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**USING ENGLISH SONGS FROM INDONESIAN MUSICIANS AS A
TOOL IN TEACHING LISTENING TO THE FIRST GRADE STUDENTS
OF SMPN 3 RAMBAH**


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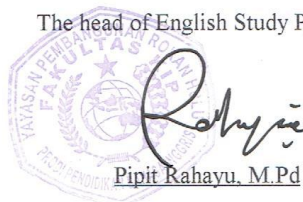
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USING ENGLISH SONGS FROM INDONESIAN MUSICIANS AS A TOOL IN TEACHING LISTENING TO THE FIRST GRADE STUDENTS OF SMPN 3 RAMBAH

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ABSTRAK

Judul penelitian ini adalah :” **Using English Songs From Indonesian Musicians As a Tool in Teaching Listening to the First Grade Students of SMPN 3 Rambah**”. Jenis penelitian ini adalah eksperimen dimana tujuannya untuk mengetahui keefektifan penggunaan lagu didalam mengajarkan listening kepada para siswa. Penelitian ini diadakan di SMPN 3 Rambah dan sample yang terlibat berjumlah 19 orang.

Didalam penelitian ini, peneliti memberikan treatment berupa penggunaan lagu-lagu berbahasa Inggris dari musisi-musisi Indonesia seperti I will fly dari Ten 2 Five, Welcome to my paradise dari Steven and D’Coconut Treez, Hero dari Noah dan Just For My Mom dari Sheila on 7. Sebelum memberikan treatment tersebut, peneliti memberikan pre-test kepada para sampel untuk mengetahui kemampuan listening mereka sebelum diberikan treatment. Hasilnya dapat dilihat bahwa nilai rata-rata pre-test mereka adalah 30,35 dan nilai rata-rata post-test mereka adalah 66. Sehingga dapat dilihat peningkatan nilai mereka setelah menggunakan lagu adalah 35,65.

Kata kunci : Song, Teaching dan Listening

ABSTRACT

The title of this research is :” **Using English Songs From Indonesian Musicians As a Tool in Teaching Listening to the First Grade Students of SMPN 3 Rambah**”. This research was designed as an experimental where the purpose was to find out the effectiveness of using songs as a tool in teaching listening to the students. This research was conducted at SMPN 3 Rambah and the number of the samples used were 19 students.

In this research, the researcher gave a treatment of using English songs from Indonesian musicians such as: I will fly from ten 2 five, Welcome to my paradise from Steven and D’Coconut Treez, Hero from Noah and Just For My Mom from Sheila on 7. Before giving a treatment, the researcher gave a pre-test to the samples to measure their listening skill. The result can be seen that students’ average score in pre-test was 30,35 and students’ average score in post-test was 66. It means, the researcher found that there was a score improvement after using songs as a tool in teaching listening. The score improvement was 35,65.

Keywords: Songs, Teaching, and Listening.

INTRODUCTION

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. As stated by Ramelan (1992: 10), language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments.

As a foreign language, English has four skills: reading, listening, writing, and speaking that have to be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen

simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine (Mee, 1990).

Based on the researcher’s small observation to the first grade students of at SMPN 3 Rambah, the researcher found that it is very difficult for the students to understand English through listening. Listening activities are not common for the students. When they come to junior high school, they cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English.

Usually, in the lab, the students feel at a loss when they listen to some new text. Over 50% of the students could not understand the meaning of the material of listening practice such as English conversation or songs played by the teacher. Expecting them to understand the material, the teacher often gives them some instructions and to

play the tape again, at least three times. Still, at least 20% of students might not understand it. Then, the teacher sometimes has to stop the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. Students' difficulties in following the listening exercises can be seen on their scores which are still low.

Then, students cannot understand the listening material because they do not understand the spoken English. Students have lack of motivation in learning listening that is why teachers sometimes get difficulties to find the suitable method to stimulate students in learning listening. So, this is a serious problem because some students cannot understand the whole text after listen it for three times in the class.

Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

Listen to English song is felt more interesting from the other activities. English songs are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. One way in teaching listening is through songs. Sevik (2012) says that songs are excellent means through which children have fun and at the same time acquire language. Songs can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005). Using songs in the classroom is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process though to make the listening activities more effective.

One of the reasons the use of English songs from Indonesian musicians as a tool in teaching listening is because those songs are familiar enough because most of those songs are often played and listened by most of the students. It means that the students trained enough to predict the vocabularies consist in the lyrics of those songs.

Therefore, the researcher tries to reduce the problems of the students' listening comprehension and intends to find out what can be done to help them improve their listening skill. So, in this research the researcher is interested to do a

research about the use of English songs from Indonesian musicians, for example a song from Ten 2 Five "I will fly" as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

Purpose of the Research

Concerning to the previous problem skill in listening the researcher wants to find whether there is any significant difference in listening skill at the first grade students of SMPN 3 Rambah and there are any significant effect of using English songs from Indonesian musician toward students' listening skill on the first grade students of SMPN 3 Rambah.

REVIEW OF THE RELATED LITERATURE

The Nature of Song

Manser (2005:395) said that song is poem set to music, intended to be sung. While Grenough in Ulfa (2006) explains that song means the act of art singing" In addition, Hornby (1993:133) says that song is a peace of music with word that sung. From the explanation above, we can conclude the song is consist of lyrics, act, art, and music that make a great song for listened and this is can be used in learning grammar.

According to Hapizah (2009:21) song can enter our brain in a different or printed things they go to different part of the brain and they often sink in their deeply. It means when people are listening to the song, people can feel the art of the song that come to their brain.

In addition, Ratnasari in Hashemian (2014) explains that songs are a kind of art work which intend to be sung either with or without instrumental accompaniments. The free encyclopedia (2013) defines songs as a piece of music for accompanied or unaccompanied voice or voices. As for *nursery rhymes*, they are short and simple rhyming verses, songs or stories which are usually designed, told or sung for little children (Danielson, 2000).

Song is an excellent form of listening input for a wide range of comprehension tasks because they are normally short and in general, use simple natural language, and contain repetitions (Goh.2000:44) . Therefore Grenouh in Ulfa (2006) said that song has some purpose in teaching "develop listening and reading skill enjoyable. It means from the listening a song learner also can study about grammar and vocabulary because based the explanation above can make the listener easy to remember the word that they hear as a new vocabulary because there are any repetition and

make the learner interest to know the whole of the song.

The Nature of Listening

According to Hornby (2005:897) listening is to try hearing and pay attention. Meanwhile, Gartside (1982:119) states that listening is an activity and purposefully process in which listener participate and make positive contribution by bringing their power concentration to hear what they hear. Because listening is the ability to identify and understand what other are saying, this involves understanding a speaker accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). It means to successful in listening process must take the meaning and pay attention to what we hear. Moreover listening is strongly related to the speaks. However listening is considered as passive skill and speaking is an active skill. It is supported by Nation and Newton (2009) say that listening was traditionally seen as a passive by which the listener receives information sent by a speaker. It means, listening is manner to get something new like vocabulary, difficult word that we found when listener listen something and manner to produce and receive the information like a sounds, people talking, sign, and etc.

Teaching Listening Using Song

There are many ways in teaching listening in the classroom. One of the commonly used is by using English songs. Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. Sevik (2012) states that using song in teaching listening is not only to teach singing skill, but to teach the target language. Based on the explanation above shows that song is a one of great media in learning process that interesting way and can make the listener understand well especially in learning listening.

Moreover Harrod in Hidayat (2013) states that songs are media in teaching and learning. By using song not only to help the teacher to teach listening but also provide and interesting way for the students to achieve the learning goals. It means that by using media like a song is a great way in learning process especially in listening.

However to make students more interesting in learning and not get confused a teacher should consider some categories in choosing the song in the classroom. Ersoz (2007) suggests that the way in choosing songs in the classroom:

- a). Contain simple and easily understood lyrics.
- b). Link with a topic or vocabulary that learners are studying in class.

