

**IMPROVING STUDENTS' LISTENING COMPREHENSION USING SONG AT
SMA N 1 WAY JEPARA**

(A Script)

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2022**

ABSTRACT

Improving Students' Listening Comprehension Using Song At SMA N 1 Way Jepara

By Wika Nur Amalia

The objectives of this research were to investigate if there was any improvement in students' listening comprehension after the implementation of songs and to find out students' responses toward the use of songs at SMAN 1 Way Jepara. The sample of this research was XI science two, which consisted of 24 students. The data were obtained through a pre-test and post-test and the results were analyzed by using *Paired Sample T-Test*.

The first results of the research showed that the average post-test score (76.04) was higher than that of the pre-test (60.83), it increased 15.20. The significant value is less than 5% ($0.00 < 0.05$). It means there was a significant improvement in students' reading comprehension. In addition, the second result of the research showed students' responses toward the implementation of songs. The response is measured through a 4-point Likert scale starting from *strongly agree*, *agree*, *disagree*, and *strongly disagree*. Most students' responses were positive. The mean of the questionnaire was 75.53. It means the majority of the students agreed that the strategy was effectively applied in the process of teaching listening.

From the result it could be concluded that using songs is effective for teaching listening comprehension.

Keywords: listening comprehension, song, teaching listening, student listening comprehension

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A Script

**Submitted in a Partial Fulfillment of
The requirements for S-1 Degree**

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Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
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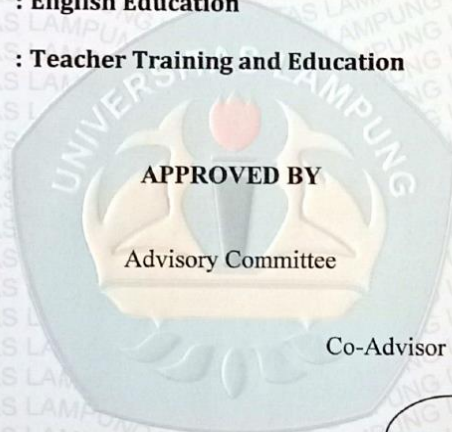
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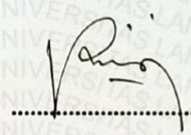
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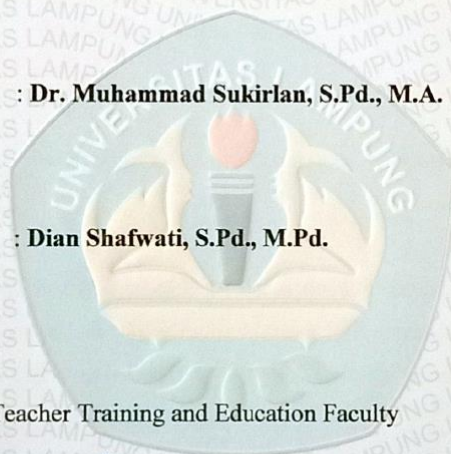
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer was born in Way Jepara, on 18th April 1998. She is the second child of Husni and Siha. She has one older brother and two younger sisters.

She graduated from al-muslimun kindergarten in 2004. Then she graduated from SD IT Baitul Muslim in 2010. She continued her study at SMP IT Baitul Muslim, and she graduated in 2013. After graduating from junior high school, she continued her study at SMA N 1 Way Jepara and graduated in 2016.

In the same year, she registered as a freshman in the English Education Study program at Teacher Training and Education Faculty, Lampung University. Furthermore, from June 26th to August 18th, she did KKN at sub-district Tiga Jaya, Sekincau and the teaching practice program (PPL) at MA Nurul Iman. Then she did the research at SMA N 1 Way Jepara on March 2021.

DEDICATIONS

By the name of Allah Subhanahu wa Ta'Ala, this script is fully dedicated to:

My dearest parents, who always give me care, love, and endless prayer

My lovely brother and sisters

My beloved Grandparents, who support me

My lecturers at English Education Study Program

My lovely best friends who give me a nice and best friendship

My friends in English Education 2016 of Lampung University who give me power and
motivation during the process of compiling of this script

My Almamater, Lampung University

MOTTO

“Simple is perfect”

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Alhamdulillahirrabil'alamin, praise to Allah SWT, the almighty and merciful God, for the blessing and mercy to the writer with faith, health and opportunity so that the writer is able to finish this script. The title of this script is “Improving Students’ Listening Comprehension Using Song At SMA N 1 Way Jepara”. This script is presented to the English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for the S1 degree. Gratitude and honor are addressed to all people who have helped and supported the writer in completing this script. Here the writer would like to address her gratitude and honor to:

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The writer believes that her writing is far from perfection. There might be weaknesses in this research; therefore comments, critics and suggestions are needed for better research in the future. Besides, the writer hopes this research will give a positive contribution to educational development, readers and other researchers.

