Teaching Listening By Using Songs to Students of Junior High School

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Abstract

This study aims to find out whether songs to improve students’ listening skill. Song is one of the media which can help students to improve listening skill and easy to increase their vocabulary in answer the exercise with fill in the blank. The sample of this research was class VII which consisted of 20 Students. The researcher used random sampling to choose the sample. This research used one group pre-test and post-test design. It is one of research designs in experimental research. The pre-test was given before treatments, while post-test was given after students taught treatments using songs. The instruments used in this research were tests; they were pre-test and post-test. Both of pre-test and post-test consisted of ten questions. The technique of data analysis, the researcher used statistical formula. The mean score of pre-test was 42 and the post-test was 75. Furthermore, the result of calculation of the t-test was 11.83, while the critical value of 0.05 level significant was 2.093 and degree of freedom is 19. T-test (11.83) was higher than t-score of the table ((2.093). It concluded that using songs in teaching reading can increase students listening comprehension.

Key Words: Listening, Songs

1. INTRODUCTION

Teaching English is focused on the four language skills (listening, speaking, reading and writing). Listening is one of the important language skills. Where listening is a process of understanding and identifying in any orally uttered by the speaker. Listening takes up as much as 50% of someone’s everyday communication time (Buck, 2003). It is the main channel of the classroom instruction by the teachers and the most used language skill at work and at home. So, students should master the listening skill.

In fact, teaching listening skill at high schools in Indonesia has a standard value of minimum completion criteria (KKM) or Kriteria Ketuntasan Minimal that should be achieved by students. However, based on the researcher’s observation
and interview with the teacher in the junior high school of Sukma Bangsa Pidie. It showed that the students’ performance in listening is lower than the expectation of KKM standard value of 75. Nonetheless, there were 20 students who could reach the minimum completion criteria or KKM, while others needed a remedial process to reach the minimum completion criteria or KKM.

Students’ failure to reach the minimum completion criteria (KKM) is triggered by several problems. Learning English as a foreign language is not easy for the students especially listening skill. Most of the students complain that English is difficult to learn. For example, students feel confused when the teachers ask them to pronounce some words in English. Besides, they also have difficulty in translating many words in English, because they do not have sufficient vocabulary. So, the teacher has to find appropriate methods to motivate the students in order to make them interested in learning English.

Some media are suggested to be used by teachers in teaching language. From all problems above, the researcher interested to give one solution that the teachers should use to overcome students’ difficulties in listening ability. In this way, songs help students to develop confidence for language learning, also help to motivate the learners as they provide a pleasant atmosphere. (Jack C. Richards, 2013) songs are able to change the monotonous mood in the class and with the soothing effect of music; they provide a comfortable class environment so that students can develop their lingual skill more easily. Therefore, the researcher wants to conduct a research on teaching listening by using songs to students of Junior High School Sukma Bangsa Pidie.

2. LITERATURE REVIEW

2.1 Definition of Listening Skill

Listening is a process to understand information in communicating with other. According to (Miller, 2003), more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading and only nine percent on writing. The listening activities develop a wide variety of listening in details and inferring meaning from the context. The amount of vocabulary also influences EFL learners’ performance in listening comprehension. For these exercises often require completing an authentic task while listening such as taking missing some words in completion items, the text of songs or taking telephone messages, some news from media. Authentic texts are any oral texts that are often transferred through electronic instruments such as radio, television, and the internet or ‘CD-ROM’. So listening is a very important part of learning English that the students should master.

2.1.1 The Listening Process

(Tyagi, 2013) claims that the process of listening occurs on five stages, they are hearing, understanding, remembering, evaluating and responding. This process can be shown as in this diagram below:

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Hearing → Understanding → Remembering

Responding

Evaluating
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2.1 Diagram of Listening Process
a. **Hearing**
   That hearing is a physical response, it refers to the response caused by sound waves stimulating the sensory of receptors of the ears.

b. **Understanding**
   The second step is understanding which consists analyzing the meaning of the sound which the listeners have heard in the hearing process.

c. **Remembering**
   The listening process, our brain is very selective to save or add information to the mind's storage bank.

d. **Evaluating**
   A process which selects some of the important points from the speaker.

