

**IMPROVING STUDENTS' LISTENING SKILL THROUGH SONGS
AT GRADE TEN OF SENIOR HIGH SCHOOL OF
MUHAMMADIYAH 2 BANDAR LAMPUNG**

Undergraduate Thesis

By:

Sindy Mindary Fitria



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER AND TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2023

ABSTRACT

IMPROVING STUDENTS' LISTENING SKILL THROUGH SONGS AT GRADE TEN OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 2 BANDAR LAMPUNG

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Sindy Mindary Fitria

Listening is one of the important skills that the student should have learned in learning a language, such as learning English. However, in learning listening, there are some problems occurred on the process of listening itself, and the students often find some problems to comprehend the words.

Therefore, the aims of this research was to find out whether there was any significant difference on students' listening skill after being taught through song. The sample of this research was 10.6 of Senior High School of Muhammadiyah 2 Bandar Lampung in the year 2022/2023.

This research was quantitative which used pretest and posttest experimental design. The pretest and posttest were administered to collect the data. The data were analyzed by using Paired Sample T-Test in SPSS version 26. The result of the result showed that there was any significant difference on students' listening skill after being taught through songs since ($p < 0.05$, $p = 0.00$). The mean score of posttest (76.02) was higher than pretest (60.16), and it gained 15.86. The result of the computation showed that the t-ratio was -15.649 and the t-table was 2.0369, because the P-value < 0.05 ($-15.649 < 2.0369$), it means that the H1 is accepted. So, it can be concluded that actively can significantly improve the students' listening skill at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung.

Keywords: *Improving, Listening, Listening Skill, Song*

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In

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**ENGLISH EDUCATION STUDY PROGRAM
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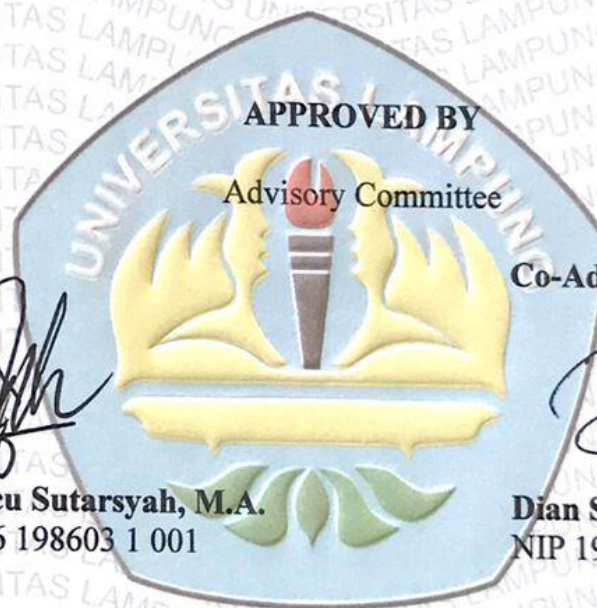


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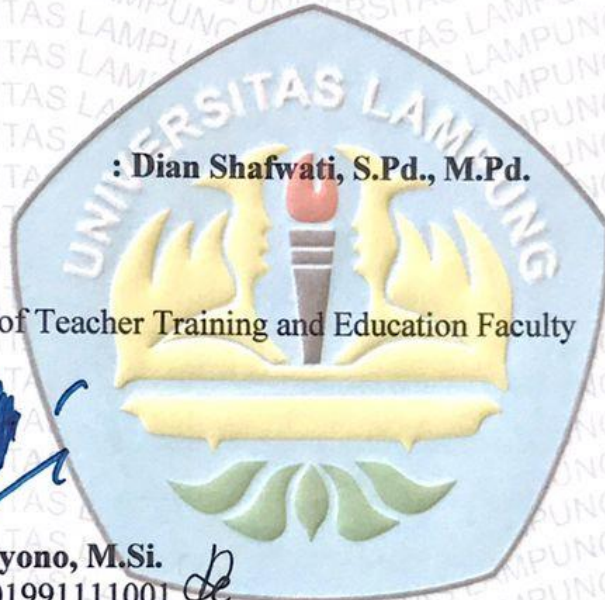
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Yang membuat pernyataan,



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The researcher's name is Sindy Mindary Fitria. She was born in Astra Ksetra, on December 30th 2000. She is the first child of Budi Sulaksono and Shinta Darmayanti S.Pd. She has a brother namely Ilham Ankdita, and a sister namely Afiyadita.

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MOTTO

بِالْعِبَادِ بَصِيرٌ اللَّهُ إِنَّ اللَّهَ إِلَىٰ أَمْرِي وَأَفْوَضُ لَكُمْ أَقُولُ مَا فَسْتَذْكُرُونَ (٤٠)
(Q.S. Ghafir 40:44) “And I leave my affairs to Allah. Indeed, Allah is Seeing of
His servants”

DEDICATIONS

This script is dedicated to:

My beloved parents

My beloved siblings

My big family

My lecturers at English Department

My friends of English Department batch 2019

My beloved almamater, University of Lampung

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It is important to be known that the researcher would never finish this script without any supports, encouragements, and assistances by several generous people. The researcher would like to take this opportunity to address her sincere gratitude and deep respect to :

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The researcher hopes that this research will be useful and beneficial for the readers and the other researchers.

