

THE EFFECTIVENESS SONG AS MEDIA TO TEACH LISTENING AT SMA PRIMAGANDA

Khudriyah

Prodi Pendidikan Agama Islam, STIT Al Urwatul Wutsqo Jombang

e-mail: azkiabilqis@gmail.com

Abstract: Listening is as one of the receptive skills must be mastered by students at first. However, many schools ignoring it. The objective of this study is to know the effectiveness of song as media to teach listening using *quantitative approach* as design. The result showed that song in teaching listening is very effective for senior high students. Based on the result of t-test shows that t-test is higher than t-table ($8,657 > 1,69389$), so there is difference of listening ability before and after giving song as media, and the result of significance is $0,000 < 0,05$, it means there is difference listening ability before and after giving song as media. Besides, most of students felt fun, active, relax, enjoy, and serious in the teaching and learning listening process.

Keywords: effectiveness, song, listening

BACKGROUND OF STUDY

Teaching English as foreign language included four skills (listening, speaking, reading, and writing). According to Rosyidi, listening is an ability that allows a language user to understand the language used orally¹. Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message, and understand the meaning of communication that has been conveyed by the speaker through speech.²

The statements show that listening is part of language need to be learnt to master the target language firstly. Without mastering listening, the learner will get difficulty in capturing the text content or message. In learning listening students need high attention and understanding to interpret the information on the text.

¹ Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2009), 63.

² Henry Guntur Tarigan, *Menyimak sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), 31.

Listening is as one of the receptive skills, it is an element that must be mastered by students first. It is natural that humans first understand other people's language through hearing, so in view of this concept, the foreign language skill that must take precedence is listening. So mastering listening skill is a must especially for foreign learners.

The review of the literature on listening suggests that listener's linguistics and background knowledge are the crucial factors can affect their foreign language understanding³. Ridgway says the more listening the better and their skills will take care as they become automatized. This statement has supported the importance of mastering listening skill.

In line with Richard and Ridgway, Cahyono also claims that listening is considered a necessary skill because its import role may facilitate learners to master English proficiency, for example, it can help learners participate well in oral communication, for communication is not able to do successfully without understanding the message⁴. In that case, learners will get difficulty to catch what the speakers say. Therefore, teaching listening to students enables them to be able to understand the native speakers speaking, and familiarize them to understand normal communication in unstructured situations.

The important of listening in language teaching can hardly be overestimated. Through the reception, we internalize linguistic information without which we could not produce the language. Listening is the basic thing of interaction in each other to get information while social rituals in every day. Rost, writes that progress in listening will provide a basis for the development of other language skill⁵. Tyagi stated that good listening skills make workers more productive. The ability to listen carefully will allow a person to understand assignments in a better way, to find

³ Richards, J. C., *Teaching listening and speaking* (New York : Cambridge University Press, 2008).

⁴ Cahyono, Bambang Yudi and Mukminatien, Nur, *Techniques and Strategies to Enhance English Language Learning* (Malang: State University of Malang Press, 2011).

⁵ Rost. M., *Teaching and Researching Listening* (London, UK: Longman, 2006).

underlying meaning in what other say, to answer questions, to work better in a team-based environment and to resolve problems with each other⁶.

However, listening has been neglected by teachers. As Richards and Brown have agreed upon one thing that for some decades, listening has hardly got the attention of educators in teaching and learning English as a second or foreign language⁷. Another reason of ignoring listening skill is the ones' incompetence of listening can be covered by nodding or shaking their head.

Another proof that listening is ignoring as stated by Richards that, for many years, listening skills have not considered important in language teaching because teaching methods emphasize productive skills, and the relationship between receptive skills and productive skills is poorly understood. Further he states that until recently, the nature of listening in a second language is ignored by applied linguists, and it is often assumed that listening skills could be acquired without being taught.

This is also in accordance with the opinion that listening is a skill that has hitherto been somewhat neglected and has not found its proper place in language teaching. There is still very little material for textbooks and other means, such as recordings used to support the teacher's task in teaching listening to be used in Indonesia⁸.

The phenomenon also happened in Indonesia especially in small school, the teachers mostly do not implement listening skills because some reasons, such as, the school facility, the incompetence teachers in this skills, material limitation, and lack of teacher creativity. So they prefer teaching the easy ones (speaking, reading, even grammar), of course they get difficulty to understand it, when they have examination.

