

## **Teaching Listening By Using English Pop Song**

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### **Abstract**

This thesis entitled, “Teaching Listening By Using English Pop Song (an experimental teaching to second grade of SMP Negeri 17 Banda Aceh)”. The purpose of this study is to find out the problem faced by students’ in listening, and to know the improvement of students’ listening. To find data and information in the field, the writer conducted the research at SMP Negeri 17 Banda Aceh. The participants were the second grade students which was about 28 students’. The writer collected some theories and opinions of expert from different resources to support this thesis. The writer also used some techniques in the data collecting process, such as questioner and experimental teaching. the data analysis of experiment group were 59,5 for pre test, and post-test 86,10. So, it can be concluded that Teaching listening by using English pop song is effective and can improve students ability listening.

**Key Word:** *Listening English Pop Song*

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## INTRODUCTION

### 1.1 Background of the Study

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse.

According to Campbell (10:13), music can enhance a child's skills in academics, feeling-expression, and social connection to family, community, and culture.

To motivate in studying listening, the teacher should be creative in teaching. One of the strategies that can be used by teacher is using media to support the teaching learning process. There are some teaching media that available now, so the writer will conduct a research under the title "**Teaching Listening By Using English Pop Song**".

### 1.2 Statement of the Problem

The statement of the problem in this study is

1. Does the use of English pop song improve students' listening comprehension at the second grade of SMP Negeri 17 Banda Aceh ?
2. What are the problems faced by students' at the second of SMP Negeri 17 Banda Aceh in listening by using English pop song ?

### 1.3 Objectives of the Study

The objectives of study are :

1. To investigate whether the use of English pop song can improve students listening .
2. To investigate the problems faced by students' at the second grade of SMP

Negeri 17 Banda Aceh in listening by using English pop song.

### 1.4 Hypotheses

Ha : there is a significant effect of using song to improve students'

listening at the second grade of SMP Negeri 17 Banda Aceh.

Ho : there is not any significant effect of using song to improve

students' vocabulary at the first grade of SMP Negeri 17 Banda Aceh.

### 1.5 Significances of the study

The writer hopes, the finding of this study will be useful for:

#### 1. Teacher

It becomes source information for English teacher, particularly English teacher of SMP Negeri 17 Banda Aceh.

#### 2. Students

It can help students in mastering vocabulary and listening comprehension.

#### 3. Researcher

It becomes a reference for the next researcher who wants to conduct a research which same with this study.

### 1.6 Scope of the Study

The research focuses on improving students vocabulary and listening skills in listening comprehension by using English pop song in SMP Negeri 17 Banda Aceh consists of 28 students at Experimental group

### 1.7 Definition of Key Term

#### 1. listening

As defined by Oxford (1993: 206), listening is a complex problem solving

skill and it is more than just perception of the sounds

## 2. Pop Music

Hatch and millward define pop music as "a body of music which is distinguishable from popular, jazz, and folk musics". "pop music" may be used to describe a distinct genre, aimed at a youth market, often characterized as a softer alternative to rock and roll. According to writer that "pop is genre of music"

## 3. Song

Song is a piece of music sung or composed for singing.

## Literature Review

This chapter focuses on the explanation about listening, song and vocabulary, including teaching listening and teaching vocabulary, that can be done in language teaching.

### 2.1 Listening

Valette (1989: 74) describes that listening has three components. First is called sound discrimination. Here the listener distinguishes all sounds in the language presented and discriminate between them.

### 2.2 Teaching Listening

In teaching English as a second or foreign language to children, teacher must consider not only the pedagogical principle in language teaching but also the characteristics of children. The way children learn a foreign language depends on their development stage. Scott and Ytreberg (1990:1) state that there is

a difference between what a student of five can do with a student of ten can do.

### 2.3 Real-Life Listening

Real-life listening is either part of active real communication or passively heard discourse. According to Ur "it is worth noting also that listening activities based on simulated real-life situations are likely to be more motivating and interesting to do than contrived textbook comprehension exercises." (2004:4)

### 2.4 The Importance of Listening

The students of a language usually say that speaking is the most important skill to master. But hardly anyone is aware of the fact that before speaking we usually have to listen to be able to react then, and even if speaking precedes listening in a form of asking or saying something, in most cases this act involves expectation of response, So, can definitely agree with Rost, who wrote that "progress in listening will provide a basis for development of other language skills" Rost (1991:3).