Bandar Lampung, 17 April 2023

The Researcher



Sindy Mindary Fitria

TABLE OF CONTENT

Contents

TABLE OF CONTENT	xiii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Identification of the Problem	6
1.3 Limitation of the Problem	7
1.4 Formulation of the Problem	7
1.5 Objective of the Research	7
1.6 Uses of the Research	8
1.7 Scope of the Research	8
1.8 Definition of Terms	9
CHAPTER II	10
THEORETICAL FRAMEWORK	10
2.1 Concept of Listening	10
2.1.1 Definition of Listening	10
2.1.2 Types of Listening	13
2.1.3 Listening Problems	14
2.1.4 Strategies of Listening	17
2.1.5 Process of Listening	18
2.2 Concept of Listening Skill	20
2.2.1 Importance of Listening Skills	21
2.2.2 Ways to Improve Listening Skill	22
2.3 Concept of Song	24
2.3.1 Definition of Song.....	25
2.3.2 Function of Song	26
2.3.3 The Advantage in Using Song in Teaching Process.....	27

2.3.4	Guidelines and Tips for Effective Using Song to Enhance Learning in English Classroom	28
2.4	Procedure of Teaching Listening Skill.....	30
2.5	Theoretical Assumption	31
2.6	Hypothesis	32
CHAPTER III		33
RESEARCH METHODOLOGY		33
3.1	Research Design.....	33
3.2	Variables of The Research	34
3.3	Population and Sample of The Research	34
3.4	Data Collecting Procedure	35
3.4.1	Procedure of Pre-Test.....	35
3.4.2	Procedure of Post-Test	35
3.5	Data Collecting Technique.....	36
3.6	Instruments.....	37
3.7	Validity and Reliability of the Test	37
3.7.1	Validity	38
3.7.2	Reliability	39
3.8	Level of Difficulty	41
3.9	Discrimination Power	41
3.10	The Result of Try Out Test	42
3.11	Data Analysis Technique	42
3.11.1	Normality Test	43
3.11.2	Hypothesis Testing	43
3.12	Scoring System	44
CHAPTER IV.....		45
RESULTS AND DISCUSSIONS		45
4.1	The Result of The Research.....	45
4.2	The Students' Improvement.....	46
4.2.1	Score of Pretest.....	46
4.2.2	Score of Posttest	47
4.3	Normality Test	52
4.4	Hypothesis Test.....	52
4.5	Discussion	52

CHAPTER V	57
CONCLUSIONS AND SUGGESTIONS	57
5.1 Conclusions.....	57
5.2 Suggestion.....	58
REFERENCE.....	60

LIST OF TABLES

1. Table of Rating Scored for Listening Test.....	37
2. Summary of Specification of Listening Test.....	38
3. Distribution of Students' Score of Pretest.....	46
4. Distribution of Students' Score of Posttest.....	47
5. Identifying The Main Idea.....	48
6. Identifying Specific Information.....	49
7. Identifying Inference.....	50
8. The Students' Result of Micro Skill in Listening.....	50
9. The Improvement of Pretest and Posttest Score.....	51
10. The Analysis of the Hypothesis T-Test.....	52

LIST OF GRAPHS

1. The Students' Result of Micro Skill in Listening.....51
2. The Improvement of Pretest and Posttest.....56

LIST OF APPENDICES

1. Research Schedule.....	65
2. Reliability Analysis of Upper Group Try-Out Test.....	66
3. Reliability Analysis of Lower Group Try-Out Test.....	67
4. Reliability Analysis of Try-Out Test.....	68
5. Level Difficulty and Discrimination Power of The Try-Out Test.....	69
6. The Reliability Computation of The Data Collecting Instrument.....	70
7. Lesson Plan 1.....	71
8. Lesson Plan 2.....	78
9. Lesson Plan 3.....	85
10. The Result of Students' Pretest Score.....	92
11. Table Distribution of Students' Pretest Score.....	93
12. The Result of Students' Posttest Score.....	94
13. Table Distribution of Students' Posttest Score.....	95
14. Students' Score of Pretest and Posttest in Experimental Class.....	96
15. The Result Analysis of Students' Pretest.....	97
16. The Result Analysis of Students' Posttest.....	98
17. The Normality of Pretest and Posttest in experimental Class.....	99
18. The Analysis of The Hypothesis T-Test.....	100
19. Significance Table (T-Table).....	101
20. Pretest.....	102
21. Example of Students' Pretest.....	110
22. Key Answer of Pretest.....	113
23. Posttest.....	114
24. Example of Students' Posttest.....	122
25. Key Answer of Posttest.....	125
26. Pictures of Teaching-Learning Process.....	126
27. Surat Izin Penelitian.....	127
28. Surat Tanda Pelaksanaan Penelitian.....	128

CHAPTER I

INTRODUCTION

This chapter discusses the following points: introduction that deals with background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the problem, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Study

In the modern era, the ability to communication with other people to get information is very important, and the ability to master more than one language is crucial because the knowledge does not only come from our country, but also come from foreign countries. So, as the young generation, it is a must for us to master foreign language to get knowledge.

According to Patel and Jain (2008), many different languages are used in the world. Language is purely human and noninstinctive method of communicating ideas, emotions and desires by means of a system of voluntary produced symbols. Language is also essential for our survival and development as human being. It means that language also used by people to express idea, thought, opinion, and

feeling for communication. So, we can say that language is very important for individuals to live in a society.

According to Brown (2003), learning a second language is a long and complex understanding. Second Language Acquisition can be defined as a kind of language learning that people learn, besides their mother tongue, inside and outside classrooms. By learning the relative principles of the second language and improving the ability to use it, learners can master the language and use it properly. It means that English is a difficult language to used for many countries in the world, especially Indonesian.

In Indonesia, we used Bahasa Indonesia as our mother tongue or main language, and English as the second language or foreign language. In learning English there are four skills that must be studied by the students, they are listening, speaking, writing, and reading. These skills are related one to another, so it means English is still difficult to use in communicate every day. This is because many causes, that is low interested in listening comprehension, lack vocabulary owned, and strategy in listening English songs or conversations which not interesting.

As an English teacher should be creative to achieve the goal in teaching. Mostly, students get stress in process of learning when they are learning English, so that the teacher should think what elements need to be present in a language classroom to help the students learn effectively. As Jeremy Harmer (2007:133), said on his book activities and materials which frequently engage students include: games

(depending on age and type), music, discussions (when handled challengingly), stimulating pictures, dramatic stories, and amusing anecdotes, etc. Listening is also good for our students' pronunciation, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sound of both individual words and those which blend together in connected speech. Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on radio, in theatres and cinemas, or on tape, CDs or other recorded media. There are many methodologies that the teacher creates how teaching process would be fun.

One of the language skills should be mastered is listening. Listening also one of the important skills that the student should have learned in learning a language, such as learning English. This cannot be separated from the influences of listen in constructing students' vocabulary because listening has a potential to develop students' pronunciation.