The neglect of teaching listening in some places may stem from the fact that listening is considered a passive skill. However, this statement is rejected by

⁶ Tyagi, B., Listening: An Important Skill and Its Various Aspects. *An International Journal in English* (2013) 1-8.

⁷ Brown, H-Douglas, *Principles of Language Learning and Teaching* (London: Longman, 2000).

⁸ Asep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosda karya, 2011), 130.

Gebhard who says that listening is not a passive skill. When people listen during one-way exchanges, for example while listening to lectures, radio, films, TV news and music, they are active at the time they respond what they hear or see, or agree with an idea. For the same case, how students can understand lectures, TV news or films unless they have good listening skills. Therefore, listening skills need to be taught⁹.

The listening process begins with receiving messages from communicators in the form of verbal and nonverbal messages such as facial expressions, sign language, and others. Then connecting facts in the field with the latest information delivered by communicator. The listener also understand the essence of the message delivered by the communicator. The listener can translate what the communicator says into their own language so that they can more easily understand the message.

Listening comprehension theoretically is as an active process in which someone concentrate on selected an aural input aspect, form meaning of passages, and associate what they hear with their knowledge before. According to Cognitive psychology, the developed model in accounting for comprehension processes, comprehension as information processing. In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what they listen.

Listening is a process to understand information in communicating with other. According to Miller, more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading and only nine percent on writing¹⁰. The listening activities develop a wide variety of listening in details and inferring meaning from the context. The amount of vocabulary also influences EFL learners' performance in listening comprehension.

⁹ Gebhard, J. G., *Teaching English as a foreign language or second language: A self-development and methodology guide* (2nd ed.) (Ann Arbor: University of Michigan Press, 2006).

¹⁰ Hugh M, Miller, *Introduction to Music, a Guide to Good Listening* (New Mexico: Barnes & Noble Inc, 2003).

According to Suhartin, the indicators that are the main things in listening are as follows: 1) Motivation. In order to be able to read and listen well, it is necessary to arouse interest (motivation) of each. That motivation must be increased on the grounds that by reading and Listening repeatedly will lead to understanding, after understanding will arise practice. 2) Attention. It is the concentration of the soul on something. As well as sensing in general, listening requires concentration of the soul. If there is no concentration of the soul, in other words when listening to the wandering soul, then the message that is heard and read is not caught. 3) Physical activity. A strong and healthy body has a healthy soul too, meaning that if a person's body is sick or not fit, interest in reading and listening is lost or reduced, for example, toothache. So that physical health affects active listening. 4) Repetition. The more a person listens to repeatedly, the more the message he hears will go into memory¹¹.

Based on the importance of listening, and the ignoring some teacher to the listening, it needs a strategy to teach listening. English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process, Brown states that teaching is helping someone to learn how to do something, giving instruction, guiding in study of something, providing with knowledge, and causing to know or understand. 6. The teacher as facilitator in learning process should think creatively how to make English can be learnt well and make students interested in learning. One of the strategies that can be used by teacher is using media to support teaching and learning process.

There are many kinds of media that can be used in teaching and learning process. For example: realia, picture, short card, song, etc. Song is one of teaching media that can be used to teach listening or any material. In study, song is used to teach simple listening. It will help the students to understand and memorize the material easier and it also makes the students enjoy and practice.

¹¹ Citroboto Suhartin, *Prinsip– Prinsip dan Teknik Berkomunikasi* (Jakarta: Bhratara Karya Aksara, 1992), 109-110.

Azura et.al state that using songs can increase students listening comprehension of the first grade of SMP Sukma Bangsa Pidie. According to them the students mean score of pre-test was 42 and the post-test was 75. It means that the improvement was very high that was 33¹².

Using songs as an instrument to teach English will cause students more active and helps them feel relax. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture¹³.

Song is kind of media makes students illusion to every word they listen to the song. Music is very important part in our life, it is acknowledged by all people. Of course in learning process music will motivate students and relax them especially from those who are confused or stressed, bring a sense of community to a group, and help them to absorb the material.