- c). Contain repetitive lines
- d). Allow the learner to easily do actions to help emphasize meaning

In other words the teachers should choose the appropriate song for their classroom.

The Advantages Teaching Listening Using Song

Teaching listening by using song is helpful for students. According to Renough (1995: XII) that the advantages of using song in learn English is:

- a). To enjoy.
- b). To improve listening skill.
- c). To increase vocabulary.
- d). To improve speaking ability.
- f). To enliven knowledge and use of grammatical structures.
- g). To high memory.

Moreover according to Eken (1996:46) states that song can be used in learning process:

- a). To present a topic
- b). To practice a language point
- c). To provide a relaxed classroom atmosphere
- d). To encourage creativity and use of imagination.
- e). To encourage discussion of attitudes and feelings.

In addition, according to Millington (2011:134) states Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Murphey (1992) said that songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. And than Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). It means, there are many advantages of using song and also using song can develop some method and strategy in process of learning, because using song can embrace the skill like speaking, listening and writing.

The Disadvantages Teaching Listening Using Song

Besides has advantages. Using song in the classroom also has disadvantages. There are some disadvantages of using song, the first is less vocabulary. The listener will confuse when the song is played and the listener not know the vocabulary it will be hard from the listener in the process of listening.

The second is the listener not concentrate when they study. This is some influence of student concentrate that make they not pay attention is

crowded outside. To successful in listening something the listener must concentrate and pay attention.

RESEARCH METHODOLOGY

Research Design

This research was designed as a quasi experimental research, because the researcher wanted to conduct an experimental research about the use of English songs from Indonesian musicians as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

Technique of Collecting the Data

Data collection in this study was given in pre-test and post test. The researcher conducted a test before and after treatment. Pre-test was used to measure the students' listening skill before giving the treatment. Meanwhile, the post-test was conducted after the researcher gave treatment or use technique by giving English songs in teaching listening to the students. The purpose is to see whether there is significant difference between the result of the test before and after the treatment.

In collecting the data, the researcher asked the students to fill the blank lyrics of the songs which are taught during the treatment session previously. There were 20 empty lyrics that should be filled correctly by the students in the pre-test or post test activity

Technique of Analyzing the Data

. In this research, the researcher used the T-Test where it is a statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size. There were 2 things analyzed from the result of the test such as:

a. Normality Data

Normality test aims to see whether the data are normally distributed or not, this is used to determine the slope formula. To know the variable X and Y distributed or not. So used the lilliefors test because the data is a nominal data. In this research will use the S= standard deviation with calculate opportunity $F(z_i) = P(z \leq z_i)$, calculate the more little of proportion or same with z_i . If the proportion is $S(z_i)$, so : calculate the difference $F(z_i) - S(z_i)$ with absolutely. The bigger absolutely between the difference absolutely get, like the price

is L_0 equal with $L_1(a, n)$ if the sample of population is normal so $L_0 \leq L_1(a, n)$ (Sudjana, 2005 : 466).

b. Homogeneity Data

Homogeneity test is used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skills. To find the same variance using the F test : $H_0 : s_1^2 = s_2^2$ both have population The same variance. $H_a : s_1^2 \neq s_2^2$ both have variance different population. (Sudjana, 2005:250).

FINDING AND DISCUSSION

Students' Listening Skill Before Using Songs

In the pre-test, the researcher gave two songs (I will fly and Welcome to my paradise) to measure their listening skill before the treatment of using songs. The result of pre-test can be seen in the appendix 5 and 6. In the pre-test, the researcher put 10 blank lyrics in every song. It means there were 20 lyrics they had to fill in correctly. Based on the result of the test, the researcher found that students average score was **30,7**. It means their listening skill level in pre-test was in the **Very Poor** level.