Recent research has proved that listening skill especially in English affects the other language skills such as reading, writing, and speaking. For example, if the students listen to the song, their listening skill might improve and also their speaking skill because as they listen, they are not only listening to the song, but also they are seeing the way of the song speaks.

In learning listening, there are some problems occurred on the process of listening itself, and students often find some problems to comprehend the words.

According to Goh (1999) the most common problems faced by students in listening in the order of frequency are quickly forgetting what is heard, not recognising the words they know, understanding the message but not the intended message, neglecting next part while thinking about the meaning, unabling to form a mental representation from words heard. Apart from that, Goh also emphasizes the problem of concentrating and missing the beginning of text. Goh also suggests doing more investigations about learners' attitudes to their listening problems and how they deal with these problems.

Learning English through songs is one of the best method that the students can focus on the lesson better. Because in a song has the variety new words and phrases with many different themes, so the students can learn some items of vocabulary, rhym of language, and grammatical structures that relating to any topic. The fact that English songs for the students are often easy and simple topic that they like most to learn and the students will learn song by hearing it many times, maybe memorization occurs via repetition. Using songs in teaching English is the great way to teach language for students who can not understand fully all the lyrics but they still listen to the music and sing follow their teacher or music because they are very interesting. However, the teacher should not forget the main purpose that using songs in teaching English is only the tool in order to aim the students in English classroom. In short, I hope that using songs will be an effective way for students to enchance learning English and for teachers should choose suitable songs and create various activities to help students learn actively.

There are some previous research done by researchers related to improving students' listening skill through songs. The first researcher was conducted by Andreanto (2021) under the title "The Effectiveness of English Pop Song". In this previous research, the researcher concluded that the use of English pop songs for students at MTs Fathul Hidayah Lamongan was effective for improving students' English listening comprehension.

The second researchers were conducted by Setiyawan, Setiyadi, and Sudirman (2014) under the title "The Effectiveness of Teaching Listening Comprehension Through English Songs at Eleventh Grade". In this previous research, the researchers concluded that there was significant improvement of the students' listening comprehension ability after being taught through English songs. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test.

The third researchers were conducted by Srirejeki and Darmayanti (2019) under the title "Increasing Students' Listening Skill Through Song and Authentic Video Lyrics". In this previous research, the researchers concluded that the usage of songs and videos would ultimately be an effective teaching device to expand English as foreign language learners' listening skill.

Several studies have examined the effectiveness of students' listening skill through song, but there are still few that have examined the improvement of students' listening skill through song. It is found at students of Senior high school of

Muhammadiyah 2 Bandar Lampung when the researcher interviewed some of the students about teaching learning English language activities, especially about listening activity. When the teacher taught listening to English conversation or through text book, the teacher only instructed the students to listen it, then the teacher asked the question related to the conversation. Most of students cannot answer the questions because of the frequency are quickly and they do not understand what native speakers are saying. From all of the case about listening, the researcher was interested to have some techniques in teaching listening. The researcher would use song in teaching listening to achieve the students' listening comprehension in her research.

Based on the problems above the researcher is curious to know the influence of listening English song in improving listening skills at grade ten students, so that the researcher intends to examine the improvement of students' listening skills through songs at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung.

1.2 Identification of the Problem

According to the background of the study about improving students' listening skill through songs, the researcher would like to identify some problems as follows:

1. The students are lack of listening skills.
2. The students cannot understand what native speaker says.
3. The students cannot answer listening comprehension questions correctly.

4. Students' listening score was still low under the KKM, especially in listening.

1.3 Limitation of the Problem

Based on the identification of the problem above, the researcher will focused this research on the improving the students' listening skill through songs at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung in the academic year of 2022/2023.

1.4 Formulation of the Problem

Based on the background mentioned above, the researcher would like to formulate the problem : Is there any significant difference on students' listening skill after being taught through song at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung?

1.5 Objective of the Research

Based on the formulation above, the general objective of the problem is to evaluate the English teaching learning process especially in teaching learning listening at Senior High School of Muhammadiyah 2 Bandar Lampung. The objective of the study is to find out is using song is effectively to learn listening skill at Senior High School of Muhammadiyah 2 Bandar Lampung.

1.6 Uses of the Research

In relation to the research question and objective, the uses of the research are:

1. Theoretically, the result of this research is expected to support the previous theories dealing with improving students' listening skill through songs.
2. Practically, the result of this research is expected to be an alternative solution for English teacher in teaching, especially in improving students' listening skills; and to make the learning process more fun and interest, and also the students have motivation in the listening activity, especially through song to improve their understanding in listening skills.

1.7 Scope of the Research

This research is a quantitative research and conducted by administrating the pre-test and post-test at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung. There are five learning medias to improve listening skill, such as song, video, movie, recording, and podcast. It focuses on improving students' listening skill through songs. This research used six songs that almost all of the songs used American accent with slowly and clearly sounds, that make the students easier to improve their listening skill. The researcher chooses song to find out is using song is effectively to learn listening skill at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung in the academic year of 2022/2023. So that, the scope of this study is about improving students' listening skill through song.

1.8 Definition of Terms

In order to avoid misunderstanding, specific terms used in this study are defined accordingly:

Listening

Listening is a soft skill that allows people to understand the information others convey to them. It is part of the communication skill set that includes speaking skills, also known as verbal communication, and interpersonal skills.

Listening Skill

Listening skill is activity to identify and understand what others are saying, so it means that we need to understand the message that being sent.

Song

Song is defined as a set of words or short poems meant to be sung and set to a certain type of music.

Improving

Improving is the process of a thing move from one state to a state considered to be better. In this research, the posttest score of the students are higher than the pretest, and the students' score are improved.

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter the researcher reveals concepts related to this research. Concept of listening, concept of listening skill, concept of song, procedure of teaching listening skill, theoretical assumption, and hypothesis. They are presented as follows.