### 2.5 Listening Difficulties

Scrivener's (2005:170). Statement saying: "Even if someone knows all the grammar and lexis of a language, it does not necessarily mean that they will be able to understand a single word when it is spoken" problems according to them are:

- People speak too fast to follow; tcan't tell where words start and stop; and pick out those parts that are most important for them to understand.
- People pronounce words they just don't recognise;

- Can't work out details of what is being said; don't know what attitudes people are expressing; and get even a general sense of the message;

## 2.6 Types of Listening Activities

Use different types of listening, different situations call for different types of listening and part of being a critical listener involves knowing what types of listening is most appropriate for given situation. There are four main types of listening : critical, empathic, appreciative and reflective. Ruby(2001:792)

### 2.6.1 Vocabulary

Studying language cannot be separate from studying vocabulary because it is an essential component of language. Vocabulary is one of language aspect beside grammar and pronunciation which functions as tool to support the ability to communicate in English Murdibiono (1996) . Students who want to learn a target language, have to learn those components.

### 2.6.2 Definition of Vocabulary

Richard and Renandya (2006:255) state that "vocabulary is a core component in language proficiency and provides much of the basis for how well learners speak, listen, read and write

The words or vocabularies can be spoken and also written another opinion By Marianne and Murcia, "there are two kinds of vocabulary: they are function words and content words".

- a. The function words are those vocabulary items that belong to closed word classes (word classes that do not readily admit new items or lose old

ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

- b. The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

### 2.6.3 Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use suitable techniques and enough practice for certain words, so that the objectives will be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary.

### 2.6.4 Some Techniques in Teaching Vocabulary

Teaching techniques is important in teaching learning process not only determined by teacher and students' competence but also with in appropriate technique. We have to learn vocabulary whenever we come into contact with a new language and try to use it.

Gairns and Redman (2003:73) say, "There are many techniques of vocabulary teaching. There are: visual aids, verbal explanation, and contextual guesswork".

### 2.6.6 The Role and the Importance of Vocabulary in Learning EFL.

Vocabulary plays very important role in teaching other elements of languages and skills. Vocabulary is the tool of thought, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. Harmer (1991:153) tries to confirm the relationship between vocabulary and structures as important elements of language by saying, "If

language structures make up the selection of language, then it is vocabulary that provides the vital organs and the flesh.

### **2.6.7 Pronunciation**

Pronunciation is defined as the way in which a language is spoken. Hornby( 1995: 497).

### **2.6.8 Elements of Pronunciation**

When learning English we will find two kinds of speech features Ramelan( 1985: 22).

- Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.
- Supra segmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental

### **2.6.9 Spelling**

Spell is notoriously complex, irregular, and eccentric, more so than in almost any other written language (Trask:2006) The forming of words with letters in an accepted order; orthography.

The best way to improve your spelling is to use editing and study techniques to reduce the number of misspelled words in your writing, listening and to learn the spelling patterns that govern most of the words in English language. Ruby (2010:820)

### **2.6.10 Grammar**

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. grammar is

the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural\_language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

## **2.7 Song**

In this chapter focus on the explanation about song, why we should introduce songs and their use in the classroom, the role of songs in language teaching and their elements, the advantages and disadvantages of song, selection song and procedure in applying the song, and we look at songs as enjoyable drill plus practice material including the sections dealing with help of songs when learning listening.

### **2.8 Definition of Song**

*Harmer (2000:242)* say, music is powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effect if we so wish. A piece of music can change the atmosphere in a classroom or prepare students for a new activity.

### **2.9 Elements of Songs**

The elements of music are divided into two categories (Jamalus:1988) those are main elements and expression elements. The first category is the main elements. It consists of rhythm, melody, harmony and lyrics.

### **2.10 Types of Songs**

Kailani (2007: 134-136 ) also says that there are three kinds of songs:

1. Communication songs: These are songs with a language that closely approximate normal speech styles.
2. Language songs where one structure or a lot of lexis is repeated over and over again.
3. Action songs which require actions or some sort of mime to be performed while singing them.

