The Effect Of Using English Song On Students' English Listening Skill For Eight Grade At Junior High School Methodist 8 Glugur

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ABSTRACT
The primery objective of this research is to find out the effect of English songs on the ability of eighth graders. This research was conducted by using an experimental design. The population is Methodist 8 Glugur SMP students. The sample was 76 students with 33 students in the experimental group and 43 students in the control group. The experimental group was applied using English songs while the control group without using English songs. The data in this research were collected by giving a test. The test was in the form of multiple choices consisting of 15 questions. Those test consists of two types are : pre-test and post-test. After collecting data, the researcher analyzed the test using t-test. It was found that the t-observed (4.88) was higher than the t-table (1.99) this means that the use of English songs greatly affects students' listening skills.

Kata Kunci	*Listening, English Songs, Experimental Study*

INTRODUCTION

In learning languange, there are 4 elements that must be learned such as: listening, speaking, reading and writing. Learning English can be said effective if connect to the four skills above. Someone can learn language naturally from direct experience in communicating with the language is called Language Acquisition. With in other words experienced enough to directly communicate, someone can master it like a child who can naturally speak according to their mother tongue. By doing listening exercises, it is hoped that will create a more natural atmosphere in learning English because students are accustomed to listen speech and pronunciation.

The teachers have to choose methods or strategies containing the elements of children's preferences. Moreover, the teachers can utilize modern media to help the students understand the subject and to introduce the children to those media. By applying this, the teachers do not only teach the content or the subject matter, but also use the media. One of the most appropriate media in learning and teaching listening is song.

By using the songs which are made by native speakers, the students can learn as if they really learn from or speak with the native speakers directly and

it helps them to train themselves how to speak English fluently. Because there is a problem in Learning English for the eight grade at Junior High School Methodist 8 Glugur, specially the writer look many students who do not have courage to try to understand English just because students is lack of vocabulary in learning listening and most of them assume that English is not important and difficult.

The researcher interests to knowing the effect of using English song on students' English listening skill. The researcher knows that the effect will be low but the researcher wishes the student's understanding in listening ability can be better than before by using English song through audio media. And the researcher can facilitate them in their speaking and listening ability.

Listening is a process that includes listening to the sounds of language, identify, interpret, assess and react to the meaning contained in it. Listening involves hearing, seeing, experiencing, remembering, understanding. Even the situation that accompanies the sound of the language being listened to must be taken into account in determining its meaning (Zuhayya, 2010).

The purpose of listening is to understand or appreciate the message of ideas in the reading material. According (Vishwanath Bite : 2010)

Song has an alphabet called as a scale, each note is identical to the letter that makes up the a word then forms a sentence that forms a music (Hidayat, 2016). Scientifically, song is a wave organization sound created, transmitted through the media, and interpreted by recipient (Anderson, 2010). From this definition it can be concluded that song is sounds produced by one or more several musical instruments, which consist of several elements of rhythm, melody, harmony and color of music so that it can be enjoyed by the listener.

RESEARCH METHOD
Research Design

According to Sekaran (2017:109) "Research Design is a plan for the collection, measurement, and analysis of data, based on research questions from the study." The researcher take action with 76 students at eight grades at junior high school methodist 8 glugur with class 8A are 33 students and class 8B are 43 students. The researcher used quantitative research and experimental research. The researcher is involve the student in groups that the experimental group and the controlled group. Experimental group as a group that got treatment with english songs and the control groups that did not get treatment or without english songs, native speaker record only. The researcher method used in this study is quantitative research is a research strategy that focuses on quantifying

the collection and analysis of data. Both of the groups are measured with the test (pre-test and post-test), and the result are compared.

Population & Sample

Population is the entire group of people, events, or things the investigator wants to investigate. Meanwhile the population group (population frame) is a collection of all elements in the population where the sample is taken (Sekaran, 2011). In the other word, a population can be defined as any set of persons/subjects having a common observable characteristic. The "population" consists of all the subjects that will be studied. It includes all the possible cases (persons, objects, events) that constitute a known whole.

Sample is subgroup or part of the population. By studying the sample, Researchers will be able to draw generalizable conclusions to the study population (Sekaran, 2011). Sample is a small part or quantity intended to show what the whole is like. In conducting the study, the control and experimental group must be as similar possible as in gender, achievement, or ability.

In the other word, sample is a method to know capacity a thing or person. 8A class and 8B class will be the sample in this study. Both of the class have similar characteristics and English score. The experiment class is the 8A class which consists 33 students. and the control class is the 8B class which consist of 43 students. Thus, the total of sample is 76 students.