Normality Data Before Using Songs

Normality test is purposed to find out whether the data are normally distributed or not. To know the data normally or not, the researcher used the lilliefors test. Normality data test was calculated in every data found by the researcher. The data of students' test result before got treatments on experiment classes were analyzed with SPSS. Rules are used to make sure that the distribution is normal or not when the data is if $\alpha > 0.05$ it is called the normal distribution. But when the distribution of the data is if $\alpha < 0.05$, so, the distribution is not normal.

Homogeneity Data Before Using Songs

Based on the calculations in the table test of homogeneity of variance turns out tests with statistical significance based on the mean obtained 0.254 far exceeds 0.05. Thus the research data above is homogeneous, which means the study sample have the same variance.

Post-Test Result Analysis

Students' Listening Skill After Using Songs

After giving a post test, the researcher then checked the result of students' answer in the songs given. There were 20 items from two songs

must be answered by the students. The students' average score in the post test was **66** and it means their listening skill level in the post-test was in the fair level. It means there was significant score improvement between the pre-test and the post-test after using songs in teaching listening.

Normality Data After Using Songs

According to the table 6 significance value on kolmogorof - Smirnov on learning outcomes data before experimental treatments in the class obtained sig = 0.253 and the data results after conventional classroom learning gained control of the Sig = 0.054 greater than 0.05 alpha ($\alpha > 0.05$).

Homogeneity Data After Using Songs

Based on the calculations in the table test of homogeneity of variance turns out tests with statistical significance based on the mean obtained 0.426 far exceeds 0.05. Thus the research data above is homogeneous, which means the study sample have the same variance.

Hypothesis of the Research

The First Hypothesis

H₀₁: There is a significant improvement of using English songs from Indonesian musician as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

After showing the data of pre-test and post-test, the researcher analyzed the data in post-test phase. It was done in order to get the answer of formulation of the research that there is a significant improvement of using English songs from Indonesian musician as a tool in teaching listening to the students.

Hypothesis Testing

The Second Hypothesis

H₀₂: There is A significant improvement of using English songs from Indonesian musician as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

Based on the table 12, the t test results for 4,276 (negative) through df value = 19 and mean difference was 14,02503, standard error of 2,0085 difference. If the value t_0 (t_{count}) = 4,342 compared with t_t (t_{table}) with df = 23 obtained the price of criticism "t". At the 5 % significance level = 1,098 and at the significance level of 1% = 1,874. It can be seen t_t smaller price than t_0 = 4,342 on a significant level of 5 % and 1 % ($1,098 < 4,342 > 1,874$). With these results it can be concluded that H_a accepted and H₀ rejected, which means there is a significant improvement of using English songs from Indonesian musician as a tool in teaching

listening to the first grade students of SMPN 3 Rambah.

CONCLUSION AND SUGGESTION

Conclusion

In this research the researcher showed some facts that gotten based on the data and at analysis the previous chapter. After comparing the result of pre-test and post-test, the researcher can concluded that:

(1) There is a significant improvement of using English songs from Indonesian musician as a tool in teaching listening toward students' listening skill at the first grade students of SMPN 3 Rambah.

(2) The use of songs in teaching listening is more effective than the use of conventional way. This conclusion is based on the result of the pre test and post test score analysis. The mean of the difference score between the pre test and post test of the experimental class is higher than the mean of the difference score between the pre test and post test of the control group. Since the mean difference of both groups is significant, the use of songs is more effective than the conventional way.

Suggestion

After presenting the research findings, the writer gives some suggestions to the individual who those more concern about teaching English to the students in education domain, particularly the English teacher at Junior high school level as in the following:

1.For Teacher: English teacher, especially English teacher of Senior High School must be able to create his or her own technique to increase the students interest in learning English, moreover to improve students' listening skill.

2.For Students: The students have to improve their knowledge, especially in enriching their listening skill from the other sources like English movie, English songs, etc.

3.For the next researcher: The researcher offers the suggestion that such activity should be conducted in other classes of other school to get the wider generalization of the result of the study. The researcher hopes there will be many researches that explore the use of songs or any audio visual aid in teaching learning process. The researcher hopes that the use of songs in teaching listening can give a valuable contribution.

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