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CHAPTER 1

INTRODUCTION

On this chapter, the following points are described: background of the problems, identification of the problem, research question, the objective of the research, Uses of the research, scope of the research, and definition of term.

1.1 Background of the Problem

Indonesia's government realizes its responsibility for their citizen is ability to speak a foreign language. The government prepare children who will lead this country in the future by making suitable regulations related to the educational system. The government regulation number 32 year 2013 about English lesson points out that "Bahasa asing terutama bahasa inggris merupakan bahasa internasional yang sangat penting kegunannya dalam pergaulan global. " (foreign language especially English is an international language that is important in global society).

Based on the regulation above, English is the most important foreign language that Indonesian people need to learn. There are four skills that have to be mastered by the students they are listening, speaking, reading, and writing. According to Murcia (2001),

listening is the language skill used most in life, and this argument is supported by Hedge (2007), who states that among the basic four skills in our lives, listening is the most frequently used. Listening accounts for 45%, speaking 30%, reading 16%, and writing 9%. The student will get many difficulties in class if they do not master listening comprehension. As stated by Elckeles (2003), listening comprehension, is crucial to learning, students who listen well will be able to follow directions and complete activities students cannot learn effectively if they cannot listen and follow to directions. Bozorgian (2012) defined listening comprehension is the primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading, and writing), it is often difficult and inaccessible for second and foreign language learners due to its implicit process.

Listening is important to teach in a school in Indonesia because, according to curriculum 2013, student need to use a scientific approach there are five aspects (observing, questioning, experimenting, associating, and communicating), and the first aspect is observing, the student need to listen to the teacher's explanation. That means they always need to listen in class.

According to Underwood (1990), one of those difficulties in listening that is directly related to the students themselves is based on the fact that students have created learning habits in the sense that they have been encouraged to comprehend everything by listening properly to teachers who may talk slowly and clearly, so when they fail to comprehend every word while listening, they stop listening and lose the thread, which

seems to be the reason for them to be panic and worried before and during the listening process. Buck (2001) identifies numerous difficulties which can be confronted in listening tasks such as unknown vocabularies, unfamiliar topics, fast speech rate, and unfamiliar accents

Many teachers also get problems in teaching English because English class is usually boring and the student becomes passive. Snell (1999) states that the common problem for EFL teachers in traditional classrooms is dealing with passive classes where the students are unresponsive and avoid interaction with the teacher. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles is also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et al., 2008).

Students in SMAN 1 Way Jepara have low motivation in listening because most of them do not like English and have no interest in learning English. Only some of them like English because most of them think that English is difficult.

There are a lot of ways for the teacher to make the class interesting, and using songs is one of the ways. Shen (2009) defines a song as a combination of music and lyrics that possesses many intrinsic benefits, for example, a kaleidoscope of culture, expressiveness, reciting ability, and therapeutic functions, which render it an invaluable source for language teaching. Song also has many other benefits. Millington (2011)

states that songs can provide the opportunity for vocabulary practice. They are usually based on a theme or topic that can provide the context for vocabulary learning.

Medina (2002) stated while the learners are relaxed, they are also more attentive than usual and therefore, more receptive to learning. According to Brewster (2002), songs are motivating and fun and help develop positive attitudes toward the target language. the researcher gave the student question from the latest song

According to Hughes (1991:134), in macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining the gist of what is being heard or the listener should get the general idea of the information. The researcher used macro skills because in the curriculum, student needs to understand the songs and know the moral message from the songs.

According to Hughes (1991), in micro skill, to understand what someone says, a listener has to interpret intonation patterns, recognition of the function of structures, and cohesive devices, detect sentence constituents, and recognize discourse markers. The researcher used micro skills because students need to know the structure and sentences to understand the listening material.

To analyze the responses that the students had after they were taught using songs, the researcher gave them a questionnaire.

Gusviani (2014) states that the result of his study showed that the use of English songs was effective to improve students' listening comprehension, especially in terms of guessing the meaning and understanding the passage with an asymptote.

According to the consideration above, therefore, this study investigates whether or not using English songs as a technique improves students' listening comprehension. This study also investigated the students' responses after using English songs to developed students' ability in listening comprehension.

1.2 Identification of the Problem

1. Students in SMAN 1 Way Jepara have low motivation in learning English.
2. Students need a fun way to learn English.
3. Students have difficulty memorizing new words.

1.3 Research Question

Based on the background, the researcher formulated the research problem as follows:

1. Is there any significant improvement of students' listening comprehension after being taught by using songs in SMA N 1 Way Jepara?
2. What are the students' responses after being taught by using songs in SMA N 1 Way Jepara?

1.4 Objectives of the Research

with the formulation of the problems, the objectives of the research are:

1. To find out whether using songs significantly improved listening comprehension.
2. To find out students' responses after being taught by using songs in SMA N 1 Way

Jepara?