2.1 Concept of Listening

Listening involves identifying the sounds of speech and processing them into words and sentences. In other words, we can say that listening is receiving language through the ears or giving attention to a sound. When listening, a person hears what others are saying and tries to understand what it means. It involves selecting sound and directing attention to focus. Listening involves the desire to communicate and the ability to focus on certain sounds for discrimination and interpretation.

2.1.1 Definition of Listening

Listening is the first skill in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect

the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely speaking and writing.

According to Michael Purdy (1997: 5), listening as a linking function serves to build relationships. We build strong links with others by listening to who they are and what they mean. Listening is also our primary means of growth and intellectual development. According to Chomsky (2002:1), language is a natural object, a component of a human mind, physically represented in the brain and part of the biological endowment of the species. So, we can say that listening is receiving language through the ears that involves identifying the sounds of speech and processing them into words and sentences.

Listening is one of the most important skills you can have. It is the ability to accurately receive and interpret messages in the communication process and also defined as the key to all effective communication, because without the ability to listen effectively messages are easily misunderstood. So, we can say that listening is the process of receiving, constructing meaning from, and responding to spoken.

There are some definitions given by linguists :

- a. According to Lorena Manaj (2015: 31) listening is yet another necessitate in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of

receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.

- b. According to Brown (2004: 118) listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.

In order to become better listeners, the learners must think actively when they are listening. Listening is involved in many language-learning activities, both inside and outside the language classroom.

- c. Brown (2004: 4) defines listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. The next section will consider another way teachers can help ease the difficulty of listening: training students in different types of listening.

- d. Nation and Jonathan (2009: 37) “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening.”

Hargie in his book indicates the purposes of listening in some contexts. The purposes are as follows: 1) to focus specifically upon the messages being communicated by the other person, 2) to gain a full, accurate insight into the other person’s communication, 3) to critically evaluate what others are saying, 4) to monitor the nonverbal signals accompanying the other person’s verbal messages, 5) to convey interest, concern and attention, 6) to encourage full, open and honest expression, 7) to develop an ‘other-centered’ approach during interaction, 8) to reach a shared and agreed understanding and acceptance with others about both

sides' goals and priorities. It can be concluded from the explanation above that listening happens because of functions and purposes.

Based on the definitions above, the researcher concludes that listening is an activity that is carried out by someone by hearing a sound and finding out the meaning of what has been heard.

2.1.2 Types of Listening

In listening we are doing so for many different reasons depending upon the goals in which we are trying to achieve. According to Brown (2004: 120), there are four different types of listening that are essential to know when deciding what your goal as the listener is. There are appreciative listening, emphatic listening, comprehensive listening, and critical listening.

a. Appreciative Listening

This type thinks about the music you listen to, because you usually listen to the music because you enjoy it. The same can be said for appreciative listening when someone is speaking. Some common types of appreciative listening can be found in sermons from places of worship, from a motivational speech by people we respect or hold in high regard, or even from a standup comedian who makes us laugh.

b. Empathic Listening

This type of listening you are trying to identify with the speaker by understanding the situation in which he/she is discussing. Your goal during

this time is to focus on the speaker, not on yourself. Where, you are trying to understand from the speaker's perspective.

c. **Comprehensive Listening**

This type is about watching the news, listening to a lecture, or getting directions from someone, you are listening to understand or listening to comprehend the message that is being sent. This process is active, for example in the class, you should be focused, possibly taking notes of the speaker's main ideas. Identifying the structure of the speech and evaluating the supports he/she offers as evidence. This is one of the more difficult types of listening because it requires you to not only concentrate but to actively participate in the process.

d. **Critical Listening**

This type is about listened closely to the salesperson when you went to compare brands. Or perhaps your best friend is telling you about some medical tests he/she recently had done. Critical listening is listening to evaluate the content of the message. As a critical listener you are listening to all parts of the message, analyzing it, and evaluating what you heard.

2.1.3 Listening Problems

According to Azmi, et. al. (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are quality of

recorded materials, cultural differences, accent, unfamiliar vocabulary, length and speed of listening.

a. Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening.

b. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension.

c. Accent

Many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension. Buck (2001) indicated that when listeners hear an unfamiliar accent such as Indian English for the first time after studying only American English will encounter critical difficulties in listening. This will certainly interrupt the whole listening comprehension process and at the same time an unfamiliar accent makes comprehension impossible for the listeners.

d. Unfamiliar Vocabulary

According to Azmi et. al. (2014), when listening texts contain known words it would be very easy for students to them. If students know the meaning of words this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

e. Length and Speed of Listening

Azmi et. al. (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers speak too fast, students may have serious problems to understand L2 words. In this situation, listeners are not able to control the speed of speakers and this can create critical problems with listening comprehension.

According to Seferoglu and Uzakgoren (2004), some other listening comprehension problems are related to the kind of listening materials. The researchers emphasized that listening is not of great importance and teachers do not teach listening strategies to their learners. Bloomfield (2010) and Walker (2014) expressed that one of the serious problems of listening comprehension is

related to the pronunciation of words that is different from the way they appear in print. Due to the fact that the spoken language varies to the form of the written language, the recognition of words that make the oral speech can create some difficulties for students.

2.1.4 Strategies of Listening

According to Vishnawath Bite (2013, 3), listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input, there are top-down and bottom-up.

a. Top-down strategies are listener based

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include :

- listening for the main idea
- predicting
- drawing inferences
- summarizing

b. Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include :

- listening for specific details
- recognizing cognates

- recognizing word-order patterns

2.1.5 Process of Listening

According to Vishwanath Bite (2013: 2-3) the process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

a. Step 1 - Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- these selective perception is known as attention, an important requirement for effective listening.

b. Step 2 - Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.

c. Step 3 - Remembering

Remembering is important for listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory what is remembered may be quite different from what was originally seen or heard.

d. Step 4 – Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon ; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases.

e. Step 5 – Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

Based on the explanation above, to listen means that we need to make a conscious effort not to just hear what people are saying but to take it in, digest it and understand. Not only does listening enhance your ability to understand better and make you a better communicator, it also makes the experience of speaking to you more enjoyable to other people.