Variabel and Indicator

In this research, they are two kinds of variabel. They are independent variabel and dependent variabel.

In this research the some indiocator that should be achived by the students in listening skill.

1. Students are able to listen the main idea of the song
2. Student able to pronounce the words
3. Student can be themselves for more crisis
4. Student get confortable thinking
5. Students know the point of the song.

Instrument of Collecting Data

In this research, is used a song and test as an instrument to collect the information of the students. The test included pre-test and post-test. The class that receives the new treatment is called the experimental group and the group that receives a different treatment or is treated as usual is called control group. The test was given for both control and experimental groups. The test is used to get student scores, both students' score in listening song or without song. Student scores will be used as data for this research. The number of the test

question is 30 items, namely 15 tests fill blank of song and 15 tests fill blank without song. The score of each test is 6 and the score range is 0 – 100.

The test items for two groups above are the same. The test used close-test which missed some words, it was divided into 15 questions for blank and multiple choice in English song or essay test. This also means that the students' score will range from zero (when the students could answer the entire question). The highest possible score 100 (when the students could not answer the entire question). The score obtained from the test are used as data to compare the resul of the implementation between listening skill by using song and without song. Those results are applied as the result of the study.

Techniques for Collecting Data

The researcher got the data from the answer of the student. The question is from song and native's speaker record. The researcher made a score in each answer. The researcher will use pre-test, treatment and post-test for collecting data.

Pre-test

The students of both control and experimental class were given the test, it is called Pre-test. he students would given a song which consists of 10 items test question of multiple choice.

Treatment

The researcher explain how to listen well by using song and understand the contents of the lyris of students in experiental group or teaching presentation. After thet researchers asses by seing wheter there are changes after being given treatment and before given treatment, and control group used conventional strategy.

Post-test

The post-test was held on the end. Both 8A as an experimental class and 8B as a controlled class were given the Post-test. The Post-test was given to the experimental class after giving the treatment and explanation. It was given in order to know whether using english song is more effective or not in learning listening comprehension. After having the result of the test, they are scored. The test used close-test which missed some words.

RESULT AND DISCUSSION

The researcher was implemented at JUNIOR HIGH SCHOOL METHODIST 8 GLUGUR consist of two classes, where in class 8A consists 33 students and class 8B consist of 43 students. Total of population are 76 students.

The researcher analyzed the result of the test, which conducted in experimental group and control group to find out whether using english song

on students have effect in their listening skill. this research aims to determine the effect of English songs on students' listening skills.

By applying the test the researcher could get the data and then analyze the data statistically. First, the researcher present the data being collected in the table shown below. Based on the statistical analysis, it could be seen that the mean score experimental group in the pre-test and post-test.

Table 1.
The Scores of Pre-test and Post-test of the Experimental Group

No	Student's Initial Names	Pre-test	Post-Test
1	SA	40	60
2	MW	60	93
3	HR	46	66
4	BN	33	66
5	JS	40	66
6	TP	66	93
7	QG	60	86
8	YH	73	100
9	HP	40	86
10	MS	60	86
11	CV	40	60
12	JN	33	66
13	AL	60	86
14	JS	53	93
15	JA	40	60
16	FB	53	73
17	RY	46	73
18	RH	60	80
19	MC	53	93
20	BC	66	100
21	NO	53	73
22	RS	33	53
23	AP	66	93
24	GL	26	40
25	EH	66	93
26	JJ	40	60
27	BR	60	86
28	GD	66	73
29	WM	66	100

30	MY	60	93
31	ZP	60	80
32	HY	40	60
33	GU	66	93
TOTAL		1724	2583

For the pre-test most of students got score 33 – 60. It showed that students still got the low score. It was because the students did not know the way to answer the listening test easily and they were not serious in listening English song on the audio. For the post-test it showed that all students got the score improvement from the pre-test. Most of the students got the score 66 – 93. And in this test there was students who got 100 namely YH, BC, and WM. It showed that using english song on students have effect in students listening skill.