### 2.1.2 The importance of Listening

The important of listening in language teaching can hardly be overestimated. Through the reception, we internalize linguistic information without which we could not produce the language. Listening is the basic thing of interaction in each other to get information while social rituals in every day. So, we agree with (Rost, 2014), who wrote that "progress in listening will provide a basis for the development of other language skill".

(Tyagi, 2013) stated that good listening skills make workers more productive. The ability to listen carefully will allow a person to understand assignments in a better way, to find underlying meaning in what other say, to answer questions, to work better in a team-based environment and to resolve problems with each other.

### 2.1.3 Strategy of Listening

#### 2.1.3.1 Top-Down Strategies

This strategy is called listener based, the top-down strategies depend on the use of background knowledge of a topic, the situation or context in understanding messages, the background knowledge will help the listener to interpret what is heard and anticipate the next message (Tyagi, 2013). Furthermore, (Tyagi, 2013) divided top-down strategy into listening for the main idea and topic, predicting the next information, drawing inferences and summarizing the information.

#### 2.1.3.2 Bottom-up Strategies

This strategy is called text passed, the listener relies on the incoming input for comprehending of the message. It starts with the combination of sound, words, phrases, clauses and grammar that form as the meaning (Tyagi, 2013). It is clear that listeners need to start from the small unit to a complex unit in order to obtain complete meaningful information. These strategies include listening for specific details, recognizing English stress, patterns, intonation and detecting sentences. The listener should pay attention to every word and sound while listening process.

### 2.2 Definition of Song

Songs are one kind of media that creates students to illusion in every word they listen to the song. No one can deny that music has a very important part in our life. In addition, music can improve concentration, to improve memory, motivate in the learning process, relax people who are overwhelmed or stressed, bring a sense of community to a group, make learning fun, and to help people absorb the material. (Schoepp, 2001), stated songs can help students get prepared for the language they will encounter in daily life. (Hornby, Cowie, & A C Gimson, 1987) states that song is
a piece of music with words that is sung. A song is also great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes.

2.2.1 Using Songs in Teaching Listening

Using songs as a tool for teaching English can make students more active and helps them feel relax. 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 (Batista, 2013).

(Suriyatham, n.d.) lists four elements to be considered while choosing a song to be used in the class as follows:

a. classroom environment (number, age, and interests of students; lesson hours)

b. teacher (teacher's age, interest in music and aim to use the song in the class)

c. classroom facilities (flexibility in a lesson plan, classroom equipment)

d. music (lesson plan and equipment such as the volume, sources of music, a copying machine, board, etc).

2.2.2 The Advantages of Using Song in Teaching Listening

(Savannaly, 2014) songs help students to develop confidence for language learning. It is a fun way for children learning English to increase their skill in English. (Schoepp, 2001) there are many advantages of using a song in teaching listening, some of them are to present a topic, to provide a relaxed classroom atmosphere, to being variety and to fun learning, to produce greater students motivation, to invite the students to become active in learning practice, and to establish positive learning and energizer learning activities.

3. METHODS

In conducting this research, the researcher used experimental quantitative research in order to prove the hypothesis. This study was conducted at Junior High School Sukma Bangsa Pidie. The writer used one group experimental class.

3.1 Population and Sample

The population of this research was the first-grade students of junior high School of Sukma Bangsa Pidie. There were two classes of the first-grade students, and the total number of research population was 40 students. Each class consists of 20 students. Meanwhile, the writer took one class as the sample randomly. The writer wrote the entire name of classes on a paper, then mixed them and choose one of them. After doing those terms above, the writer found that class VII Al-Khawarizmi as the sample which consisted of 20 students.

3.2 Instrument

There were two tests given to students, pre-test and post-test. The pre-test was given at the beginning and post-test was given at the end of the treatments to find out the improvement of students' listening skill. Furthermore, the writer gave pre-test and post-test to the students about comprehension in listening to songs. Each pre-test and post-test consist of 10 fill in the blank with maximum score of 100 if they can do the instruction of the items correctly. The researcher made all the questions based on the songs which students heard before.
3.3 Technique of Data Collection
The writer collected the data through pre-test, treatments and post-test. The writer did the research in three sessions including the pre-test, treatments and post-test.