1.5 Uses of the Research

The findings of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the theory about listening comprehension.
2. Practically, the results of this research are expected to provide teachers with a new insight that might be taken as a guideline in teaching listening so that the students are able to comprehend English through listening songs.

1.6 Scope of the Research

The scope of this research was focused on using songs as a strategy or program to help the students to be able to improve listening comprehension. The class was given treatments by giving them listening material using songs they answered the question that is using macro & micro skills, macro skill is about the main idea of the song and get the general idea of the information, in micro skill to understand what someone says, a listener has to recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization). The learners, based on the curriculum, already had background knowledge about it. After the treatment researcher gave the student

questionnaire to see their response to the treatment, in terms of cognitive, affective, and conative.

1.7 Definition of Terms

There are terms needed to be defined in order to avoid misunderstanding and ambiguity, they are:

1. Listening

Listening is an active, purposeful process of making sense of what we hear (Helgesen, 2003).

2. Listening comprehension

Yousefinia (2012) declared listening comprehension means the process of understanding speech in a second or foreign language.

3. Song

According to Griffie (as cited in citra 2018) songs are vocally produced, linguistically meaningful and have melody.

4. Response

Paulina (2002) response is a behavioral act, response comes as a result of the entry of stimulus into the same mind with the sense of someone.

CHAPTER II

LITERATURE REVIEW

2.1. Definition of Listening Comprehension

According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard, and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Yousefinia (2012) declared listening comprehension means the process of understanding speech in a second or foreign language. Ahmadi (2016) states that the ability to understand the spoken language has an important role in second language learning and use. It is a necessary skill for classroom real communication activities. It is a skill for oral communication between native and non-native speakers.

Bozorgian (2012) defined listening comprehension as the primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading, and writing), it is often difficult and inaccessible for second and foreign language learners due to its implicit process. The secondary skill, speaking, proceeds with listening cognitively. Aural/oral skills precede the graphic skills, such as reading and writing, as they form the circle of language learning process language learners engages with the public (Thanajaro, 2000).

There are five skills in listening, as proposed by Omaggio (as cited in Azmi, 2013). The first one is Listening for Specific grammatical or lexical features. In this type of listening, the students have to listen to passages from which, later, they were asked some questions about specific lexical cues such as tenses, gender, or numbers. Next is listening for specific semantic, in which students have to decode the specific details which are read out in the passage, for example, the time, the location, the price, etc. Another type is the comprehension question. This is considered a pure listening test, as the students have to answer questions based on what they understand from the passage. The last one is the writing summary question. The purpose of teaching listening is to provide students with the ability to respond to English conversations (Azmi 2013).

2.2 Difficulties in Listening Comprehension

Buck (2001) identifies numerous difficulties which can be confronted in listening tasks, such as unknown vocabulary, unfamiliar topics, fast speech rate, and unfamiliar accents. Higgins (1995) studied Omani students' problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation.

Meanwhile, after examining 81 Arabic speakers learning English as a foreign language for academic purposes and their perceived LC problems, a study conducted by Hasan (2000) shows that 'unfamiliar words', 'difficult grammatical structures, and 'the length of the spoken text' are the most important message factors for listening problems.

Snell (1999) states that the common problem for EFL teachers in the traditional classroom is dealing with a passive class where the students are unresponsive and avoid interaction with the teacher. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles is also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et al., 2008).

2.3 Types of Listening

According to Syque (2002: 5), there are several types of listening:

1. Discriminative listening

Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. We learn to discriminate sounds and phonemes of the language and to discriminate between muscle and skeletal movements that signify different meanings.

2. Comprehension listening

In comprehension listening, we try to make sense of the meaning or to comprehend what others are really saying, and through understanding body language, voice, and others. It helps us understand what other person really means. In communication, comprehension often benefits from drawing out key facts and items from a long spiel.

3. Evaluative listening

In evaluative listening, we make judgments about what the other person is saying, whether something is good, bad, worthy, or unworthy. It is particularly pertinent when another person is trying to persuade us to change our behavior or our culture.

4. Appreciative listening

In appreciative listening, we seek certain information which will meet our needs and goals. For example, when we are listening to good music, poetry or stirring words of a great leader.

5. Empathetic listening

In empathetic listening, we seek to understand beliefs, models, emotions and goals of other people. This requires excellent discrimination and close attention to the nuances of emotional signals. We show the exposure we get by demonstrating our empathy in our demeanor toward them.

6. Therapeutic listening

In therapeutic listening, we are not only empathizing with the speaker but also using this deep connection in order to help the speaker understand, change or develop in some way.

7. Dialogic listening

In dialogic listening, we learn through conversation and engage interchange of ideas and information in which we actively seek to learn more about the person and how they think.