2.2 Concept of Listening Skill

EFL and ESL learners, teachers and practitioners all around the world have known that among the four language skills, listening and reading are categorized as receptive skills, while speaking and writing are productive skills. Even though listening and reading both are receptive skills, but they are different especially in the medium that is used. Medium used in listening is spoken utterances, meanwhile in reading is written text. The other differences are the speed of the input and also the use of cognates; cognates are the words that are similar in two languages, in reading cognates are easy to be spotted and will not be a problem, but in listening the sound of two similar words or cognates are quite different and it will not help the listeners, but in fact it will make the listening become tricky.

Listening skill is a key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. There are some definitions given by linguists :

- a. Listening skill is the communication process, according to Johnson (1951) and Hampleman (1958), while it is to distinguish words from recognizing other words.
- b. Vishwanath Bite (2013:1) defines Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking.

Finally, it can be concluded that listening is one of the abilities of every human being that can be seen directly and includes the first ability possessed by every human being, but not everyone in the world can listen to English quickly except those who are native speakers that spoke in English from the first. Everyone can learn English both inside and outside the classroom. Listening skill is the ability to actively understand the information given by the speaker. This can also include providing speaker feedback, such as asking pertinent questions, so the speaker knows the message is being understood.

2.2.1 Importance of Listening Skills

Cheung (2010) discussed the importance of listening comprehension in learning English as a foreign language and argues that more emphasis should be given to listening comprehension in his study. His study cited significant research findings in SLA and reviewed the relationship between listening comprehension and language learning suggesting that listening is prerequisite to other skills and it should be the primary skill to be acquired in language learning.

Good listening skills make workers more productive. According to Vishnawath Bite (2013, 5), the ability to listen carefully will allow a person to:

- Understand assignments in a better way and find what is expected
- Build rapport with co-workers, bosses, and clients
- Show support
- Work better in a team-based environment
- Resolve problems with customers, co-workers, and bosses
- Answer questions
- Find underlying meanings in what others say.

2.2.2 Ways to Improve Listening Skill

Hearing and listening are two different activity. Hearing is passive whereas listening is active. Listening is a psychological process and a very helpful skill. It can therefore be improved by regular practice.

According to Vishwanath (2013: 5-6) here are some of the tips which can help the person to improve his Listening skill:

- a. Face the speaker, means you should sit up straight or lean forward slightly to show your attentiveness through body language.
- b. Maintain eye contact to the degree that you all remain comfortable.
- c. Minimize external distractions, means that if your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation. For example turn off the TV,

put down your book or magazine, and ask the speaker and other listeners to do the same.

- d. Minimize internal distractions, means that if your own thoughts keep horning in, simply let them go and continuously re-focus your attention on the speaker, much as you would during meditation.
- e. Respond appropriately to show that you understand, for example you could murmur like “uh-huh” and “um-hmm” or nod, raise your eyebrows, say words such as “Really,” “Interesting,” as well as more direct prompts: “What did you do then?” and “What did she say?”
- f. Focus on what the speaker is saying

Try not to think about what you are going to say next. The conversation will follow a logical flow after the speaker makes her point.
- g. Keep an open mind, wait until the speaker is finished before deciding that you disagree and try not to make assumptions about what the speaker is thinking.
- h. Avoid letting the speaker know how you handled a similar situation unless they specifically ask for advice, assume they just need to talk it out.
- i. Even if the speaker is launching a complaint against you, wait until they finish to defend yourself. The speaker will feel as though their point had been made. They won't feel the need to repeat it, and you'll know the whole argument before you respond. Research shows that, on average, we can hear four times faster than we can talk, so we have the ability to sort ideas as they come in and be ready for more.

- j. Engage yourself by ask questions for clarification, but wait until the speaker has finished. That way, you won't interrupt their train of thought. After you ask questions, paraphrase their point to make sure you didn't misunderstand.

There are many ways to improve listening skill, such as practice listening by being aware of what you do when someone is talking to you or do it by writing down what you heard, understood and acknowledged after an in-person interaction with someone, or listen to songs, audiobooks or podcasts without any text in front of you. Try listening to no more than four-minute clips and replay them to see how much information you can retain. This will help you to become more aware of your role as a receiver of information.

2.3 Concept of Song

According to Hornby (2000: 1281) "Song is a short piece of music with words that you sing". A song is a tone or sound art composition in sequence, combination, and the temporal relationship (usually accompanied by a musical instrument) to produce a musical composition having unity and continuity (containing rhythm). A song can be sung solo, both (duet), three (trio) or the rollicking (choir). In music, the song is a composition for voice performed by singing or alongside musical instruments. Here are the more explanation about song.

2.3.1 Definition of Song

Song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward.

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. As Griffiee (1992) say that “the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.” In the same field, Griffiee also states that:

Songs have elements in common with speech and poetry, they are a unique form. Both songs and speech are vocally produced, are linguistically meaningful and have melody. Both songs and poetry use words to convey meaning, both are usually written down before publication, both can be put to music and both can be listened to.

One advantage of using songs in the basic learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why

songs can be considered a valuable pedagogical tool. Songs can help basic learners many skills, like listening skills and pronunciation, therefore potentially helping them to enhance their speaking skills (Murphey,1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun.

Finally, it shows that a song is a piece of musical composition of words, verse, or poem which is sung or uttered with modulation of the voice which expresses the thought and feeling. Many people can be moved to tears or other strong emotions by music, and song can acquire strong emotional associations with people, events, and places. Song has personal quality that makes the listeners react as if the songs were being sung for the listener personally. The researcher also assumes that listening to English songs can be one of the alternative media in concerning Senior High School students' enhancement to their learning English ability.

2.3.2 Function of Song

The functions of song according to Lo and Li (1998), “songs are invaluable tools to develop students' abilities in listening, speaking, reading and writing, and can be used to teach variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverbs.” Furthermore, Weda claim that the teaching of English to young learners by using songs has many benefits. One of

those benefits is the students will feel comfort and relax because of its good atmosphere that enhance their proficiency.

