-experimental research so that there was only one class used. The research instrument used Pre-test, Post-test and Questionnaire. The data were analyzed descriptively and statistically inferential, the results of the data analysis showed that there was an effect of using songs from lenka in improving students' listening with a pretest result of 39.74 and a post-test result of 80.00. the results of the questionnaire showed a high level of interest in positive responses to the songs from lenka that were played, as many as 29% were categorized as very high interest, 71% categorized as high interest, 0% low interest. From the results of the data analysis, it can be found that the use of songs from lenka is said to be effective and students; interest in songs from lenka is very hight.

Keywords : Listening ability, students' interested, English, Song

INTRODUCTION

English is a global language and very useful in many fields. The importance of the role of English lies not only in the number of its function as a second language, as well as the wide spread of its use geographically but can also be seen in the fields of politics, economics and especially in the field of education.

Learning English is very important. We can observe this through the progress of education in our country today. English is a compulsory subject from elementary to university level, which means that it has been instilled early in Indonesia. In the English Language Education Program, students learn various skills such as: speaking, writing, reading and listening to support the students in teaching English as second language later on.

Listening has an important role in English, because by listening we can exchange ideas and get information. One's ability to speak English is also determined in listening. However, when faced with facts in the field, many students do not know or even understand the words or sentences spoken by native speakers. In general, they are confused about understanding expressions or discourses in English. From this we can see that their listening skills are still very lacking. Various efforts have been made by educators so that these students do not find it difficult in the listening learning process. But still there is no significant change. According to Prasetya (2017) that it is not easy for teachers to choose

the right method because they have to consider what is liked and interesting for students without losing the core of the lesson.

Actually, there are many factors that influencing the students difficult to listen, including the material is to make it difficult for students to listen, the material is too fast to be heard making students cannot understand it well, do not know or even understand the meaning of vocabulary because of the limited vocabulary they have, do not concentrate when listening to the material, are lazy to study or even have no motivation to study and many other factors. Learning to listen is not easy but there are still many students who mostly ignore it. This is a fact that occurs from year to year, especially in the world of education. In addition, students' learning methods and styles are also very decisive in achieving success. According to Isnaeni Wahab and Nuraeni (2020) the ability to capture material and lessons depend on the learning style. However, both educators and students find it difficult to find the right method to improve their listening skills.

Referring to the phenomena and observations while in school, the students' ability conditions are very lack in listening, even they are difficult to dictate about words and sentences in English, so from the observations, this study tries to use English songs by lenka in improving listening ability.

The difference between this research and previous research is the research focuses on lenka songs in improving students' listening skill, this study also matching words in the lyrics according to what is heard and memorizing words and making them into new sentences.

Songs by Lenka can make students feel comfortable and interested in the listening process. This can help students understand the meaning and information of the song. In addition, learning English Listening through songs makes students not only learn through the material and explanations given by the teacher, but also from what they hear from the lyrics and songs.

According to Shen (2009) songs are useful for expressing feelings, making language a very valuable teaching resource. Besides it can also turn a boring atmosphere into a fun activity in class. Able to improve language skills more easily because the song lyrics will be embedded in students' memories for a long time so they can listen and memorize the vocabulary of the song. Also, some songs may have similarities stories at the student's personal life making them touched and memorizser the songs and the vocabularies longer. But the most important feature in a song is that it can contain language patterns, rhythms, in listening ability which help the students enjoy the learning process, based on the background of study above the researcher are interested to do the study entitled "The effectiveness of using English Songs by Lenka in Improving Listening ability at SMAN 1 Pangkep.

Research question

1. Are English songs by Lenka effective in improving students' listening ability?
2. Are the students interested in using English songs by Lenka?

Research objectives

1. To determine the effectiveness of using English Songs by Lenka in improving students' listening ability.
2. To find out the students' interest in using English songs by Lenka

Significance of Research

1. For Students

The results of this study are expected to be useful for class XI students of SMAN 1 Pangkep, as the object of research in helping them to improve their listening ability in using By Lenka's English songs and be able to avoid mishearing in learning English.

2. For Teachers

It can help teachers find effective teaching methods in improving students' listening ability.

3. For Researchers

The Teacher able to apply appropriate media in solving listening problems in class and gain insight that can be used improve listening abilities.

Definition of Terms

Listening is an important skill in social interaction, and listening can provide information, receive more new messages (Hsu, et al. 2013). So, Listening is a skill in English to understand what a native speaker is saying, listening has a purpose to get information from the things that are heard.

Song is short piece of music with words that you sing (Oxford Dictionary, 2008). So, from this can be conclude that English song from lenka is a collection of words and lyrics that have a distinctive rhythm, tone and tempo, sung by a singer named Lenka Kripac.

