



## The Effect Of Using English Song In Teaching Students' Listening Ability At The Second Grade Of Smp Swasta Satria Dharma Perbaungan

Safitri<sup>1</sup>, Salamuddin Selian<sup>2</sup>

<sup>1,2</sup> Universitas Muslim Nusantara Al Washliyah Medan

Corresponding Author: ✉ [safitri@umnaw.ac.id](mailto:safitri@umnaw.ac.id)

---

### ABSTRACT

The purpose of this study was to determine the effect of the use of English songs on the listening ability of students in Class VIII of Satria Dharma Perbaungan Private Junior High School. This study uses quantitative research methods. This research was conducted in two research classes, namely the experimental class and the control class. The population of class VIII SMP Private Satria Dharma Perbaungan consists of 44 students, and the sample used in this study amounted to 44 students (22 students in the experimental class and 22 in the control class). In this study, the experimental class used songs as a medium of listening learning while the control class used the conventional method. This research data collection technique was carried out through the following steps; giving pre-test, implementing research actions, and giving post-test. The test was in the form of multiple choice consisting of 10 items for the experimental group and the control group. In collecting data, the researcher used a test to determine the students' listening ability and was conducted twice, namely pre-test and post-test. Then, the data were analyzed using t-test. The results show that  $t_{test} = 3.60252$  and  $t_{table}$  with  $df = 42$  using a two-tailed test with a significance of  $5\% = 2.018$ . It shows that the value of  $t_{test}$  is higher than  $t_{table}$  ( $3.60252 > 2.018$ ). In other words,  $H_a$  is accepted and  $H_0$  is rejected. It can be concluded that the use of English songs significantly affects the listening mastery of students in Class VIII of Satria Dharma Perbaungan Private Junior High School.

---

### Kata Kunci

*English Song, Listening Ability, Quantitative Research*

---

## INTRODUCTION

In the teaching and learning process, there are four macro skills which are taught to the students, namely: speaking, listening, writing, and reading. Those are the basic skills which are taught to and learnt by students.

One aspect of skill that is difficult for the student to learn is listening. Many students still cannot understand even do not understand word or sentences spoken in English verbally by the interlocutor so that what happens will be a misunderstanding. In general, they have difficulty understanding English expression or sentences. This means that listening in English are still lacking. Listening is our understanding of hearing English. Whether it is directly or through media such as music, song or film.

Now learning to listen is easier by using songs, the song is familiar among high school students, but many students like english songs but they don't know what the meaning of the song. Nevertheless, the students considered the listening is not an easy skill to learn but it depends on how the teacher deliver the material and media uses. The fact is that students are easier to comprehend the material if the learning environment is enjoyable for them. Meanwhile, the students need more variations in media and teaching technique, such as a song, movie and the other more fun sources and yet useful for the development of their English skill, especially listening.

According to Zorreh Naffisih (2012: 106) listening is one of receptive skill which has a very important role in learning english because listening is the language of modality which is mostly used in every conversation or activity. Motivation is needed in the learning to listen. Because sometimes students have to hear quick voice or more than one word that must be understanding. Without motivation, they will be bored and can stop learning, and the purpose of education cannot be achieve.

Based on the researher's experience while doing an internship at the School SMP SATHIA DHARMA PERBAUNGAN and asked one of the second grade students, the fact that they still have a lot of difficulty in listening lessons and only a few students' have standard listening skill, these difficuties can be seen by other students' such as difficult to identify verb, noun, and adjective. It means that their listening skill in english are still lacking.

There are so many factors that these students find it difficult when learning listening in English, for example the material is less interesting to listen, so that students forget what they hear, do not concentrate on the material being listen, do not uderstand commands that are explained verbally, are lazy in listening, there is nomotivation to listen so students' often feel bored and ignore the lesson. This problem is what makes is difficult for them to learn listening, so that when they take listening courses it is like they are afraid and lazy to learn.

Based on the problems above, the writer tries to do a research as title, "The Effect of Using English Song In Teaching Students' Listening Ability at The Second Grade of SMP SWASTA SATHIA DHARMA PERBAUNGAN". There is a reason to choose the title, because the writer wants to know how far the use of English song as a media can give the significance effect on students' listening skill. Beside that, the writer really likes songs. The rsearcher thinks song will give an good impression in learning English.

**RESEARCH METHOD**

The researcher used "experimental" as the design of this research. This means that the authors describe the result of research by verifying quantitative data. Here students were divided into two groups namely the experimental group and control group. The experimental group is the group who treated by using songs on listening learning. And the control group is not treated by using songs. In details of research design is shown in the table.

**Table 1.**  
**Design of the Research**

Class	Pre - Test	Treatment	Post - Test
Experimental group		With English songs	
Control group		Without English songs (Native Speaker Record )	

All of students of SMP Swasta Satria Dharma Perbaungan at the second grade or VII grade will be as population and total population 44 students. The researcher would choose two class sample. They would be divided into experimental class and control class. The researcher chose VII A and VII B which consisted of 22 students for each class. Therefore, total samples were 44 students.

