THE INFLUENCE OF ENGLISH SONGS ON STUDENTS′ LISTENING COMPREHENSION

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Abstract

The song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Therefore, in the world of education songs can be used in learning to facilitate students in understanding lesson including English lessons. This research was conducted with the aim to find out: (1) Is there any influence of using English songs towards the students′ listening comprehension; (2) How is the students′ response in the learning process by using English songs in SMA Plus Riyadhul Jannah Cijambe. This research is a quasi experimental research. The research using songs with population on this research is students XI grade SMA PLUS Riyadhul Jannah Cijambe and the sample are XI IPS-1 as experiment class and XI IPS-2 as control class. The technique used for collecting data is pretest, posttest, and questionnaire. The pretest was conducted in the first meeting to measure students' listening ability before treatment and the posttest was conducted after a treatment is administered to know the students listening ability after the students are given the treatment. A questionnaire was given in the final after the posttest was done. The result from pretest and posttest data was analyzed using a t-test and simple linear regression. The results of calculations using coefficients, significant value was 0.096. it was higher than 0.05 (0.096 > 0.05), H_0 was accepted, so it was concluded that there is no influence between using English songs toward listening comprehension. Moreover, based on qualitative data by questionnaire from the result of research are to know students′ response toward using English songs show are interest and showed a positive response

Keyword: English songs, listening comprehension, the effect songs on listening skill′ students

BACKGROUND OF THE STUDY

Language is important because it is one of the main ways to communicate and interact with other people around us. It keeps us in contact with other people. The English language is an example for the importance of a language because it is the international language and has become the most important language to people in many parts of the world. This language is most widely used in communication throughout the world, also used as the first language in many countries. English plays a major role in many parts such as education, medicine, engineering, and business.

English has developed into an important international communication medium and intellectually and socially self-imaging medium. The importance of the role of English not only lies in the number of uses as a mother tongue and the widespread distribution of its use geographically but also due to political and economic influences. It is important for us to learn it.

In the Indonesian context, English is a compulsory subject both in public and private schools that functions as a means for students who advance in science, technology, and culture. It is one of the subjects that is taught since elementary school until university and examined in the national examination to determine students' graduation. English in the Kindergarten (TK) and Elementary School (SD) is widely taught as a local content, while in the Junior High School (SMP) and Senior High School (SMA) or Vocational School (SMK) taught in more national and international content.

There is four skill taught in English subject namely: Speaking, Writing, Reading and Listening. Listening as one of the four language skills is a part of oral and receptive skills. This is a very essential component in communication because we cannot catch someone transmitted to us if we do not have good listening ability.

Rost (2002) and Hamouda (2013) defined ″listening comprehensions as an interactive process in which listeners are involved in constructing meaning″. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues.

Inspired from some researches about teaching and learning English as a second and foreign language, especially in listening skills, there are some obstacles faced by students and teachers. The obstacles are such as using unsuitable methods by the teachers and lack of motivation from the students. ″Most of the students' problems in mastering English language skills are because they have a very short attention span and lack of motivation″ (Tee and Fah, 2005).

One of the techniques that the teach can use is using the song in teaching listening. Using a song will make the student interest in learning english. The students feel bored when learning listening always propoposes the same kind of audio, in this study, the author implemented songs because it is an interesting source used as English teachers. Learning English comprehension with songs that use English as the lyrics will make learning enjoyable English listening. By using songs as media, the students can learn four aspects of learning English at once. This is one of the approaches to improve students′ ability in English listening, as well as to motivate students to improve their English listening skills.

According to Lo (1998) ″songs are able to change the monotonous mood in the class and with the smoothing effect of music, they provide a compotrable class environment so that students can develop their lingual skills more easily″.

According to Gusviani, I (2013) that ″using english song in teaching listening skill help students enchance their motivation in learning to listen as well and creates the teaching-learning process more interactive and active to improve their listening skill″.

Based on this problem, efforts needed to be done to help the students got more enjoyment and success in developing their listening comprehension. Therefore the teacher needed an appropriate technique to stimulate the students′ motivation and interest in learning a listening skill and the researcher intended to improve the students' listening skills through English songs. Therefore, this study is very important for students SMA Plus Riyadhul Jannah Cijambe in order to improve the students listening skill in the teaching-learning process.

METHODOLOGY

The researcher conducted the research at SMA PLUS Riyadhul Jannah Cijambe, which is located in JL. Raya Cimenteng KM.14 kec. Cijambe Kab. Subang. The research was conducted in early September 05, 2019 until October 05, 2019 for seven times with five treatments, one pretest and one post-test.

In this research, the researcher used a quantitative approach, quantitative method is officially about collecting numerical data to explain particular phenomenon which is intended to see the students′ ability which was taught by using the song. Besides, the writer also used an experimental study for this research which was helping the researcher to know the cause and effect between independent variables and dependent variables.

Sugiyono (2008) states ″that generally, research method is a scientific way to get data for certain purposes and targets″. According to Setiyadi (2006), ″experimental research has three criteria, namely: 1) there is a control class, 2) both experimental and control groups chosen randomly, 3) pretest was given to know the students before treatment″. So in this study, the researcher used two classes. The first was the experimental class which received the treatment by using the song and the other one as the control class which was taught by using the poem.