There are many benefits of music in learning according to the opinion expressed by Brewster et al (2000) that there are many advantages to using songs as a learning resource. Early on, songs were a linguistic resource. In this matter, the song becomes a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The reason for choosing songs from lenka as research instruments to improve students' listening skills in English is because the tempo or rhythm in each song that is sung is very regular and not too fast so students can listen to every word well. the tone in the song is also cool and does not make students feel bored, the words used in the song are also familiar and can be used in students' daily lives so that the lyrics will be easily understood by newbieEnglishers. Research results from windi sasri (2020) in the title "Semantic Analysis in the Lyrics of Lenka's Songs" revealed that The dominant type found in those songs is abstract for concrete metaphors, it is dominant to use a combination of adjectives plus nouns as phrases and these words are often used in everyday life both in written and spoken form.

METHODS

This research used quantitative methods, According to Creswell (2002) that quantitative research is a research method that uses many numbers to collect information in the management and presentation of the results. The research design was a pre-experimental research. According to Sugiyono (2014) that pre-experimental design is a design that includes only one group or class given this pretest and posttest design, carried out on one group, so that it was not a control variable, and the sample was not chosen randomly. In the experimental class, By Lenka's English songs would play as a treatment for the class and analyze to determine its significance.

RESULTS AND DISCUSSION

Results

This Chapter contains data description that has been collected regarding the pretest and posttest of listening to songs by Lenka. The pre-test was given before the treatment and the post-test was given after the treatment at each meeting. The research was conducted at SMAN 1 Pangkep, Jl Andi Mauraga, Pangkep district, South Sulawesi. The researcher took class XI language. as a sample from the study with 31 students, the research was conducted a pre-experimental study with the type of one group pre-test and post-test. medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The reason for choosing songs from lenka as research instruments to improve students' listening skills in English is because the tempo or rhythm in each song

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Research results from windi sasri (2020) in the title "Semantic Analysis in the Lyrics of Lenka's Songs" revealed that The dominant type found in those songs is abstract for concrete metaphors, it is dominant to use a combination of adjectives plus nouns as phrases and these words are often used in everyday life both in written and spoken form.

The test was given in the form of a test to fill in the missing words according to what is heard from the song by Lenka that is played and analyzed the truth of the lyrics based on what is heard so that researchers can assess it objectively. there were six meetings during the treatment so that in conducting this study the researchers tried to provide the best treatment during the learning process.

To get answers from the problem formulation regarding the effectiveness of songs by lenka, researcher used pre-test and post-test to collect data from students. so that comparisons can be seen before and after the treatment using songs by lenka. there is also a problem formulation regarding students' interest in the songs by lenka that are played so to see the interest of these students, the researcher uses a questionnaire to see the extent to which students are interested in the songs by lenka that are played.

Based on the results of the pretest table calculation, it is found that as many as 0 students get a score of 90-100 or 0% categorized as intelligent ranks. Then, 0 students get a score of 81-90 or 0% categorized as ranks very good. Meanwhile, based on the results of the pretest table calculation that none of student get a score of 90-100 or 0% categorized as intelligent ranks. None of student get a score of 81-90 or 0% categorized as very good. meanwhile 2 students get a score of 71-80 or 6% categorized as ranks good. Then, 3 students get scored 61-70 or 10% categorized as enough ranks and the most obtained by 26 students or 84% categorized as less rankings.

Based on calculation results of the post-test table, it found that as many as 4 students managed to get a score of 90-100 or 13% categorized Intelligent Ranks. Then, 13 students scored 81-90 or 42% categorized as ranks very good. Meanwhile, 12 students get a score of 71-80 or 39% categorizes as ranks good. Then, 2 students scored 61-70 or 6% categorized as Ranks Enough and 0 students scored <60 or 0% categorized as Ranks Less. So, the posttest with the highest score is obtained with a score of 81-91 as many as 13 students with a percentage of 42% categorized as very good.

The mean score of the students in the pre-test is 39.74. Meanwhile, the average score of the students in the post-test is 80.00. The difference at improve between pre-test and post-test is 40.6.

Based on the output table above, it is known that the df value (degrees of freedom) for the pretest group is 31 and the posttest group is 31. So, the number of data samples for each group is less than 50 so that the use of the Shapiro Wilk technique to detect the normality of the research data is said to be correct.

Then from the output it is known that the sig value for the pretest group is 0.073 and the sig value for the post-test group is 0.061. For the two groups > 0.05, then as the basis for the decision making of the Shapiro Wilk test above, it can be obtained that the student learning outcomes data for the Pre-test and Post-test groups are normally distributed. Thus, the requirements for the assumption of normality in the use of the paired sample t-test have been met.