In this research, test was used as an instrument to collect the information of the students. The test included pre-test and post-test. The test was given for both control and experimental groups. The test was made based on the materials given in the class and curriculum syllabus. The test items were concerned on the students' listening ability. The material were taken from the topic of the English song that appropriate to discuss. T-test was used to analyze the result of the test.

**RESULT AND DISCUSSION**

**Table 1.**  
**The Score of Pre-Test and Post-Test of Control Group and Experimental Group**

N=22		Control Group		Experimental Group	
		Pre-Test	Post-Test	Pre- Test	Post-Test
	Total	970	1.370	1.010	1.610
	Mean Score	44.09	62.27	45.91	73.18

The control group and experimental group have same level of pronunciation mastery as indicated by pre-test are given before the treatment. The mean score of pre-test in control group is 44.09 and the mean score of experimental group is 45.91

After getting the treatment, The result showed that the mean score of post-test in control group (62.27) is lower than the mean score of post-test in experimental group (73.18). It indicates that teaching by using English song gives significant effect on students' listening ability.

Based on the total data of experimental and control group. It was obtained as follows :

$$Ma = 40,45$$

$$Mb = 17,72$$

$$Da^2 = 24,2524637$$

$$Db^2 = 19,9802402$$

$$Na = 22$$

$$Nb = 22$$

From the data above, the calculation by using t-test formula as follow :

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2+db^2}{Na+Nb-2}\right)\left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

$$t = \frac{40,45 - 17,72}{\sqrt{\left(\frac{24,2524637+19,9802402}{22+22-2}\right)\left(\frac{1}{22} + \frac{1}{22}\right)}}$$

$$t = \frac{22,73}{\sqrt{44,2327039 (0,9)}}$$

$$t = \frac{22,73}{\sqrt{39,80943351}}$$

$$t = \frac{22,73}{6,30947172987}$$

$$t = 3,60252$$

After calculating the data by using t-test, it show that the  $t_{\text{observed}}$  value from both groups was 3.602.

For degress of freedom ( $df$ ) at the level of significance is used to find out the  $t_{\text{table}}$  as follow :

$$df = N - 2$$

$$= 44 - 2$$

$$= 42$$

$df = 42$  with a significance level of 0,05 to obtained  $t_{\text{table}} = 2,018$

Based on the result, it show that  $t_{\text{observed}}$  was accepted the  $H_a$ , it is  $t_{\text{observed}} > t_{\text{table}}$ . It can be seen that the  $t_{\text{observed}}$  was 3,60252 and  $t_{\text{table}}$  was 2,018. It turns out that the results obtained showed that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$ .

The result of the research, the use of english song in teaching made increases their ability and interest in listening learning because the class was fun and interactive and students' become happier to learn. Therefore, they could learn more easily, the application of learning by using english song also given them a new impression because previously the media used was too monotonous and serious because of that students' became bored, this is also a comparison with the control group which used the usual method of listening learning.

English song it had lively classroom situations that help students' improve their listening skill well because of both, practice and application.

## CONCLUSIONS

Based on the analysis and research results, the researchers concluded that:

1. There is a difference in the achievement of students' listening skills before and after receiving treatment in class VIII SMP Swasta Satria Dharma Perbaungan. After receiving treatment using English songs, students' listening skills improved.
2. The use of English songs affects the listening ability of At The Second Grade of SMP Swasta Satria Dharma Perbaungan. This is evidenced by the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected, after the application of the post-test t-test formula, where the t-test value (3.60252) is higher than the t-table value (2.018) at the level of significant 0.05 in the two-tailed test with df 42.
3. Students who were taught using English songs in the experimental class scored higher than students who were not taught using songs in the control class.

## REFERENCES

- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan praktek. Edisi revisi.* Jakarta: PT Rineka Cipta
- Beal, M, L, et al. (2008). *State of the Context: Listening in Education.* Routledge, Taylor & Francis Group, LLC
- Brown, J., L., M. (2006). Rhymes, Stories and songs in the ESL Classroom. XII,NO.4.

- Cindiyana, M., P. (2018). *Classroom Action Research: Using English Songs In Improving Listening Skill*. Pendidikan Bahasa Inggris FKIP Untan Pontianak
- Gushendra, R. (2017). An Experimental Study: Improving Students' Vocabulary Mastery by Using English Songs. *Indonesian Journal of Integrated English Language Teaching*, 3(1), 53-64.
- Nichols, R., G. (1948). *Factors in listening comprehension, Speech Monographs*. London: Routledge.
- Rohmatin, B. R. A. (2020). *The Effectiveness of Using English Songs to Improve Students' Vocabulary: An Experimental Study at The Eleventh Grade Students of SMAN 1 Sukamulia in Academic Year 2019/2020*. UNIVERSITY OF MATARAM.
- Sadiku, L., M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European : Journal of Language and Literature Studies*.
- Steven, B. (2006). *Teaching Listening*. Cambridge : University Press.
- Thomas G., D. (1982). *Listening Skills Schoolwide: Activites and Programs, ERIC Clearing on Reading and Communication Skills*.
- Tricia, H. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.