In this research, the researcher used discriminative listening because the student tries to learn to discriminate sounds and phonemes of the language.

According to Hughes (1991:134), there are two main divisions in terms of the listening comprehensions:

1. **Macro skill**

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining the gist of what is being heard, or the listener should get the general idea of the information.

2. **Micro skill**

In micro skill, to understand what someone says, a listener has to interpret intonation patterns (e.g. recognize stress and rhythm), recognition of function of structures (interrogative as request, imperatives e.g. sit down!), cohesive devices e.g. such as and which, detect sentence constituents, e.g. subject, verb, object, prepositions), recognizing discourse markers (e.g. Well; Oh, another thing is; Now, finally).

Brown (as cited by Solak, 2016) listening comprehension micro-skills for conversational discourse

are as follows.

1. Retain chunks of the language of different lengths in short-term memory.
2. Discriminate among the distinctive sounds of English.
3. Recognize English stress patterns and words in stressed and unstressed positions. Rhythmic structure, intonational contours, and their role in signaling information.
4. Recognize reduced forms of words.
5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

6. Process speech containing pauses, errors, corrections, and other performance variables.
7. Process speech at different rates of delivery.
8. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Detect sentence constituents and distinguish between major and minor constituents.
10. Recognize that a particular meaning may be expressed in different grammatical forms”.

Brown (as cited by Solak, 2016) macro-skills for conversational discourse are:

1. Recognize cohesive devices in spoken discourse.
2. Recognize the communicative functions of utterances according to situations, participants, and goals.
3. Infer situations, participants, and goals using real-world knowledge (pragmatic competence).
4. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects and detect such relations such as the main idea, supporting idea, and new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.
7. Develop and use a battery of listening strategies, such as detecting key

words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Furthermore, this research applied macro skill and micro skill because the researcher gave questions to the student, fill in the blank and true false questions. They need to know the sentence and understand the lyrics to answer the question given by the researcher.

2.4. Definition of Song

According to Griffe (as cited in citra 2018) songs are vocally produced, linguistically meaningful and have melody. So, it can be concluded that song is a piece of music that has words which are linguistically meaningful and sung by a singer.

The main parts of a song are music and words. While music itself is related with rhythm, a group of words without music to perform them, cannot be included as a song. Song are generally performed in a repetitive pattern that make them easy to be memorized. Repetitive pattern means that there are usually several lines of the song, which are repeated twice, or more. Songs are typically for a solo singer, though they may also be in the form of a duet, trio, or compotion involving more voices.

According to Iwasaki (2013), songs are a natural way to get children to pay attention to rhymes and a fun way to learn. according to Brewster (2002), songs are motivating and fun and help to develop positive attitudes towards the target language.

Schoepp (2001), states that adding the song will be valuable if it can be integrated with the language lesson. In other words, the song are a great media to use in the classroom for teaching language, especially for the foreign learner.

However, the teacher cannot use many kinds of songs that are spread out everywhere. They have to be selective about using the songs in the classroom. They have to consider the kinds of songs, the genre, and the level of difficulty.

2.5. Kinds of Song

Griffiee (as cited in Adawiyah, 2017) classified songs into five types based on their length and tempo:

1. All songs. It is called so because any activity can be used with this kind of song.
2. Short or slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy; such as sleeping.
3. Song that tells stories. It is a song that has a chronological order story. It has a beginning, a middle, and an end.
4. Long song. This kind of song is a song that is four minutes long or longer, and it is usually difficult to sing because it is fast.
5. Short song or fast song. This song typically has no repeating phrases or refrains. It is also has a quick tempo and a short time.

For further, Purcell (1992) classified songs for the classroom activity into two; folk songs and songs. He stated that folk songs are traditional songs that emerged from deep

culture and often marked special events in society. While the songs are songs are publicized widely, either through live performance or recording formation.

2.6. The Advantages of Using Song

The advantages of using song, according to Brewster (2002) as follows:

Linguistic Resource

- a. They allow new language to be introduced and structures and vocabulary to be reinforced and recycled.
- b. They present familiar language in new and existing forms and in a rich imaginative context
- c. They provide for lots of natural and enjoyable repetition.
- d. They can be used to develop all skills in an integrated way.
- e. They help improve all aspects of pronunciation. (See below)

A Psychological/Affective Resource

- a. They are motivating and fun and help develop positive attitudes towards the target language.
- b. They are non-threatening and the more inhibited child will feel secure when singing and chanting as a class or in groups.
- c. They can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off or teach to friends or to members of the family.

A Cognitive Research

- a. They help to develop concentration, memory, and coordination.

- b. They sensitize children to read rhyming and close as aids to meet these two meanings.
- c. Repetition enables children to predict what comes next and to consolidate language items.
- d. Accompanying actions or gestures help to reinforce meaning while channeling high levels of energy in a positive way.
- e. The variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles.
- f. They can be compiled into song/rhyme books to help children develop good study habits.