Related to learning process, Schoepp states that song can help students to prepare for the language they will encounter in daily life¹⁴. In line with Schoepp (Hornby, et.al say that song is substantial language which bound culture, vocabulary, listening, grammar and a mount of other language skills in just a few rhymes. It is kind of music with words that is sung¹⁵.

songs help students to increase confidence for language learning. It is a fun way for children learning English to increase their skill in English. Schoepp explained that there are many advantages of using a song in teaching listening, some of them are to present a topic, to provide a relaxed classroom atmosphere, to being variety and to fun learning, to produce greater students motivation, to invite the

¹² Syarifah Yuanda Azura, Bukhari Daud, Diana Fauzia Sari, "Teaching Listening By Using Songs to Students of Junior High School," *Research in English and Education (READ) Journal*, Vol. 2, No. 3 (August 2017), 26-35.

¹³ Batista, J. S., *Music and song: a learning tool*, 2013), 155–178.

¹⁴ Schoepp, K, "Reasons for Using Songs in the ESL / EFL Classroom". *The Internet TESL Journal*, Vol. 7, No. 2 (2001).

¹⁵ Hornby, A. S., Cowie, A. P., & A C Gimson, *Oxford Advanced Learning Dictionary of Current English. Oxford Advanced Learners Dictionary*, (1987)41(1), 1041. <https://doi.org/10.2307/3586015>

students to become active in learning practice, and to establish positive learning and energizer learning activities¹⁶.

A song is part of music and music is part of fun strategy in teaching foreign language. And most of students agree to be taught with fun method or model. Music is a branch of art that discusses and assigns various sounds into patterns that can be understood by humans¹⁷. According to Suharto, the art of music is "the expression of ideas through sound whose basic elements are melody, rhythm, and harmony with supporting elements in the form of shape, nature, and color of sound¹⁸. According to Hardjana explains that music is a game of time by adopting sound as the material. Music is time in sound. In music, time is space sound is the substance. And song will be beautiful to hear if accompanied by music¹⁹.

According to the Grolier, "Song is a short musical work set a poetic text with equal importance given to music and to the words".¹ "Song is a short metrical composition intended for singing. One in rhymed stanzas; a lyric; a ballad."² Song is one of teaching media that can be used to teach any material, it may be used to create a more relaxing in learning foreign language. It also can be used to teach vocabulary because in the lyrics of song there are several kinds of vocabularies.

Some people may not like art, dancing, reading, or movies, but almost everyone likes one kind of music or another. Most people like many different kinds of music. Studies have shown that music: a. Improves concentration b. Improves memory c. Bring a sense of community to a group d. Motivates learning Relaxes people who are overwhelmed or stressed f. makes learning fun g. Helps people absorb material.

The following are elements to be considered when elect song to be used in the class, they are a. classroom environment (number, age, and interests of students; lesson hours) b. teacher (teacher's age, interest in music and aim to use the song in the class) c. classroom facilities (flexibility in a lesson plan, classroom equipment)

¹⁶ Ibid, 72.

¹⁷ Banoe, P, *Kamus Musik* (Yogyakarta: Kanisius, 2003), 288.

¹⁸ Suharto, *Permasalahan Musikal dan lingual dalam penerjemahan lirik lagu*, 2006), 1.

¹⁹ Hardjana, Suka, *Musik Antara Kritik dan Apresiasi*. Cetakan ke-1 (Jakarta: Kompas Media Nusantara, 2004).

d. music (lesson plan and equipment such as the volume, sources of music, a copying machine, board, etc)²⁰.

METHOD

The study is quantitative and correlation type of research, which aims to determine whether or not there is a relationship between several variables²¹. Besides, this research also uses explanatory method, which is a method used to test the hypothesis about the presence or absence of cause and effect relationship between the variables studied based on the data obtained in order to get the meaning and implication problems that want to be solved systematically, actual and accurately. The main variable in this study is students listening ability (Y) as dependent variable and, song (X).

The population in this study was the eleventh A class students of SMA Primaganda, they were 33 students. To collect the data the researcher used a test distributed to all respondents of SMA Primaganda. The test had been tested previously for validity and reliability to twelve students with the same grade from other school. The results of 50 items questions, there were 25 valid. The test has had high level of validity and reliability that is 0,785, and 0,950. The data then analyzed using paired sample t-test. Besides, to dig deeper data, the researcher used observation, and opened questionnaire as student's opinion.