In the same field, Lo and Li (1998) also explain that the activities through songs offer a great deal of advantages in promoting of English, they therefore state that the advantage of songs is stimulating students' interest and enhancing their involvement.

From the explanation above, there are many functions of songs in the view of linguistic, psychology, cognitive, social and culture. It is used not only for fun, but also for education as in teaching English especially in improving students' vocabulary. It also can be considered that songs with easy text would help the students develop English proficiency, especially vocabulary.

2.3.3 The Advantage in Using Song in Teaching Process

According to Pratiwi (2018), there are many advantages in using songs in the language classroom as follows :

- a. Songs and music can be used to relax students and provide an enjoyable classroom atmosphere
- b. Songs contain examples of colloquial speech. The natural language of songs as opposed to the artificial language in many textbooks, so it takes language input
- c. Every song is a culture capsule containing within itself a significant piece of social information, of it has much cultural input

- d. Songs can be used as texts in the same way that a poem, short story or novel or any other piece of authentic material can be used
- e. Songs and music as supplements; can be used to supplement a textbook or can serve as the text itself
- f. Songs have much related to students' interest
- g. Other advantages related to teaching which has several correlation with teaching in many aspects as follows:
 - Song can be used as a launching pad for conversation
 - Songs are especially good at introducing vocabulary because it provide a meaningful context for the vocabulary
 - It provides a natural context for the most common structures such as verb, tenses, and prepositions
 - Songs can be provided for some languages with a suitable way to teach and practice the several skills.
 - It can be used for pattern practice and memory retention.

2.3.4 Guidelines and Tips for Effective Using Song to Enhance Learning in English Classroom

According to Pratiwi (2018), there are some general guidelines to consider for implementing song:

- a. Be sure that the lyrics are clear and loud enough for hearing without straining.
- b. Carefully assess the vocabulary level of the lyrics.
- c. Carefully screen the song's lyrics for appropriate content in terms of cultural sensitivities, paying particular attention to the specific variety of cultures and belief systems represented within the class and use common sense.

- d. Use shorter, slower songs for beginner level students, moving gradually toward longer, faster songs with fewer high frequency vocabulary items.
- e. Encourage participation by including music from genres that students express an interest in.
- f. Encourage participation by presenting music in a relaxed and natural way. (Even if you are not confident of your own singing skills, you can very effectively use recorded materials from cd's, youtube videos, etc.). Most students will participate at whatever level they are comfortable. Sometimes this can be just listening, learning, and toe tapping. Many will enjoy singing, especially if they come from cultures where musical performance/production is a more integral part of life. Many cultures enjoy karaoke, and this experience can be utilized effectively to practice oral production of English.
- g. Pick songs that you yourself enjoy, because your interest and enthusiasm will be transferred to the students, and the lesson will be more successful.
- h. Musical experiences need to be related specifically to language concepts being taught. They can be used to introduce new learning, to practice the concepts, and to review previous learning.

Based on the statements above, it shows that song or music is a manifestation of culture and has been used in classes in many ways and for different reasons, through music which creates a relaxed learning environment for students. In general, songs and music affect our emotions; many people can be moved to tears or other strong emotions by music, song can acquire strong emotional associations with people, events and places.

2.4 Procedure of Teaching Listening Skill

Given the importance of good listening to maximize success in and out of school, it may be wondering if there are guidelines for teaching it. According to Philip (1993 : 95), here some general guidelines for doing action songs in class:

- a. Play the song once or twice with the students just listening, so that they begin to absorb the tune and rhythm.
- b. Play and sing the song again and get them to clap the rhythm and the tune of music.
- c. Get them to join the action with you.
- d. Ask them if they can tell you what the song means with the action explain anything they do not understand.
- e. Play the song again and ask the students join with the action, and sing along with the words if they wish.

Based on the general guidelines for doing songs in class, the researcher applied those guidelines to be teaching procedure as follows :

1. Pre-Listening
 - a. Tell the students about the goal for every listening to the song activity by stating a purpose. It will give students guidance to know where to focus.
 - b. Ask some questions to the students about their personal experiences with the topic and asking their favorite song.
 - c. Give an example of songs and playing the song in the class, so that the students can listen the song and begin to absorb the tune and rhythm.

2. While Listening

- a. Give the students a worksheet of the song chorus and ask them to fill the empty lyrics.
- b. Ask the students to check their answer together with the teacher in order to know the wrong answers.
- c. Ask the students to read the lyrics aloud together with the teacher in order to give them a correct pronunciation.
- d. Play the song again and try to find out the main idea of the song lyrics together with the teacher.

3. Post-Listening

- a. Ask the students to find out the unfamiliar vocabulary and also ask them to find the meaning through dictionary.
- b. Ask the students to find the meaning of the song lyrics together with the teacher.
- c. Ask the students whether there is any difficulty in teaching and learning process.

2.5 Theoretical Assumption

Students' listening skill can improve through various techniques. The same techniques might be better to apply in listening skill. A possible technique can be matched with students' purpose in listening. An appropriate technique considers develop students' listening skill.

Based on the explanation above, it can be assumed that song can be used to increase students' listening skill in identifying the specific information from the song lyrics for Senior High School. It makes the students aware of their purpose of listening and makes them enjoy the listening activity.

A song is a composition made up of lyrics and music, with the intent of the lyrics being sung, for the purpose of producing a proportionate feeling or emotion in relation to a particular matter. Song can be say an appropriate technique which can be used to increase students' listening skill. Therefore, the researcher concludes that song is a better technique in increasing students' listening skill, because it is enjoyable for study which means song has good and short lyrics that can be easy to be understood.

2.6 Hypothesis

Based on the theories and explanation presented, the researcher proposed hypothesis as follows:

Alternative hypothesis (HA) : There is significant difference of students' listening skill after being taught through songs.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research design, variables of the research, population and sample of the research, data collecting procedure, data collecting technique, instruments, validity and reliability of the test, level of difficulty, discrimination power, the result of try out test, data analysis technique, and the scoring system.