### **2.11 How to Present Educational Songs in Classroom**

Different types of songs as mentioned before and the way of presenting educational songs should depend on the type of song. Hubbard , et al (1991: 94) suggested the following procedure to present song:

1. The teacher explains the words and plays the whole song to establish rhythm. If the song is very long the teacher will play the song.
2. The teacher puts the words to the tune if necessary and Using gestures activities where necessary.
3. Making the singing period light and lively.
4. The teacher encourages children to memorize the song through different interesting ways of helping them with their memorization and the last Teacher lets children sing the song.

### **2.12 The Advantages and Disadvantages of Song**

Mallouh (2001: 46-47) and Kailani (2007: 126) say the following advantages of using songs in the classroom such as:

1. Enjoyment and motivation.

2. Language reinforcement (structure, spelling, etc).
3. Vocabulary practice and presentation.

### **2.13 Selection of the Songs**

When the teacher will apply songs in her / his teaching learning process, she /he should know what kind of song she would bring into the class. This is the problem if the teacher wants to use songs to her class.

### **2.14 Procedure in Applying the Songs**

To apply songs in the classroom, the teacher should also plan application sequence of the songs. In applying songs, the writer offers two procedures suggested by Ur and Haycraft. The procedure suggested by Ur (1993 : 77-78) as follows:

- a. Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
- b. Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

### **2.15 Song Lyrics as Media to Teach Vocabulary**

In Indonesia, most of English students have difficulties in learning English, they are less motivation in studying English because they believe that English is hard subject. In that case, an English teacher needs to be responsive to the students' condition, the teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone

to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand

### **2.16 Some Suggested Activities when Using Songs in Classroom**

Murphy (1992 : 9-10 as quoted in Rosova,2007:20-21) suggests the following activities that teachers can do with students when teaching English through songs.

1. Listen.
2. Sing without listening to any recording.
3. Talk about songs.
4. Write songs.
5. Perform songs.

### **2.17 Music Education Prepares Students to Learn.**

Music education readies students for learning by helping to develop their basic mental skills and capacities.

### **2.18 Music Education Develops the Creative Capacities for Lifelong Success.**

Engagement, persistence, and creativity are components of higher-level thinking and complex problem solving (Costa & Kallick, 2000). Music education nurtures these habits of mind that are essential for success in today's global, knowledge-based economy

## **Research Methodology**

This chapter the writer discussed about research design, instruments, and procedures of experimentation, and technique of data analysis.

### **3.1 Research Design**

In this research the writer used Free Experimental Design, and used Pre-test and Post-test Group Design. The writer would like to know the effect teaching listening by using pop song can improve students' listening and focus before and after treatment. The writer only take a class which in experiment class consist of 28 students.

### **3.2 Research Procedures**

There are three stages in doing experiment research; they are pretest, treatment and posttest.

### **3.3 Population and Sample**

Population is all individual that refer to the subject of the research, the population that is taken for representative all of the population becoming the object of the research.

In this case, the population of this research was the second grade students of SMP Negeri 17 Banda Aceh. The writer chose VIII 4 as a sample, the number of students are 28 students at Experiment Grup.

### **3.4 Instrument**

The instruments used in this study are:

#### **1. Test**

Test is any series of questions or exersises or other mean of measuring the skill, knowledge, intelligence, capacities or aptitudes an individual or group (Daryanto:2005). Test was given to the students to measure their ability in acquiring vocabulary. There were two kinds of tests, namely pre test and post test.

- Pre-test

Pre-test was implemented inn order to gain the data of the students'

knowledge and it was given before the teaching experiment was conducted.

- Post-test

Post-test was given after applying the strategy in teaching learning process in order to find out the students' progress in their vocabulary ability.

## 2. Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 1998: 128). In constructing the questionnaire, the writer use 10 close questionnaire.

### 3.5 Technique of Data Analysis

To analyze the data that obtained from the experimental teaching, the writer uses descriptive statistics. The mean, median and standard deviation are the main descriptive statistics used to indicate the average and variability of scores for the sample.