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At this output, the researcher shows a summary of the descriptive statistical results of the two samples studied, namely the pre-test and post-test. for the pre-test value obtained the average learning outcome or mean of 39.74 while for the post-test value obtained the average value of learning outcomes of 80.00. the number of samples of respondents or students used as research samples were 31 students. Because the average value of learning outcomes in the Pre-test was 39.74 $<$ Posttest 80.00, it means that descriptively there is a difference in the average learning outcomes between the Pre-test and Post-test.

The table shows the results of the correlation test or the relationship between the two pre-test post-test data. based on the output above, it is known that the correlation coefficient value is 0.55 with a significance value (sig.) of 0.001. because the value of sig 0.001 $<$ Probability 0.05 then it can be said that there is a relationship between the pre-test and post-test variables

Based on the output table "Test Paired Samples above it is known that the value of sig. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. So it can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that there is an effect of using English Songs by Lenka on listening learning in the class. from the output table "Paired Samples test" above also contains information about the value of "mean Paired Differences" is -40.258. This value indicates the difference between the average pre-test learning outcomes and the post-test average learning outcomes or $39.74 - 80.00 = -40.258$ and the difference between the differences is between -45.108 to -35.409 (95% confidence interval of the difference lower and upper).

Based on the results of the questionnaire analysis that has been carried out by the researchers, it can be seen that as many as 9 students with an interval score of 88-100 categorized as very high interest or the percentage is 29%. At most 22 people categorized as high interest with a score interval of 71-87 or a percentage of 71%. Then 0 students with an interval score of 54-70 or a percentage of 0% categorized as Interest. then 0 students with an interval score of 37-53 or a percentage of 0% categorized Low Interest. So, it can be concluded that the results of the questionnaire students on average have a high interest in the songs by Lenka that have been played.

The increase that occurred in the sample of using the Lenka song in class XI Language students of SMAN 1 Pangkep was carried out by applying the Audiovisual method which was used repeatedly in giving treatment. So, the researcher played a song from lenka then the researcher distributed a sheet of song lyrics by Lenka so that students could listen while paying attention to the lyrics.

Data were collected from 31 students of class XI Language; it can be explained that the average pre-test before using the media song from lenka in improving listening was 39.74 with the lowest pre-test score being 11 and the highest pre-test score was 78. While the post-test average after the treatment using Lenka songs in listening learning was 80.00 with the lowest post-test score of 61 and the highest post-test score of 94.

Based on the output table "Test Paired Samples, it can be stated that the value of sig. (2-tailed) is $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. So, it can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that there is an effective influence.

The use of the Lenka song in learning the Listening Language of Class XI Language Students of SMAN 1 Pangkep which is said to be quite effective. This is in line with Nagauleng's (2015) statement which said that English songs are very efficient to use as a medium for learning English. This is supported by the research conducted by Listianingsi T (2017) that listening to English songs can improve listening skills because people can practice through listening to English songs. Then, it is supported by Garcia's (2015) the results of this study stated that they overall stated a positive experience, In addition, the results showed that song lyrics were very helpful to improve their listening comprehension. Most of the students remember the words of the song, which shows how technology can positively affect language learning. This is in line Research Hidayat's (2013) the result of research which found that the use of songs tends to improve students' listening skills and comprehension skills in listening.

Then, the researcher analyzed the students' interest in the song. From the results of the analysis of the questionnaires that have been distributed. it is known that students with very high interest are 71% with a score interval of 88-100 who choose high interest as much as 29% with a score interval of 71-87. 0% who are less interested with a score interval of 37-53 means that in the data analysis there is a positive perception about Lenka's use of English songs in the classroom.

This is in line with the results of Lolong, S (2019) research that English songs for learning English are fun; not boring; effective as a learning media; entertainment and learning encouragement that can increase brain capacity. In this study, the authors also found an increase in students' abilities.

Tagal (2021) said that by using English songs, students can learn with fun and improve their mood and enthusiasm to learn English. Then Strengthened with Research Yulianto (2017) One of the factors that influence students' interest in listening is the use of songs. The results of the study show that the use of songs in the listening class will make students more enthusiastic.

CONCLUSION

Learning English using songs from lenka is an alternative solution that teachers can use to teach and improve listening comprehension to their students. This makes students more enthusiastic and relaxed in learning and makes the class atmosphere more fun so that they can learn and understand English easily. After doing the research, it was concluded that (2-tailed) was $0.000 < 0.05$, which means that H_0 was rejected and H_1 was accepted. Then from the analysis of the questionnaire as much as 71% of students very high interest and 29% have high interest. Therefore, it can be concluded that listening learning by using songs from lenka is effective in listening learning and students' interest can be said to be high in listening to them.

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