3.1 Research Design

In this research, the researcher used quantitative research based on experimental design. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal variable. Which is the ability to reach valid conclusion about the experimental treatment on the dependent variable. It means that experimental design is research design that is used to find the influence of one variable research.

In this research, were used pre-test and post-test design. The researcher used two classes as the try-out class and the experimental class. The students were given pre-test, treatments, and post-test. The treatments of teaching listening skill

through songs will be implemented three times. According to Setiyadi (2006:143), one group pre-test post-test design is represented as follows:

$$G = T1 \ X \ T2$$

- G : The group (one class)
- T1 : Pre-test
- X : Treatments, is the application of using English songs.
- T2 : Post-test

This research used the design for the research question that is used to find out whether there is any significant difference on students' listening skill after being taught through song.

3.2 Variables of The Research

There are two variables in this research, those are the use of songs and listening skill. Where the use of songs is the independent variable and listening skill is the dependent variable.

3.3 Population and Sample of The Research

The population of this research is the first grade at Senior High School of Muhammadiyah 2 Bandar Lampung. There were six classes with 206 students in the first grade of Senior High School of Muhammadiyah 2 Bandar Lampung. However, a class which consisted of 33 students were involved to be the participants of this research. In determining the sample, the researcher used two purposive sampling technique and used two classes which are class 10.5 as the try out class and class 10.6 as the experimental class.

3.4 Data Collecting Procedure

In this research, the procedure of data collection arranged as the following steps :

3.4.1 Procedure of Pre-Test

Some procedures used in post-test in this research are :

1. Firstly, before conducting the pre-test, the researcher asks the students to sit individually and collect the students' smartphone.
2. Next, the researcher distributes the students' worksheets.
3. Then, the researcher asks the students to pay attention to the audio.
4. After that, the researcher asks the students to focus with the questions and the answer sheets.
5. When the time is up, the researcher takes the worksheets.

3.4.2 Procedure of Post-Test

Some procedures used in post-test in this research are :

1. Firstly, before conducting the post-test, the researcher asks the students to sit individually and collect the students' smartphone.
2. Next, the researcher distributes the students' worksheets.
3. Then, the researcher asks the students to pay attention to the audio.
4. After that, the researcher asks the students to focus with the questions and the answer sheets.
5. When the time is up, the researcher takes the worksheets.

3.5 Data Collecting Technique

Some techniques used in collecting data in this research are :

1. Pre-Test

The pre-test was administrated in the experimental class before giving the treatment. The pre-test conducts the testimony for learning process. The students were given some audios which consists of 30 questions of multiple choice.

2. Treatment

The researcher taught listening to the songs in the experimental class. The researcher conducted three times for the treatments, which means 6x30 minutes.

3. Post-Test

The experimental class was given post-test and will be held in the end. The post-test will be given to the experimental class after giving the treatment. It will be given in order to know whether using English song is more effective or not in learning listening comprehension. The test will be given some audios and consists of 30 questions of multiple choice.

This also means that the students' score will range from zero and the highest score is 100 as the result of the study. According to Irana, Hayati, and Kurniawan (2021: 20), when scoring the students' worksheet, the rating as follow :

Table 1. Rating scored for listening test

Score	Category
86-100	Very Good
71-85	Good
56-70	Average
46-55	Poor
0	Very Poor

3.6 Instruments

In conducting a research, the researcher used instruments to obtain the data to be analyzed. According to Arikunto (2006), Instrument is the device the researcher uses to collect data called instrument. The researcher is used the test for collecting the data. The test is used to know the students' listening skill through song.

In this research, the researcher got the data which come from listening test. At first, the pre-test was administered to the students before giving the treatment to measure their initial ability in listening. The listening test based on the material in the syllabus. Post-test was administered to the students after giving the treatment to know their improvement in listening skill through song.

3.7 Validity and Reliability of the Test

Reliability and validity are the fundamental requirements for the quality of language tests and other educational and psychological measurements. They are also called reliability or consistency. Validity refers to the extent to which a test paper can meet the purpose of the assessment. It is a matter of correctly interpreting the scores purposefully. Meanwhile, reliability refers to the degree to

which the test results of a test paper are consistent, that is, the test results are not affected by external factors such as time, proctors, and classrooms.

3.7.1 Validity

To measure whether the test has a good validity, this research used content, construct, and face validity. The validity of the test in this research relates to :

1. Content Validity

According to Hatch and Farhady (1982:251), content validity is extended to which a test measure representative sample of the subject matter contents, the focus of the content validity is adequacy of the sample and simply on the appearance of the material. It means, the material should be based on the basic competence in the syllabus of the first grade of Senior High School. In basic competence 3.9 mentioned *interpret social functions and elements related to the song lyrics teenage life SMA/MA/SMK/MAK*. Then the researcher makes the test and lesson plan based on basic competencies.

In order to fulfill the criteria of construct validity, the table of specification of listening aspect which was modified from the theory proposed by Hughes (1991:134), the test instrument can be seen below :

Table 2. Summary of specification of listening test

No.	Types of Listening Comprehension	Items Numbers	Percentage (%)
1	Identifying the main idea	1, 16, 19	10%
2	Identifying specific information	2, 5, 6, 7, 8, 9, 11, 12, 17, 21, 22, 23, 24, 26, 27, 28, 29, 30	60%

3	Identifying inference	3, 4, 10, 13, 14, 15, 18, 20, 25	30%
	Total	30 items	100%

2. Construct Validity

According to Hatch and Farhady (1982:251), construct validity concerned with whether the test was actually in line with the theory of what it means to know the language that was being measured. To achieve the construct validity, the test was adopted from the indicators of Basic Competence that have been formulated before in syllabus.