#### 1. The Mean ( $\bar{x}$ )

The mean is used to find the average score of the whole students both of experimental class and control class as suggested by Sudjana (2005: 198)

$$\bar{x} = \frac{\sum X}{N}$$

In which

$$\bar{x} = \text{mean}$$

$$\sum X = \text{sum of score}$$

$$N = \text{number of students}$$

#### 2. The Deviation of each subject in Quadrante

The sum of deviation is computed by dividing the quadrante of deviation. The

formula is as suggested by Sudjana (2005: 229) as follows:

$$S_2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

### 3. T-Test

Then, to find out whether the differences between the experimental and the control class are significant or not, the writer used the following t-Score formula that suggested by Sudjana (2005: 231).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where: t = t-score

$X_1$  = Mean of the experimental group

$X_2$  = Mean of control group

S = Standard Deviation

$N_1$  = Number of students in experiment group

$N_2$  = Number of students in control group

After comparing the means of the experimental group and the control group, the writer would prove the hypothesis. First, the writer gave the interpretation by using critical value "t". Next, the writer used the 5% level of significance. If t-score is the same with or higher than critical value "t", the null hypothesis will be rejected and the alternative hypothesis will be accepted. If t-score is lower than critical value "t" the null hypothesis will be accepted and the alternative hypothesis will be rejected.

## FINDING AND DISCUSSION

### 4.1 Finding



The research was done at SMP Negeri 17 Banda Aceh. The second grade students were taken as sample in this research. Data about the ability of the students were collected by using English pop song, namely pre-test and post-test. The pre-test was given to students measure their ability in acquiring vocabulary before teaching. To find out to what extend the students ability had improved.

The writer finally gave post-test to measure their ability by using English pop song.

Data about the ability of the students was gotten by testing the students written in pre-test and post-test. One correct item was scored 10, if the students could answer all item, they would be score 100. The grade pre-test and Post-test at experiment group could be seen as follow:

#### 4.1.1 score table of pre-test and post-test

No	Initial	Pre-test	Post-test
1	AH	90	90
2	AU	20	70
3	AR	40	90
4	AM	60	100
5	BA	40	90
6	CR	40	100
7	CH	40	60
8	FW	70	100
9	HM	60	80
10	MS	80	90
11	MR1	70	80
12	MR2	50	80
13	MT	30	90
14	MH	70	90
15	NW	70	80
16	NA	50	80
17	NR	90	90
18	PE	60	70
19	RH	70	80
20	RI	40	100
21	RA	60	100
22	RN	60	90
23	RK	50	90
24	SN	80	90
25	SA	70	80
26	TL	50	100
27	WH	100	70
28	ZN	60	80

The table shows that there was significant differences between the test result of pre-test and post-test. In this case, the test result indicated that the achievement of post-

test was higher than pre-test. This result indicated that students' vocabulary mastery was influenced by using English pop song.

#### a. Pre-test at experimental group

Tabulation of the pre-test at experiment group

can be seen as follows:

100	90	90	80	80	70
70	70	70	70	70	60
60	60	60	60	60	50
50	50	50	40	40	40
40	40	30	20		

1. Range of the pre-test

$$= 1 + 4,75$$

The highest score of the pre-test at experiment group is 100, while the lowest one is 20, so the range could be calculated as follows :

$$= 5,75$$

The amount of interval is 5,75. By using the following formula; the class interval can be determined :

$$\begin{aligned} R &= Hs-Ls \\ &= 100-20 \\ &= 80 \end{aligned}$$

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{80}{5,75} \end{aligned}$$

$$= 13,9$$

2. Class interval of the pre-test

$$I = \frac{R}{K}$$

After the class interval is known, the grades of the pre-test at experiment can be grouped. The following table shows the grades, which have been grouped :

$$\begin{aligned} K &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 28 \\ &= 1 + (3,3) 1,44 \end{aligned}$$

**Table 4.1.2, frequency distribution of the pre-test at experiment**

No	Class interval	Fi	Xi	$xi^2$	Fi.Xi	$Fi(xi)^2$
1	20-33	2	26,5	702,25	53	1404,5
2	34-47	5	40,5	1640,25	202,5	8201,25
3	48-61	10	54,5	2970,25	545	2970,25
4	62-75	6	68,5	4692,25	411	28153,5
5	76-89	2	82,5	6806,25	165	13612,5
6	90-103	3	96,5	9312,25	289,5	27936,7
JUMLAH		28			1666	82278,7

Based on the total of FX, mean can be calculated.

$$\begin{aligned} &= \frac{1666}{28} \\ &= 59,5 \end{aligned}$$

3. Mean

Mean of the pre-test at experiment is :

$$M = \frac{\sum fx}{N}$$

$$S1^2 = \frac{n(\sum fi.xi^2) - (\sum fi.xi)^2}{n(n-1)}$$

$$\begin{aligned}
 &= \frac{28(82278,7) - (1666)^2}{28(28-1)} \\
 &= \frac{(2303803,6) - (2775556)}{756} \\
 &= \frac{-471752,4}{756} \\
 &= -624
 \end{aligned}$$