Table 2.
The Scores of Pre-test and Post-test of the Control Group

No	Student's Initial Names	Pre-test	Post-Test
1	JS	53	66
2	DV	66	66
3	HS	60	66
4	RP	46	66
5	GT	66	66
6	JO	40	46
7	FP	53	66
8	NJS	46	46
9	MDN	26	40
10	YM	60	60
11	KN	66	73
12	VA	60	66
13	BRI	53	53
14	AP	60	73
15	MJ	60	60
16	YE	53	66
17	CN	33	53
18	NS	46	53
19	SV	46	60
20	JA	66	66
21	NG	46	66
22	DT	60	60

23	YT	33	53
24	MYS	53	60
25	RM	53	66
26	HRM	53	53
27	KSS	46	60
28	DAM	60	73
29	DYC	53	66
30	ZY	53	53
31	SD	40	60
32	LT	46	60
33	AA	40	46
34	VS	46	53
35	LP	53	66
36	SSR	40	53
37	KG	46	46
38	VV	60	66
39	RS	46	46
40	GPS	46	60
41	YA	53	60
42	FP	40	46
43	UJ	33	53
	TOTAL	2158	2536

For pre-test most of students got the score 26 - 66. It showed that students still got low score. It because the student did not know how the way to answer the listening test easily and they were not serious in listening speaker on the audio. For the post-test showed that most of the students got the score 46 - 73. It showed that the students still got the low score.

Table 3.
The Differences of Scores Between Pre-test and Post-test of
the Experimental Group

No	Student's Initial Names	Pre-test (T1)	Post-Test (T2)	T2 - T1 (X1)
1	SA	40	60	20
2	MW	60	93	33
3	HR	46	66	20
4	BN	33	66	33
5	JS	40	66	26
6	TP	66	93	27

7	QG	60	86	26
8	YH	73	100	27
9	HP	40	86	46
10	MS	60	86	26
11	CV	40	60	20
12	JN	33	66	33
13	AL	60	86	26
14	JS	53	93	40
15	JA	40	60	20
16	FB	53	73	20
17	RY	46	73	27
18	RH	60	80	20
19	MC	53	93	40
20	BC	66	100	34
21	NO	53	73	20
22	RS	33	53	20
23	AP	66	93	27
24	GL	26	40	14
25	EH	66	93	27
26	JJ	40	60	20
27	BR	60	86	26
28	GD	66	73	7
29	WM	66	100	34
30	MY	60	93	33
31	ZP	60	80	20
32	HY	40	60	20
33	GU	66	93	27
TOTAL		1724	2583	$\Sigma X_1 = 859$

Based on the table 3 above, the total different scores between pre-test and post-test of experimental group are 859.

$$X1 = \frac{\Sigma X_1}{n1}$$

$$X1 = \frac{859}{33} \quad X1 = 26.0$$

From the calculated above, it's can show the mean of experimental group are 26.0

Table 4.
The Differences of Scores Between Protest and Post-test
of the Control Group

No	Student's Initial Names	Pre-test (T_1)	Post-Test (T_2)	$T_1 - T_2$ (X_2)
1	JS	53	66	13
2	DV	66	66	0
3	HS	60	66	6
4	RP	46	66	20
5	GT	66	66	0
6	JO	40	46	6
7	FP	53	66	13
8	NJS	46	46	0
9	MDN	26	40	14
10	YM	60	60	0
11	KN	66	73	7
12	VA	60	66	6
13	BRI	53	53	0
14	AP	60	73	13
15	MJ	60	60	0
16	YE	53	66	13
17	CN	33	53	20
18	NS	46	53	7
19	SV	46	60	14
20	JA	66	66	0
21	NG	46	66	20
22	DT	60	60	0
23	YT	33	53	20
24	MYS	53	60	7
25	RM	53	66	13
26	HRM	53	53	0
27	KSS	46	60	14
28	DAM	60	73	13
29	DYC	53	66	13
30	ZY	53	53	0
31	SD	40	60	20
32	LT	46	60	14
33	AA	40	46	6
34	VS	46	53	7

35	LP	53	66	13
36	SSR	40	53	13
37	KG	46	46	0
38	VV	60	66	6
39	RS	46	46	0
40	GPS	46	60	14
41	YA	53	60	7
42	FP	40	46	6
43	UJ	33	53	20
TOTAL		2158	2536	$\Sigma X_2 = 378$

Based on the table 4 above, the following calculation is the mean score of the control group :

$$X2 = \frac{\Sigma X_2}{n2}$$

$$X1 = \frac{378}{43} \quad X1 = 8.8$$

From the calculation above, it's can show that the mean of control group is 8.8. Based on the mean scores of both sample groups, the following tables for calculation the correlation between scores in the both groups.