3.7.2 Reliability

According to Hatch and Farhady (1982:243), reliability of the test can be defined as the extent to which a test produces consistent result when administrated under similar conditions. In other words, Reliability of the test defined as the extent to which a test produces consistent result when administrated under similar conditions. Split-half technique used to estimate the reliability between odd and even group, *Pearson Product Moment formula* was used as follows :

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \sum y^2]}}$$

Where :

rl : Coefficient of reliability between odd and even numbers items

x : Odd number

y : Even number

x^2 : Total score of odd number items

y^2 : Total score of even number items

xy : Total number of odd and even numbers

According to Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982), to determine the reliability of the whole test after getting the reliability of half test, the researcher used :

$$r_k = \frac{2r_l}{1 + r_l}$$

Where :

r_k = The reliability of the whole test

r_l = The reliability of half test

The criteria of reliability are :

0.90 – 1.00 = High

0.50 – 0.89 = Moderate

0.00 – 0.49 = Low

However, a strong positive correlation between the results of the measuring instrument is an indication of Reliability. The Reliability of the measuring instrument is an essential consideration for the results of the study to be healthy. Therefore, researchers should ensure that measuring instrument used is reliable.

In this research, the result of the reliability of the try out test was (1.00) (see appendix 6). It could be inferred that the test had very high level of reliability, in the range 0.80-1.00. The researcher also used *Spearman Brown's Prophecy Formula*, the result of the reliability of whole items was (0.98) (see appendix 6). It could be inferred that the test had high level of reliability in the range 0.90-1.00. Therefore, it can be concluded that the test was reliable.

3.8 Level of Difficulty

To see the level difficulty, the researcher used :

$$LD = \frac{R}{N}$$

Where :

LD = Level of difficulty

R = The number of students who answer correctly

N = The number of students who join the test

According to Shohamy (1985), the criteria are :

<0.30 = Difficult

0.30 – 0.70 = Average

>0.70 = Easy

The researcher prepared multiple choices consisted of 40 numbers in try out test.

The result of try out test showed that there were 19 numbers categorized as easy items, 21 numbers categorized as average items, and there was no item categorized as difficult item (see Appendix 5).

3.9 Discrimination Power

The discrimination power was used to discriminate between strong and weak examinees in the ability being tested. To determine the discrimination power, the researcher divided the try out class into two groups, upper and lower students.

The formula is :

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Where :

DP = Discrimination power

U = The proportion of upper group students

L = The proportion of lower group students
N = Total number of students

For the results of discrimination power, (see Appendix 5).

3.10 The Result of Try Out Test

Before conducting the pre-test, the researcher administered a try out test in January 9th 2023 at SMA Muhammadiyah 2 Bandar Lampung. The form of the test was multiple choice consisted of 40 numbers. After analysing the result, the researcher got 16 items were good, 14 items were satisfactory, and 10 items were poor and it will be dropped as the consideration that the items were not good enough to be administered in the pretest and posttest (see Appendix 5). For the result of the try out test reliability (the coefficient correlation of the whole items) was 1.00 (see Appendix 6).

3.11 Data Analysis Technique

After collecting the data, the researcher analyzed the data. In analyzing the data, all calculations here will be analyzed by using SPSS. Therefore, the researcher follows several stages by using the normality of the test, and hypothesis testing.

The criteria as follows :

0.00 – 0.19	= Poor
0.20 – 0.39	= Satisfactory
0.40 – 0.69	= Good
0.70 – 1.00	= Excellent

3.11.1 Normality Test

The tests of normality employed are Kolmogorov - Smirnov. The normality test in this study is used to know whether the data in experimental class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS 26 (Statistical Package for Social Science).

The steps for calculating the normality test on each score data are as follows :

a) Formulation of the hypothesis

Ho: The sample comes from a normally distributed.

Ha: The sample comes from a population that is not normally distributed.

b) While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if sig. $> \alpha = 0.05$

Ha is accepted if sig. $< \alpha = 0.05$

3.11.2 Hypothesis Testing

The hypothesis testing is used to prove whether the hypothesis process in this research is accepted or not. The hypothesis for this research question analyzed by using paired sample t-test of SPSS 26 (Statistical Package for Social Science) for windows.

Ho : There is no any significant difference of students' listening skill after being taught through songs.

H1: There is significant differences in students' listening skill after being taught through song.

If P-value < 0.05 H1 is accepted

The researcher used the level of significance 0.05 in which the hypothesis is approved if $\text{sign} < P$, it means that the probability of error in the hypothesis is only 5%.

3.12 Scoring System

In scoring students' result of the pre-test, percentage score will be used. The range score will be 10-100. The score will be calculated by using as follows :

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

Where :

S : score of test
R : total of right answers
N : total items

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses conclusions and suggestions. The following is the elaboration of each point.

5.1 Conclusions

Based on the finding of chapter IV, it showed that the students' listening skill at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung can be improved through song. It could be seen by the students' mean score was increased. The mean score of pretest was 60.16, while the mean score of posttest was 76.02. Also, the result of the computation shows that the t-ratio is -15.649 and the t-table is 2.0369, where the P-value < 0.05 , $(-15.649 < 2.0369)$. It means that the H1 is accepted, so it can be stated that song can improve the students' listening skill.

Furthermore, there was a significant improvement in the mean score of each test. It was also indicated by teaching listening skill through song could be improved because the students learnt in enjoyable and fun way. Based on the explanation above, it can be concluded that song actively can significantly improve the

students' listening skill at grade ten of Senior High School of Muhammadiyah 2 Bandar Lampung.

5.2 Suggestion

From the conclusion above, the researcher would like to give some suggestions as follows :

1. For The English Teachers

Song can be a way to teach and improve the students' listening skill, so that the teacher should consider to implements such strategy which will improve the students' listening skill. Because as an English teacher should be more creative when giving the listening materials, so that the students could enjoy the class and it would make the students not bored to hear the audio. Not only that, the teachers should also facilitate good speakers in teaching listening, so that the sounds in the audio can be heard clearly by the students.

2. For The Students

The students should have a motivation to practice and increase their listening skill, whether in the class or other places. The students also could use some songs with the lyrics, so they will know whether they are correct or incorrect listening to the song.

3. For the Further Researcher

The researcher should be more creative to give the song, such as combining the song with other skills. Moreover, this research is expected to be a good reference for the next research findings. Not only listening skills, actually songs can also hone other skills, such as reading, writing, and speaking.

Songs can also be used to teach vocabulary. Thus, songs can be developed creatively in teaching students.

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