A Cultural Resource

- a. They are from authentic sources and can contribute to the cultural component of a language program. Children can be encouraged to compare with those in their own language.

A Social Resource

- a. Singing and chanting together is a shared social experience and helped to develop a class and group identity.
- b. They can be used as the basis for a performance or show.

2.7. The Disadvantages of Using Song

The disadvantages of using songs, according to Braun & Zaskalko (2017):

- 1. The omission of endings. When we listen to songs in English, we often can notice the passing of endings in different words. We can see it in lyrics of almost all modern English songs.

2. Spoken reduction. It is a short form of common words that we use in our speech when we speak fluently. For example, "gonna" is a short form of "going to". If you try to pronounce "going to" fluently it will sound like "gonna".
3. Breaking grammar rules.
 - Double negation. It is often used for making phrases more expressive:
 - Using pronouns in the wrong form.
 - The amplification of the degree of comparison of adjectives with the help of additional irregular forms.
4. Non-observance of a sequence of predicate and object.
5. Wrong forms of verbs in conditional sentences.

2.8. Procedures of Teaching Listening Through Songs

Discussing teaching listening through songs is incomplete before discussing teaching listening in general. There are some principles of teaching listening pointed out by Harmer (2001):

1. Encourage students to listen as often as possible.
2. Help students to prepare to listen.
3. Once may not be enough. Repeat!.
4. Encourage students to respond to the content of the listening, not just to the language.
5. Different listening stages demand different listening task.
6. Good teachers exploit listening task to the full.

In general, there are three-phase sequences in teaching listening, Richard (2008) are:

1. The pre-listening in this phase, the teacher prepares students for both top down and bottom-up processing through activities involving activating prior knowledge, making predictions, and reviewing key vocabulary.
2. The while-listening this phase, the teacher focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc.
3. The post-listening in the last phase typically involves a response to comprehension and may require students to give opinions about a topic.

According to Nation and Newton (2009), there are five conditions that will exist in the classroom:

1. Most of what the learners are listening to what is already familiar for them.
2. The learners are attracted to what will they learn and have willing to know further about it.
3. From the material, the learners do not know only some little parts of language features.
4. The learners can get new information from the language that they do not know before by giving clues and their background knowledge.
5. And it must be large quantities of input for learners.

There are some procedures that teachers can use as a basic way of teaching listening through songs Nunan and Miller (2002):

1. First, the teacher could type a song lyric that she/he wants to use.
2. Start by talking about the songs. The purpose is to find out whether students know or not about the songs that they will listen.

3. Teacher could write the title on the board and get students to predict some of the words they might hear.
4. Give the students a lyric handout of the song. Tell them to listen carefully to the song for filling in the blank words on the handout.
5. Have the students check their corrections with a partner.
6. Have the class sing the song along with the tape.

In this research, the researcher is using Nunan and Miller's theory of teaching listening to teach the student in the experimental class, with some modification because the researcher is teaching using zoom. The researcher using nunan and miller's theory because the procedures are suitable for the class.

2.9. Definition of Response

Response is something said or done in answer; reply or reaction (Bennett, 1975). While according to Paulina (2002), response is a behavioral act, response comes as a result of the entry of stimulus into the same mind with the sense of someone. According to Rosenberg and Hovland (as cited in Azwar, 2012), there are three components of responses that is called tripartite model. The first component is cognitive. This component can be identified by the representation of what someone's beliefs or thoughts toward something (Azwar, 2012). The measurable dependent variables from the cognitive component are based on perceptual responses and verbal statements of beliefs. The second component is affective, which is defined as an emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable

dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative (behavior). It refers to someone's tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

Response, according to Power (as cited in Dunkin, 1987), is any verbal or no-verbal act designed to fulfill the expectations implicit in the questions, commands, or requests of others. A response in a reaction to a question, experience, or some other type of stimulus. A response can come in many forms, including an answer to a question, an emotional reaction, or a reply.

Finding out students' responses after using song is also useful for teachers. Therefore, in this research, the researcher gave the students a questionnaire of responses by using a close-ended questionnaire that had Likert Scale.

2.10. Previous Research

Cheung (2001) did not experiment directly with experimental classes and controlled classes but generally observed teaching-learning English in the classroom in Hong Kong. He states that popular culture and songs include, can motivate students to learn English better than the usual treatment that their teacher gives. Automatically it will affect their need to learning English and lift their ability in the English language. He argues the use of popular culture has many benefits for teacher in the classroom if she/he wants to use it as his/her aid to teach the English language.