Standar deviasi

100	100	100	100	100
100	90	90	90	90
90	90	90	90	90
90	80	80	80	80
80	80	80	80	70
70	70	60		

Range of the post-test at experiment

The highest score of the post-test at experiment is 100, while the lowest one is 60, so the range could be calculated as follows :

$$\begin{aligned}
 R &= Hs-Ls \\
 &= 100-60 \\
 &= 40
 \end{aligned}$$

Class interval of the post-test at experiment

$$I = \frac{R}{K}$$

$$\begin{aligned}
 K &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 28 \\
 &= 1 + (3,3) 1,44
 \end{aligned}$$

$$\begin{aligned}
 SD &= \sqrt{-624} \\
 &= 24,9
 \end{aligned}$$

**b. Post- test of experimental group**

The tabulation of post-test at experiment can be seen as follows:

$$= 1 + 4,75$$

$$= 5,75$$

The amount of interval is 5,75. By using the following formula; the class interval can be determined :

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{40}{5,75} \\
 &= 6,95
 \end{aligned}$$

After the class interval is known, the grades of the post-test can be grouped. The following table shows the grades, which have been grouped.

**Table 4.1.3, frequency distribution of the post-test at experiment**

No	Class interval	fi	xi	<sup>2</sup>	Fi.xi	fi(xi) <sup>2</sup>
1	60-66	1	63	3969	63	3969
2	67- 74	3	70	4900	210	14700
3	75- 81	8	78	6084	624	48672
4	82- 88	-	85	7225	-	-
5	89- 95	10	92	8464	920	84640
6	96- 102	6	99	9801	594	58806
JUMLAH		28			2411	210787

Based on the total of FX, mean can be calculated.

4. Mean

Mean of the post-test at experiment is :

$$M = \frac{\sum fx}{N}$$

$$= \frac{2411}{28}$$

$$= 86,10$$

The writer found out varians by using formula

$$S = \frac{n(\sum fi \cdot xi^2) - (\sum fi \cdot xi)^2}{n(n-1)}$$

$$= \frac{28(210788) - (2411)^2}{28(28-1)}$$

$$= \frac{(5902064) - (5812921)}{756}$$

$$= \frac{89143}{756}$$

$$= 117,9$$

Standar deviasi

$$SD = \sqrt{117,9}$$

$$= 10,85$$

The purpose of mean score is to know the average ability of the students in general. The writer calculated that the average score at experimental group of students in pre-test was 59,5 and in post-test was 86,10.

**Analyzing of T-Test**

To analyze the t-test, the writer combined the score of standard deviation both of experiment class as follow:

The T-test of pre test experimental group

$$s = \frac{(n1 - 1)s1^2}{n1 - 2}$$

$$= \frac{(28 - 1)(24,9)^2}{28 - 2}$$

$$= \frac{(28-1)(620,01)}{27}$$

$$= \frac{165770,27}{27}$$

$$= 620$$

$$= \sqrt{620}$$

$$= 24,8$$

Then, the writer determined the t-score by using the following formula :

$$T\text{-Test} = \frac{X_1}{s \sqrt{\frac{1}{n1}}}$$

$$= \frac{59,5}{24,8 \sqrt{\frac{1}{28}}}$$

$$= \frac{59,5}{24,8 \sqrt{0,035}}$$

$$= \frac{59,5}{4,63}$$

$$= 12,8$$

The result shows that t-score is lower than t- table. The result appears that t-score is 12,8 meanwhile t-table is 2.00. the students in experimental clas still get low score in comprehending listening.

$$s = \frac{(n1 - 1)s1^2}{n1 - 1}$$

$$= \frac{(28 - 1)(10,85)^2}{28 - 1}$$

$$= \frac{(28-1)(117,72)}{27}$$

$$= \frac{3178,56}{27}$$

$$= 117,72$$

$$= \sqrt{117,72}$$

$$= 10,85$$

Then, the writer determined the t-score by using the following formula :

$$T\text{-Score} = \frac{U_1}{s \sqrt{\frac{1}{n1}}}$$

$$= \frac{86,10}{10,85 \sqrt{\frac{1}{28}}}$$

$$= \frac{86,10}{10,85 \sqrt{0,035}}$$

$$= \frac{86,10}{2,0298}$$

= 42,41

Based on the result, t-score is 42,41 meanwhile t-table is 2.00. It means that there is a significant difference of the students in experimental pre-test and post-test. The students in experiment class who were taught by English pop song, in post-test get higher score than pre-test before treatment.