3.4 Technique of Data Analysis
The data proceed were pre-test and post-test. Both of the data were tested by using t-test at significant level $\alpha = 0.05$. The result in analysis of the data from experimental research class.

4. RESULT AND DISCUSSION

4.1 Result
The diagram below illustrates the score of the experimental group in the pre-test.

![Figure 4.1: The Pre-Test Score of Experimental Group](image)

The chart above shows the students’ pretest score from 20 students in the experimental group. It can be seen that the highest score was 80 which were achieved by 1 student. The lowest score was 20 which were achieved by 2 students. Therefore, based on the explanation above, it can be said if the students’ listening skill was still low.
The chart below described the student’s post-test achievement.

![Post Test Score Chart]

**Figure 4.2: The Post-Test Score of Experimental Group**

Based on the chart above, it can be seen that highest score was 80 which was achieved by 10 students. Meanwhile, the lowest score was 50 which was achieved by 1 student. It can be concluded that the score of post-test is higher that the score of the pre-test. It means if the treatment were successful.

### 4.1.1 The Mean Score of Pre-test and Post-test

The mean score is an average score of the students. The score is obtained based on the total score of the students divided into a total number of students. In this case, the mean score was calculated in order to know the significance increase in pretest and post-test.

The Mean of pretest score is: \[ M = \frac{\sum x}{N} = \frac{831}{20} = 42 \]

The mean of Post test: \[ M = \frac{\sum x}{N} = \frac{1500}{20} = 75 \]

From the mean score above, it shows that the score increased from pretest and post-test. The result of pre-test was poor, it showed in the pretest score. From 20 students in the class, only one student achieved pass of the KKM (75). It means that the result of pre-test score (42) was low, while in the post-test (75), the result was improved. The mean score of pre-test and post-test there was significant differences.

The graphics below illustrates the mean scores of the experimental group in the pretest and post-test.
It can be concluded from the result above, it showed the score of post test is higher than the score of the pre-test. Based on the result above, it is shown that post-test score is higher than pre-test score. It means that the use of song treatments in improving students listening skill was the success.

4.1.2 T-test of Students from Pre Test and Post Test

To make the analysis more reliable, the researcher used t-test formula to analyzed the hypothesis and to find the significant difference. The researcher analyzed

The mean score on the two test:

$$\bar{D} = \frac{\Sigma D}{N} = \frac{670}{20} = 33.5$$

In the end, the researcher analyzed in t-test formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - (\frac{\Sigma D)^2}{N}}{N(N-1)}}} = \frac{33.5}{\sqrt{25500-\frac{(670)^2}{20}}} = \frac{33.5}{\sqrt{25500-\frac{448900}{20}}} = \frac{33.5}{\sqrt{25500-3055}}$$

$$t = \frac{33.5}{\sqrt{380}}$$
\[ \frac{33.5}{2.83} = 11.83 \]

In the calculated data, it is obtained t-count 11.83. The researcher used 0.05 of the level significant in a certain degree of freedom. In this case, the degree of freedom is 19 which is 20-1=19. The researcher used t distribution table to see whether t count is higher than the critical value of t-score or lower than the critical value of t-score.

The researcher used 0.05 in the level significant in a certain degree of freedom. From the result of the study, the t-test is higher than the critical result of t table (t=11.83> t table 2.093). it means that using songs in teaching listening could improve students listening skill.

4.2 Discussion

The first activity, conducted on Friday, 17 2017. The researcher came to the class accompanied by the English teacher. Firstly, the researcher introduced himself, and tell them the purposed to do the research. Then, the researcher handed out the pre-test to the students, they have twenty minutes time to listened to the song and fill in the blank of the answer sheet. The materials used in pre-test was appropriate to junior high school which means it was neither long not too short. From the result of the test, the researcher found that most of the students were still confusing and did not really understand the lyrics text.