FINDING AND DISCUSSION

A. Finding

The result of students listening test before giving song can be seen as the following table:

²⁰ Savannaly, M. V., *Using Songs as a Supplementary Material for Grammar Lessons* (Icer, 2014), 403–414.

²¹ Augusty. Ferdinand, *Metode Penelitian Manajemen: Pedoman Penelitian untuk Skripsi, Tesis dan Disertasi Ilmu Manajemen*. (Semarang: Badan Penerbit Universitas Diponegoro. 2006), 5.

Table 1 Students listening test before implementing song as media

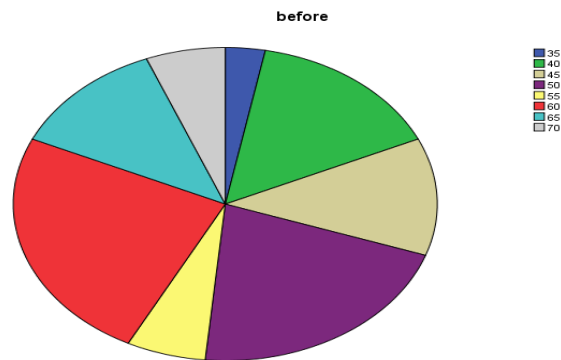
No	Names	Score	No	Names	Score
1	AA	60	18	MDK	50
2	AIL	65	19	MKS	45
3	AS	50	20	NA	60
4	BAH	65	21	NM	70
5	CE	45	22	NSS	40
6	CM	50	23	PK	60
7	DUM	40	24	RST	55
8	FM	70	25	SI	60
9	FZH	65	26	SIN	40
10	IA	50	27	SMU	50
11	ISS	40	28	STT	60
12	IPU	50	29	TBU	40
13	JN	45	30	TSI	35
14	JP	55	31	UAP	45
15	KPJ	60	32	WYA	60
16	LAP	50	33	YNT	65
17	MA	60			

The minimum criteria of listening at SMA Primaganda are 70. From the above data only two students who were able to reach the criterion. The mean of listening score was 53, 18, it means that the students listening of SMA Primaganda need to be increased, because from thirty two students only 6,1 % who were able to reach the criterion, the rests or 93% were failed.

The description of the above data are: the students who got score 30 was 1 (3 %), 40 was 5 (15, 2 %). 45 was 4 (12,1 %), 50 was 7 (21,2 %), 55 was 2 (6,1 %), 60 was 8 (24,2 %), 65 was 4 (12,1 %), and the students who got score 70 was 2 (6,1 %).

The above data can be seen clearly on the following chart:

Pie chart 1. The presents of students listening score before giving song



After getting solution that was media of song for two months the students listening score can be seen at the following table.

Table 2 Students listening test after implementing song as media

No	Names	Score	No	Names	Score
1	AA	70	18	MDK	50
2	AIL	80	19	MKS	70
3	AS	65	20	NA	65
4	BAH	75	21	NM	80
5	CE	65	22	NSS	40
6	CM	70	23	PK	50
7	DUM	60	24	RST	55
8	FM	90	25	SI	60
9	FZH	65	26	SIN	40
10	IA	70	27	SMU	70
11	ISS	70	28	STT	75
12	IPU	60	29	TBU	70
13	JN	45	30	TSI	60
14	JP	75	31	UAP	80
15	KPJ	75	32	WYA	70

16	LAP	75	33	YNT	80
17	MA	70			

From the above table can be seen that there are twenty two students who were able to reach the criterion. The mean of listening score was 67, 12, it means that the students listening of SMA Primaganda increased after getting the media, from 6,1% who reached the criterion became 67%.

The description of the above data are: the students who got score 40 was 2 (6,1 %), 45 was 1 (3 %). 50 was 1 (3 %), 55 was 1 (3 %), 60 was 4 (12,1 %), 65 was 3 (9,1 %), 70 was 11 (33, 3 %), 75 was 6 (18, 2 %), 80 was 3 (9, 1 %), and the was one student who got score 90 (3 %).