#### 4.3 Proving the hypothesis

The hypothesis and research question stated that the students of SMP Negeri 17 Banda Aceh faced problems in learning listening by using English pop song. Based on experimental teaching and questioner, there were some problem in teaching listening by using English pop song. The problems ; speed on pronunciation, dificut word (vocabulary) and from 28 students, 25 students answered unclearly pronunciation. It means that the first and second research questions are answered. So the hypotheses of this thesis were proved and accepted.

The hypothesis in this study consisted of one of hypothesis. It is Hypothesis alternative (Ha). The detailed explanation is as follow :

Ha : there is a significant effect of using song to improve students'

listening at the first grade of SMP Negeri 17 Banda Aceh ?

based on the data processing, the writer submitted the information as follow; after researcher had accumulated and processed the data, she would decide to accept or reject the hypothesis. In determining the acceptance or the rejection there are criteria that are shown as follows;

Ha is accepted if t-score > t-table

In this study, the value of the t-table list was found  $t = 2,00$  and  $t\text{-score} = 42,41$ . it means that t-score is higher than t-table. Therefore, the alternative hypothesis (Ha) was accepted. It indicates that Teaching Listening By Using English Pop song is more effective to improve students' listening Of SMPN 17 Banda Aceh.

#### 4.4 Discussion

The result of the students' pre test from experimental. In experimental class, the mean score of pre-test is 59,5 and 86,10 for post-test. Meanwhile, after teaching by using English Pop Song, the students' in experimental class got higher score 86,10. this indicates that teaching listening by using English pop song can improve students' listening skill.

In learning process, the students usually depend on the teacher's explanation. It means the teacher is as the center or main resource in getting the knowledge. Therefore, the students are passive and just accept the material from the teacher. But, through the use of English pop song in teaching, the teacher is as the facilitator. The teacher is not active in explaining the material, but only explains the guideline of material. Then, the students have to explore and find out more information of the material by themselves in a individual. The teacher only helps the students when they get the problems. It creates the creativity of the students.

Teaching listening by using English pop song encourages the student learn actively. They have the opportunity to discuss

and share the material. This strategy is beneficial for reviewing and integrating subject matter. When the students learn, they solve every problem. If a student does not know the meaning of a question or a sentence in a text, the teacher have to help him/her or the teacher would repeat the song. So that, when the teacher asks the question or the meaning in a lyric students can give the correct answer.

In addition, the students also get the comprehension by listening other students. It enriches their understanding. Therefore, finally, the students get better comprehension in listening.

In conclusion, the use of English pop song is an effective way to improve the students' ability in mastering listening skill.

## **CONCLUSSIONS AND SUGGESTIONS**

In this chapter, the writer would like draw some conclusions about the research that has been reported on the previous chapters and also would give some suggestions as the contribution to support the teaching-learning process.

### **5.1 Conclusion**

Based on the explanation in the previous chapter about the use of song in teaching listening, in this last chapter, a few conclusion can be drawn as the following :

1. The average score experimental group of mean ( the students who were taught by using song lyrics) was 59,5 for the pre test and 86,10 for the post test. The value of the t-table list was found  $t = 2,00$  and t-

score= 42,41 . it means that t-score is higher than t-table.

2. The problem in listening are: speed on tempo, difficult word (vocabulary) and from 28 students, 25 students answered unclearly pronunciation.

### **5.2 Suggestion**

Based on the explanation in the previous chapter about the use of song in teaching vocabulary, in this last chapter, a few suggestion can be drawn as the following:

1. It is better for the English teachers touse songs on their teaching-learning process since songs have a very big benefit for the students. Songs can be implemented when the teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. It is known that aAlmost all the students like songs, so it can be used as one of the ways to get the students' participation inthe teaching-learning process.
2. Teacher should use interesting media to teach English
3. This research has found out that teaching English vocabulary of verb using song lyrics to improve students is effective. The writer hopes to support the teacher using song lyrics in the teaching vocabulary of verb.
4. Teacher should plan the time well. They should be careful in selecting the song.

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