Table 5.
The Calculation of Mean and Standart Deviation of Experimental

No	Student's Initial Names	T2 - T1 (X1)	$X1 - X_1$	$(X1 - X_1)^2$
1	SA	20	-6,0	36,4
2	MW	33	7,0	48,6
3	HR	20	-6,0	36,4
4	BN	33	7,0	48,6
5	JS	26	0,0	0,0
6	TP	27	1,0	0,9
7	QG	26	0,0	0,0
8	YH	27	1,0	0,9
9	HP	46	20,0	398,8
10	MS	26	0,0	0,0
11	CV	20	-6,0	36,4
12	JN	33	7,0	48,6
13	AL	26	0,0	0,0
14	JS	40	14,0	195,2
15	JA	20	-6,0	36,4

16	FB	20	-6,0	36,4
17	RY	27	1,0	0,9
18	RH	20	-6,0	36,4
19	MC	40	14,0	195,2
20	BC	34	8,0	63,5
21	NO	20	-6,0	36,4
22	RS	20	-6,0	36,4
23	AP	27	1,0	0,9
24	GL	14	-12,0	144,7
25	EH	27	1,0	0,9
26	JJ	20	-6,0	36,4
27	BR	26	0,0	0,0
28	GD	7	-19,0	362,2
29	WM	34	8,0	63,5
30	MY	33	7,0	48,6
31	ZP	20	-6,0	36,4
32	HY	20	-6,0	36,4
33	GU	27	1,0	0,9
TOTAL				$\Sigma X_1^2 = 2023,0$

From the calculated above. It's can show that the calculation of mean and standart deviation of experimental group are 2023.0

Table 6.

The Calculaton of Mean and Standart Deviation of Control

No	Student's Initial Names	T2 - T1 (X2)	$X2 - \bar{X}_2$	$(X2 - \bar{X}_2)^2$
1	JS	13	4,2	17,7
2	DV	0	0,0	0,0
3	HS	6	6,0	36,0
4	RP	20	20,0	400,0
5	GT	0	0,0	0,0
6	JO	6	6,0	36,0
7	FP	13	13,0	169,0
8	NJS	0	0,0	0,0
9	MDN	14	14,0	196,0
10	YM	0	0,0	0,0
11	KN	7	7,0	49,0
12	VA	6	6,0	36,0
13	BRI	0	0,0	0,0

14	AP	13	13,0	169,0
15	MJ	0	0,0	0,0
16	YE	13	13,0	169,0
17	CN	20	20,0	400,0
18	NS	7	7,0	49,0
19	SV	14	14,0	196,0
20	JA	0	0,0	0,0
21	NG	20	20,0	400,0
22	DT	0	0,0	0,0
23	YT	20	20,0	400,0
24	MYS	7	7,0	49,0
25	RM	13	13,0	169,0
26	HRM	0	0,0	0,0
27	KSS	14	14,0	196,0
28	DAM	13	13,0	169,0
29	DYC	13	13,0	169,0
30	ZY	0	0,0	0,0
31	SD	20	20,0	400,0
32	LT	14	14,0	196,0
33	AA	6	6,0	36,0
34	VS	7	7,0	49,0
35	LP	13	13,0	169,0
36	SSR	13	13,0	169,0
37	KG	0	0,0	0,0
38	VV	6	6,0	36,0
39	RS	0	0,0	0,0
40	GPS	14	14,0	196,0
41	YA	7	7,0	49,0
42	FP	6	6,0	36,0
43	UJ	20	20,0	400,0
TOTAL				$\Sigma X_2^2 =$ 5210,7

From the calculated above, it's can show that the calculation of mean and standart deviation of control group are 5210.7

Testing Hypothesis

To test the hypothesis, the formula of t-test and distribution table of t-critical value was applied. If t-observed is higher than t-table, it means that the

null hypothesis is rejected and the alternative hypothesis is accepted. The fact of this research showed that t-observed is higher than t-table (4.88 > 1.99). Therefore, the student who were taught listening English song got higher scores than those who were taught listening native speaker on audio.

Discussion

After the previous data have been measured data by using t-test formula, the calculation shows that t-tobserved are 4.88. In degree of freedom (dk/df) of this research are 74 obtained (Na + Nb – 2) = (33 + 43 – 2 = 74) with the level of significance α = 0.05 = 1.99, from the analysis of the data above, the hypothesis that had been formulated can be answered.

This t-tobserved is later compare to t-table critical value at the df = 74 since the value of t=observed is higher that critical value (4.88 > 1.99) t-observed > t-table 4.88 > 1.99

CONCLUSION

Based on the research findings, it was found that English song have significant effect in listening skill. The avarege result of post-test for experimental group was higher that control group. The experimental class got the mean result 26.0 while for the control group, they only got the mean result 8.8. the calculation of t-test presented that the result of t-tobserved (4.88) was higher than the value of the t-table 1.99 at 0.05 levels of siginificances.

The result of questionaire shows that most of the students agree that descriptive text is important and it gives some beneficial for them. Englis song on listening skill is able to make them easy find the information from the speaker, give them effective time in the listening skill and gives them an easy and simple way in answering the question.

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