The above data can be seen clearly on the following chart:

Pie chart 2. The presents of students listening score after giving song

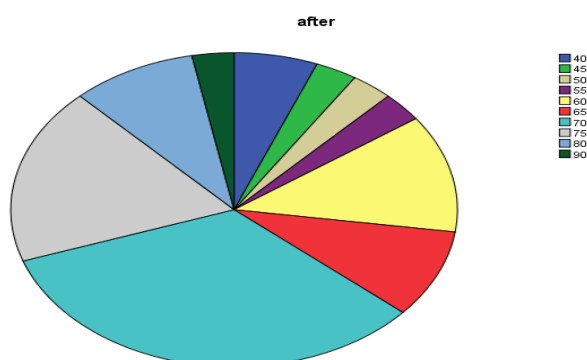


Table 3 Different data before and after giving song

Difference	N	Minimum	Maximum	Mean	Deviation Standard
Before giving song	33	35	70	53,18	9,74

After giving song	33	40	90	67,12	11,32
----------------------	----	----	----	-------	-------

The above data shows that before giving song as media, the students score minimum was 35, the maximum score was 70, the mean was 53, 18, and the standard deviation was 9,74. But after giving song before giving the song the students' score increased. Such increasing was: minimum to be 40, the maximum score became 90, the mean was 67, 12, and the standard deviation was 11, 32.

The result of analysis using paired sample t-test can be seen from the following tables.

Table 4 result of paired sample statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before	53,18	33	9,748	1,697
	after	67,12	33	11,321	1,971

Above table contains description of students listening ability before and after giving song as media. They are about students' total data, mean, standard deviation, and standard error mean.

The data before and after giving song as media was same, which was 33 respondents. The students mean listening score before giving song was 53, 18, and after giving song the students listening score mean became 67, 12. It means that there was increasing mean score about 13, 99. The standard deviation of each before giving song was 9,748, and after giving the song was 11, 321, it also increased about 1, 58. Meanwhile the standard error of mean of each before and after giving song as media was 1, 697 and 1, 971.

The above data shows that there was increasing score of students listening ability of eleventh students of SMA Primaganda after they were

giving song as media in the teaching and listening process, based on the mean difference the increasing was about 13, 99. It can be said that song is effective to teach listening at SMA Primaganda Jombang.

Table 5 result of correlation

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 before & after	33	,624	,000

The table was about whether or not the correlation between song and students listening ability of eleventh grade students of SMA Primaganda. The data gained showed the correlation was 0, 624 which proved that there is correlation of students listening ability before and after giving treatment that was song as learning listening media, because based on r_{table} with degree of freedom 32 is 0,2869. It also can be said that the correlation is higher than r_{table} ($0,624 > 0,2869$).

Table 6 result of paired sample t-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before & after	-13,939	9,250	1,610	-17,219	-10,660	-8,657	32	,000

The above table is about result of paired sample t-test including result of t-test analysis and significance. The hypothesis test was:

Based on the result of $t_{counted}$, the researcher Compared result of $t_{counted}$ and t_{table} , if $t_{counted} > t_{table}$, H_0 is rejected on the other hand when $t_{counted} < t_{table}$ means H_0 is accepted.

The value of t_{table} with degree of freedom 32 is 1,69389, and $t_{counted}$ was 8,657. It can be seen that $t_{counted} > t_{table}$ ($8,657 > 1,69389$) or H_0 is rejected, means there is difference of listening ability before and after giving song as media.

Based on the result of significance, the researcher Compared result of (P-value) with the error. P-Value) $> 0,05$, H_0 is rejected and if P-Value) $< 0,05$, H_0 is accepted. The significance was 0,000, it means H_0 is rejected or there is difference of listening ability before and after giving song as media.

The result of students opened questionnaire show that most of students felt fun to learn listening. Most of them also more active and felt relax. They could catch the vocabulary clearly, so they got the point of each question in exercises. They also felt confidence in learning listening; it was different with their learning as usual before getting song as media. The result of observation the researcher also watched that they were happy when learning listening using song as media. The students also more active and serious in the learning process, the song can enjoy them.

DISCUSSION

The goal of this study is to know whether song as media effective to teach listening and increased the students listening ability or not. The study used design of paired sample t-test which used to differentiate students listening score in the form of students mean score of listening before and after implementing song as media.

The result is based on two kinds of analyses that are t test, and significance. The result of t-test shows that t-test or $t_{counted}$ was 8,657, means there is difference of listening ability before and after giving song as media.