According to Rosová (2007) the results can be summarized. The lesson was interesting for 69 percent of the respondents, and 46 percent perceived it as enjoyable. For 90 percent the lesson was instructive and 87 percent wrote that the lesson went quickly. Moreover, 69 percent of the students were feeling relaxed, and 42 percent were also positive during the lesson. Nobody felt stressed or even negative. Furthermore, charts number five and six partly answer the main question of this diploma thesis if music helps with vocabulary acquisition, and to what extent. The numbers in chart five say that there was 39 percent of the students recalled some words, 39 percent recalled some phrases and, 20 percent recalled some sentences without music. The amount of vocabulary dramatically increased with the help of music, mainly as far as phrases are concerned (by 21%).

Dzanic and pejic (2017) state that The results showed that songs have a positive influence on the vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experiences and enhance their knowledge.

Ara (2009) states that her study is a study that uses a qualitative method which wants to deliver a piece of the fact how fun activities can improve the learning process, especially for the young learner, it proves as the result of her study that the learners' motivation is rising to learn the language where learning takes place through songs, rhymes, games, and other fun activities which are in line with their academic life.

2.11. Theoretical Assumption

There are many factors that cause listening comprehension to become a difficult skill to master. One of them is because they feel bored and not interested in the material. This leads the students to be more passive in class. Therefore, the teacher has to be more creative in facilitating students' learning so that the student feel happy and motivated. There is a technique that provides listening environments, which encourages students to listen to the material and to analyze the responses that the students have after they were taught using the songs the researcher gave them the questionnaire.

The researcher assumes that using songs can improve students' listening comprehension because using songs is a way that can make students motivated and enjoy during the class. because it is easy listening. Because using song have positive influence to the students, the students are expected to be better at listening comprehension.

2.12. Hypothesis

Based on the theories and the theoretical assumption, the researcher indicates hypothesis in this research as follows:

H1 There is a significant improvement in students listening comprehension after being taught using songs.

CHAPTER III METHOD

3.1. Research Design

The design is quantitative research the aim of this research is to find out if there is an improvement or not in students' listening comprehension using songs in the second grade of SMA N 1 Way Jepara. The design is to compare the student's comprehension in the pretest and posttest after the treatment. Hatch & Farhady (1982) The research design was presented as follows:

T1 X T2

Notes:

T1 : pretest

X : treatments

T2 : posttest

(Setiyadi, 2006)

3.2. Population and Sample

Research population, in Setiyadi (2018), means an individual who becomes the target of the research. On the other hand, the research sample is all individuals who are given the

material. The population of this research is students of SMA N 1 Way Jepara in the 2020/2021 academic year. The sample is students of class X1 IPA 4, which is selected by using purposive sampling. This class is chosen because their average score is higher than other classes.

3.3 Research Instrument

1. Pretest

The pretest is administered in order to find out the student's listening comprehension entry point before the treatments in the experimental class. Before they started to do the test, the researcher introduced who the researcher is and gave simple instructions for filling out the test. The test was a listening cloze test in which the researcher played a song and asked the students to listen carefully while filling in the blank words in the text. It took 40 minutes, and then they collected their paper test for the researcher. Before leaving the class, the researcher asked for their feedback after doing

2. Posttest

The aim of this test is to measure the students' listening comprehension after the treatments. The form of the test was similar to the pre-test. They also had 40 minutes for the post-test, and after that, the researcher compared the score result of the pre-test and post-test.

3. Questionnaire

The questionnaire is used to support the data about the students' responses related to the research. This questionnaire is used to analyze the responses that the students have after they were taught using songs.

The researcher used a close-ended questionnaire. Close-ended questionnaires meant that the researcher limited the respondents to answers. It made the researcher easier to analyze the data thus, the researcher did not need to waste much time analyzing unimportant data (Setiyadi, 2018).

The questionnaire is Modified from J.D. Benson et al. (2016) and translated into Bahasa Indonesia when the students filled in it.

3.1 Specification of Students' Attitude Questionnaire

Variable	Number of Items	Scale			
Cognitive	1,3,5,6,9,10,21,22,29, and 30	strongly disagree	disagree	agree	strongly agree
Affective	2,7,8,11,12,13,14,15,16,17,18, 25 and, 26	strongly disagree	disagree	agree	strongly agree
Conative	3,19,20,23,24,27, and 28	strongly disagree	disagree	agree	strongly agree

3.4 Research Procedures and Data Collecting Technique

1. Determining Research of the Problem

Pre-observation is held by the writer in order to determine the background of the problem in this research. It is found that The main problem of this research is whether or not songs will increase the students' listening comprehension achievement or not.

2. Selecting and Determining the Population and Sample

The population of this research was observed at the second grade of SMA N 1 Way Jepara in the 2020/2021 academic year.

3. Selecting the Materials

The researcher chose some songs as the material.

4 Administering the Pretest

The pretest was administered before treatment which is aimed at knowing the students' listening comprehension before being given the treatment. The researcher administered the pretest to students. Meanwhile, before conducting the pretest, the researcher explained the topic. The test is administered once.