The second activity was treatment. It was conducted on Monday, February 20th, 2017. The researcher began the learning process with checked the students’ attendance. Next, the researcher asked the students what they had already known about the song. After that, the researcher gave each of the students a lyric of the song and asked them about the aim of song and vocabularies that they don't know. It seemed the students still confused the general idea of the lyric. While the students were thinking about the aim of the song, the researcher wrote the vocabularies on the white board. When the allocated time was up, the researcher discussed the lyrics with students and vocabularies that they felt confused.

The third activity was also treatment. It was conducted on Friday, February 24th, 2017. The researcher gave about the different topic of the song. In this meeting, the researcher also used the same technique in teaching listening. Next, the researcher divided the students into four groups and the researcher distributed a song text to each group. Then, the researcher asked them to read the lyrics before listened to the song. After that, the researcher played the song while the students fill the missing lyrics of the text. The researcher let them to worked in the group and discussed together with friends, after that, they discussed with another group. After several minutes, the researcher checked their work and discussed with the students. The learning process was more efficient than the previous meeting because the students already knew.

The fourth activity was also treatment. It was conducted on Monday, February 27th, 2017. The researcher introduced the different topic. In this meeting, the researcher divided the students into six groups, but in the different group. Then, the researcher distributed the text of song and asked them to discussed. After a few minutes, the researcher played a song and the students filled the missing lyrics on the text. The researcher gave some help if necessary and controlled them. At the
end of the meeting, the researcher concluded about what they have learned from the first meeting to the last meeting.

In fifth activity was conducted on Friday, March 3rd, 2017 also the last meeting. The researcher gave post-test for the students to know whether there is an improvement in listening or not used songs. The result showed that post-test score increased from the students’ pre-test scores. The scores of the students improved after the researcher gave some treatments by using songs.

### 4.2.1 The Improvement of Student’s Listening Comprehension

The analysis showed there was the significant improvement of students score between pre test and post test. The researcher would like to present the table statistical data of the improvement students in pre-test and post test scores.

<table>
<thead>
<tr>
<th>Test</th>
<th>Total Score</th>
<th>Mean</th>
<th>T – Test</th>
<th>T – Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre – Test</td>
<td>831</td>
<td>42</td>
<td>11.83</td>
<td>2.093</td>
</tr>
<tr>
<td>Post – Test</td>
<td>1500</td>
<td>75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4.1 : The improvement of students’ Pre-test and Post-test**

Based on the table above conclude that pre test to post test score had an improvement could be seen from mean both of tests. The mean of the pre-test was 42, and post-test 75. It was seen the mean of post-test was higher than pretest.

### 5. CONCLUSION AND SUGGESTIONS

After conducting and analyzing the data, the researcher concludes that songs technique can improve students’ listening of the first grade of Sukma Bangsa School Pidie. The improvement of students’ listening comprehension can be seen from statistical data. Where the mean post-test was higher than pre-test (75>42). The t-score of this research was 11.83 and the critical value of t-score insignificant of 0.05 stated at 2.093. Based on the formula, alternative hypothesis (Ha) is accepted because of the t-score higher than the critical value of t-score. In addition, based on the analysis, the t-test was applied in order to know whether the difference between the pre-test and post-test was clearly in test mean.

There are many techniques can be used by English teachers in teaching listening. In this case, the teachers should be creative also innovative in finding and applying the appropriate technique in teaching listening to make students interested and motivated in the learning process. As in the result, this technique lead them to be successful in learning and help them to enjoyably. The used songs to improve the listening skill is one of the appropriate technique that may be implemented in teaching English. In this technique can make students be more active and share the ideas with each other. After that, the students will be easier in comprehending the lyrics because they can discuss for finding what the text needed together in a group.

To improve listening comprehension, the students have to be more active and serious in the learning process. In using songs to the listening process can be enjoyable for students. For addition, students increased they’re comprehending in text and finding the aim of the lyrics text.
The using songs to improve students listening skill can solve the problem that might be faced by students in learning process. The researcher hopes, the result of this study can be a reference for another researchers in the future. In addition, for another researchers who wants to conduct research on the same/similar issue, this research can be a material addition (reference) as it needs. So that the result of the study may contribute to the implementation of using songs in teaching listening.

REFERENCES