The significance was 0,000, or the significance is lower than 0,05 ($0,000 < 0,05$) means the Null hypotheses is rejected and there is difference students listening ability before and after using song as media to teach listening. The theory says that if empirical t is higher than theoretical theory with

significance of 5% means that there is significance differences, otherwise when empirical t is lower than theoretical theory in the significance of 5% means there is no significance differences. The result of hypothesis showed that empirical t is higher than theoretical t , so song as media to teach listening has significant difference in the term of students listening ability.

Based on the significance analysis shows that the significance is $0,000 < 0,05$, means that Null hypothesis is rejected and there is difference listening ability before and after the researcher used song as media at SMA Primaganda Jombang. It means that the research result supported theory review related literature or research result had been conducted before that song is able to improve students listening ability.

The results were also supported by many theories of teaching listening using song, such as students felt fun to learn listening. Most of them also more active and felt relax. They could catch the vocabulary clearly. They also felt confidence in learning listening, enjoy, and happy, besides, the students also more active and serious in the learning process.

CONCLUSION

The finding showed that song in teaching listening is very effective for students of SMA Primaganda, based on the result of t -test shows that t -test or t counted was 8,657, it means there is difference of listening ability before and after giving song as media, and the result of significance is $0,000 < 0,05$, it means there is difference listening ability before and after giving song as media. The result of questionnaire and observation show that most of students felt fun, active, relax, enjoy, and serious in the teaching and learning listening process.

BIBLIOGRAPHY

- Abdul Wahab Rosyidi, *Media Pembelajaran Bahasa Arab*, Malang: UIN Malang Press, 2009.
- Asep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, Bandung: Remaja Rosda karya, 2011.

- Augusty. Ferdinand, *Metode Penelitian Manajemen: Pedoman Penelitian untuk Skripsi, Tesis dan Disertasi Ilmu Manajemen*, Semarang: Badan Penerbit Universitas Diponegoro. 2006.
- Banoe, P, *Kamus Musik*, Yogyakarta: Kanisius, 2003.
- Batista, J. S., *Music and song: a learning tool*, 2013.
- Brown, H-Douglas, *Principles of Language Learning and Teaching*, London: Longman, 2000.
- Cahyono, Bambang Yudi and Mukminatien, Nur, *Techniques and Strategies to Enhance English Language Learning*, Malang: State University of Malang Press, 2011.
- Citroboto Suhartin, *Prinsip – Prinsip dan Teknik Berkomunikasi*, Jakarta: Bhratara Karya Aksara, 1992.
- Gebhard, J. G., *Teaching English as a foreign language or second language: A self-development and methodology guide (2nd ed.)*, Ann Arbor: University of Michigan Press, 2006.
- Hardjana, Suka, *Musik Antara Kritik dan Apresiasi*. Cetakan ke-1, Jakarta: Kompas Media Nusantara, 2004.
- Henry Guntur Tarigan, *Menyimak sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 1986.
- Hornby, A. S., Cowie, A. P., & A C Gimson, *Oxford Advanced Learning Dictionary of Current English. Oxford Advanced Learners Dictionary*, 1987. <https://doi.org/10.2307/3586015>
- Hugh M, Miller, *Introduction to Music, a Guide to Good Listening*, New Mexico: Barnes & Noble Inc, 2003.
- Richards, J. C., *Teaching listening and speaking*, New York : Cambridge University Press, 2008.
- Rost. M., *Teaching and Researching **Listening***, London UK: Longman, 2006.
- Savannaly, M. V., *Using Songs as a Supplementary Material for Grammar Lessons*, Icer, 2014.
- Schoepp, K, “Reasons for Using Songs in the ESL / EFL Classroom”. *The Internet TESL Journal*, Vol. 7, No. 2 (2001).

Suharto, *Permasalahan Musikal dan lingual dalam penerjemahan lirik lagu*, 2006.

Syarifah Yuanda Azura, Bukhari Daud, Diana Fauzia Sari, "Teaching Listening By Using Songs to Students of Junior High School," *Research in English and Education (READ) Journal*, Vol. 2, No. 3 (August 2017).

Tyagi, B., Listening: An Important Skill and Its Various Aspects. *An International Journal in English* (2013).