5 Conducting the Treatments

In this research, the treatments were administered in three meetings. The researcher had about 90 minutes for each meeting. the researcher prepared three titles for the songs. Then, the researcher asked the students to listen to the song. After that, the researcher asked them to fill in the blank word and answer the false true question.

6 Administering the Posttest

The posttest was conducted after the treatment. The posttest aims at knowing the progress of listening comprehension through using songs. The test was administered once, after three meetings or treatments.

8. Analysis of the result of the pre-test and post-test

After giving the pre-test and post-test the researcher gave the result of the test.

9. Scoring

After giving a pre-test and a post-test, the researcher scored the data

10. Analyzing the test result (Pretest and Posttest)

After giving a pre-test and a post-test, the researcher analyzed the data by using t-test. It was used to know whether there was any significant effect on the students' listening comprehension after the treatments or not. It is computed through the SPSS program. After scoring the students' test of the questionnaire, the researcher got the result of the student's responses.

3.5. Scoring System

3.5.1 Pretest and Post Test

There are two tests in this research. The test belonged to the objective test because there was only one single correct answer for every test item. The test item would present 20 questions, 15 blank words, and five true false questions. After that, the researcher used the exact method as an approach for scoring the listening cloze test. This is a method that only gave credit or scores to the students who fill in the blank with the exact word that was originally deleted by the researcher. The researcher would give a score of five for each correct answer item test in the listening cloze.

The researcher also employed a formula from Henning (1987). The ideal highest score is 100 Each score of the pretest and the posttest was calculated by using the following formula:

$$PS = \frac{R}{N} \times 100$$

Notes:

PS : Percentage Score

R : the total of right answer

N : total item

PS = x 100

3.5.2 Questionnaire

3.5.2.1 Scoring system

The scoring system of the questionnaire is displayed in the following table.

3.2 Scoring system

No.	Degree of Agreement	Positive Statement	Negative Statement
1.	Strongly Disagree	1	4
2.	Disagree	2	3
3.	Agree	3	2
4.	Strongly Agree	4	1

Based on the table above, there were four points of the scoring system of the questionnaire from the likert scale such as strongly disagree, disagree, agree, and strongly agree with the different scores in each statement. However, there were some researchers from different research who had a suggestion about it so that the number of options in the questionnaire was not made odd but even. It means the questionnaire should be made even consist of 2, 4, or 6 options for the subject to have a good response for dealing with the statement based on their own opinion.

3.5.2.2 Rating Scale of the Questionnaire

Rating scale had function to find out the results of the questionnaire. The researcher analyzed the mean of the questionnaire in order to know students' responses toward using songs in teaching listening. The criteria were as follows:

Table 3.3. Criteria

Scale	Criteria
76-100	Strongly Agree
51-75	Agree

26-50	Disagree
0-25	Strongly Disagree

(sugiyono,2012)

3.5.2.3 The Percentage of the Questionnaire

To find out the number of answers of the respondents through the percentage that was typically used the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P : Percentage

f : Frequency of each answer

n : The number of ideal score

(Sugiyono, 2012)

The questionnaire was given to the students in order to find out the students' responses after using songs. The questionnaire consisted of 30 statements from cognitive, affective, and conative components.

3.6. Validity of the Test

Validity is a matter of relevance. A test is said to be valid to the extent that it measures what is supposed to measure. This means that it relates directly to the purpose of the

test. There are several types of validity. But in this research, the researcher only applied content validity and construct validity.

a. Content Validity

Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test. In content validity, the materials are made based on the curriculum used. To reach the content validity of the listening test, the materials were arranged based on the objective of teaching in the syllabus for second grade high school students.

b. Construct Validity

Validity is concerned with the test which is in line with the theory which is used to measure listening performance, it is examined whether the test questions actually reflect what it measured. If a test has construct validity, it is capable of measuring certain specific characteristics in accordance with a theory of listening. This type of validity assumes the existence of certain learning theories or constructs underlying the acquisition of abilities and skills. The researcher arranged the materials based on the objective of teaching in the syllabus for second-grade students of senior high school, the test was measured based on the concept of listening comprehension.

c. Validity of the questionnaire

In checking the validity of the questionnaire, *Pearson Correlation* in SPSS 16.0 for windows was used to know the validity of the questionnaire in each statement. The result of the validity could be seen in the table below:

Table 3.4 Validity of the Questionnaire

Statement	Sig (2-tailed)	Valid
S1	0,782	Valid
S2	0,507	Valid
S3	0,547	Valid
S4	0,585	Valid
S5	0,607	Valid
S6	0,616	Valid
S7	0,637	Valid
S8	0,633	Valid
S9	0,505	Valid
S10	0,519	Valid
S11	0,419	Valid
S12	0,676	Valid
S13	0,614	Valid
S14	2	Valid
S15	0,534	Valid
S16	0,497	Valid
S17	0,464	Valid
S18	0,405	Valid
S19	0,495	Valid
S20	0,516	Valid
S21	0,5	Valid
S22	0,571	Valid
S23	0,528	Valid
S24	0,553	Valid
S25	0,482	Valid
S26	0,453	Valid
S27	0,444	Valid
S28	0,547	Valid
S29	0,484	Valid
S30	0,486	Valid

3.7. Reliability of the Test

1. Listening Test

To measure the consistency of the listening test, the researcher used SPSS version 22.0 for windows in Intra class Correlation Coefficient to find out the reliability of the listening test by tabulating the scores of the pretest and posttest. There are some standards of reliability of the test as follows:

The formula of Product Moment:

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where : R = reliability

X = score of first variable

Y = score of second variable

(Pearson, 1948)

The standard of reliability (Slameto,1998 in Susan,2001):

- A. A very low reliability ranges from 0.00 to 0.19
- B. A low reliability ranges from 0.20 to 0.39
- C. An average reliability ranges from 0.40 to 0.59
- D. A high reliability ranges from 0.60 to 0.79

E. A very high reliability ranges from 0.80 to 0.100

$$\begin{aligned}
 r_{xy} &= \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\
 &= \frac{109550}{\sqrt{(88025)(137125)}} \\
 &= \frac{109550}{\sqrt{1098655}} \\
 &= 0,98 \text{ (high criteria)}
 \end{aligned}$$

2. Questionnaire

To measure the consistency of items in the questionnaire, the researcher used Reliability Analysis. Here, in order to find the reliability of the data, Cronbach Alpha Coefficient SPSS used that it was one of a kind reliability analysis. In other words, the Cronbach Alpha Coefficient was a correlation coefficient in which the data has been specific alpha starting from 0 to 1 (Setiyadi, 2018:165). The data obtained from the questionnaire was analyzed by using SPSS program.

To measure the reliability of questionnaire, the researcher used Cronbach's Alpha formula as follows:

$$r_x = \left(\frac{n}{n-1} \right) \left(1 - \frac{\Sigma a^2}{a^2 t} \right)$$

Where:

r_x : the reliability of the questionnaire

n : total of questions

Σat^2 : total of score items

at^2 : total of variants

The criteria of reliability as follows:

0.800 to 1.00 : very high reliability

0.600 to 0.800 : high reliability

0.400 to 0.600 : moderate reliability

0.200 to 0.400 : low reliability

0.000 to 0.200 : very low reliability

(Kimberlin and Wasterstein, 2008)

Table 3.5. Cronbach Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
.892	30

3.8. Data analysis

The researcher analyzed the data by using SPSS version 20.

1. The improvement of students' listening comprehension.

To find out the significant improvement in students' listening comprehension, the researcher compared the score of students' listening pre-test and post-test using Paired Sample T-Test.

2. The students' responses toward the listening using songs.

To find out what are students' responses, the data were descriptively analyzed.

Descriptive statistic was undertaken.

3.9. Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there is an improvement in students' listening comprehension after being taught using songs. The researcher used the repeated Measures T-test to find out the difference of the treatment effect.

Setiyadi (2018) The hypothesis was analyzed the significant level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that the probability of error in the hypothesis is only about 5 %. The hypothesis are as follows:

H1: There is a significant improvement in the students' listening comprehension after being taught using songs.

H0: There is no significant improvement in the students' listening comprehension after being taught using songs.

The criteria for accepting the hypothesis are as follows:

H0 is accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$)

H1 is accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$)

BAB V

Conclusion and Suggestion

5.1 Conclusion

This research was concerned on improving student's listening comprehension at SMA N 1 Way Jepara. Based on the research findings and discussions, the writer would like to present some conclusions as follows:

1. There was a significant improvement on the students' listening comprehension after they are taught using songs. It could be seen from the gain of students' listening mean scores in the pretest and the posttest and the significant value less than 5% ($0.00 < 0.05$).
2. Students' responses toward learning English after using songs in teaching listening comprehension is agree. The majority of students agree if the strategy is applied. They seem to more understand the material, they also look excited listening the songs, and they active during the learning process.

5.2 Suggestion

Considering the finding of the study, the researcher would like to recommend some suggestions as follows:

5.2.1 Suggestion for English Teacher

In this case, the researcher strongly recommends the use songs in teaching listening. However, using songs has been shown to be effective in improving students' listening comprehension.

5.2.2 Suggestions for Future Researchers

- a. This study focuses on the use of songs in teaching listening in the second grade at senior High School. The researcher suggests further researchers research at different levels such as college students.
- b. The researcher also suggests to conducting this research by taking the treatments more than 3 times in order to make students understand the material more clearly.

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