The technique used for collecting data is pretest, posttest and questionnaire. The researcher used the test as a technique in collecting the data. The data obtained was taken from the initial abilities (pretest) and final abilities (posttest) of students by using learning outcomes tests. The pretest was conducted in the first meeting to measure students' listening ability before treatment. The students both in experimental and control class students were asked questions about the contents of the song, The test was done by asking students to choose the best answer and the scoring was done by the researcher. The posttest was conducted after treatment is administered to know the students′ listening ability after the students are given the treatment. The treatment was different between experiment and control class, while the material in teaching English used the same material. The researcher used a test where the students were asked to choose the best answer. Similar to the pretest, the students both in experimental and control class students were asked questions about the contents of the song, but with different song lyrics.

The questionnaire is used as a technique for collecting of the data that was done by giving a set of statements/written questions to respondents to be answered. Data collection instruments or tools that use this questionnaire contain a number of statements that must be responded to by respondents. The statements in the questionnaire is a closing statement that is the statement whose response has been provided so that the respondent only has to choose one of the responses provided. The questionnaire is to know the students′ responds towards English songs as a technique using in this reearch. The questionnaire was given in the final after the posttest was done. The questionnaire contains positive and negative statement. The questionnaire used in this study used a Likert scale model. According to Ridwan (2002) ″The Likert scale consists of five answer choices namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree″. The attitude scale is only given in the experimental class that is after the treatment was finished.

RESULT OF THE RESEARCH

The result from pretest and posttest data was analyzed using a t-test and simple linear regression. Independent sample T-test is used to test two sample which not related. Hypothesis in this test are:

1. If the value of sig. (2tailed) > 0.05, then there is a difference of mean between experiment and control class.
2. If the value of sig. (2tailed) < 0.05, then there is no difference of mean between experiment and control class.

Based on the analysis data of calculations using the t-test, a value sig. 2 (tailed) was 0.073. It is higher than 0.05. (0.073 > 0.05), H_0 was accepted. So, it was concluded then there is no difference of mean between experiment and control class in pretes.

Simple linear regression used to investigate the influence between independent variable and dependent variable. In the first phase of analysis, the data quantitative is to investigate what they are doing, which is the pretest and posttest. Statistical hypothesis for the data simple linear regression.

H_0 : (There is no influence between learning listening by using English songs toward students listening comprehension)

H_1 : (There is influence between learning listening by using English songs toward students listening comprehension)

As for the criteria of testing are as follows:

1. If signification value > 0,05 so that H_0 is accepted
2. If signification value < 0,05 so that H_1 is rejected

Based on the processing of simple linear regression analysis data with SPSS program, the following result are obtained:

Table 1.
The Result of Coefficient of Simple Linear Regression Test

Model		Unstandarized Coefficients		Standarized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.317	.492		4.708	.000
	X	-.015	.009	-.240	-1.698	.096
a. Dependent variable: Y						

The constant value (a) is 2.317, while the X value (b/coefficient of regression) is -.015, so that the regression equation can used is *simple linear regression* by Sugiyono (2009) as following:

$$Y = \alpha + bx$$

Description:

Y = the subject in the dependent variables have a particular value

α = constant

b = the direction figure of the regretion coefficient

x = the subject in the independent variables have a particular value

The regression eequation can be explained:

a) Constant = 2.317, meaning that the consistent value of the dependent variable Y (listening comprehension) is 2.317

b) Regression coefficient X (using English songs) was -0.015 means that regression coefficient is negatif (opposite) was -0.015% states if that for every addition 1% the value of X (using English songs), the value of Y (listening comprehension) decreases by 0.015.

Based on the coefficient results, constant of 2.317 and Regression coefficient X (using English songs) was -0.015. Y= 2.317 - 0.015x it means that for every addition of 1 using English songs, the listening comprehension value decreases by 0.015. Based on the significance value of the coefficient table, it was obtained a significance value was 0.096. It was higher than 0,05 (0.096 > 0,05), H_0 was accepted, so it was concluded that the variable X has no effect on the variable Y.

The conclussion of the analysis of the result using the linear regression technique shows that learning listening to English using songs does not affect toward students′ listening comprehension. Thu the hypothesis that there is an influence between listening English using songs toward students′ listening comprehension is rejected.

Furthermore, based on the result of students′ response to english songs in a questionnaire using scale Likert, concluded that the students are interested and showed a positive response with a percentage of strongly agree is 12% and agree 48% it can be seen from the statement number 7. In those ways, learning to use a song is expected to motivate students to learn English and add their listening skills if students using songs repeatedly.

COCLUSSION

According to the findings and the conclussions of the research, the researcher might draw conclussions as follows:

In the previous chapter, the researcher had analyzed the data statistically. The results of calculations using coefficients, significant value was 0.096. it was higher than 0.05 (0.096 > 0.05), H_0 was accepted, so it was concluded that there is no influence between using English songs toward listening comprehension. There is the analysis of the result using the linear regression technique shows that learning listening to English using songs does not affect toward students′ listening comprehension. Thus, the hypothesis that there is an influence between listening English using songs toward students′ listening comprehension is rejected.

Moreover, based on qualitative data by questionnaire, from the result of research are to know students′ responses toward using English songs show are interest and showed a positive response with a percentage of strongly agree is 12% and agree 48%. In those ways, learning to use a song is expected to motivate students to learn English and add their listening skills if students using songs repeatedly.

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