INCREASING STUDENTS' LISTENING MASTERY BY USING SONGS

AT SMA NURUL HASANAH CIHEULANG

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ABSTRACT

This study investigates students' listening skill by using English songs. It is known that English is taught ranging from elementary school until universities, but although English is taught in those educational level not all the students can communicate in this language. The purpose of this study to know effectiveness of using English songs to improve students listening skills because listening is the most frequent type of communication activities, listening, then, is one of the skills that need to be developed in order that the students are truly effective in understanding English. The writer tried to observe the effectiveness of songs used as the instructional media to teach students in order to have English proficiency better. The target of this research was the students at eleventh grade of SMA Nurul Hasanah Cheulang Kecamatan Rangkasbitung Lebak-Banten. There were 52 students. The hypothesis of the research is there is a positive effect of the songs used in teaching learning process on the listening achievement, or there isn't increase students listening mastery by using songs in teaching learning process. If there is found effect of songs, how effective the using songs. The data needed to answer the research question are collected by mean of test. The test is divided into pre-test on experimental group. The data were then analyzed by using t-test. Based on data analyzed, it is found that t-observe is higher than t-table (8.125>2.02). Thus, the writer has conclusion that songs can increase the students listening mastery.

Keywords: listening skill, songs, use of song lyrics, students' listening comprehension

INTRODUCTION

English is taught as the first foreign language in Indonesia as a developing country. It is known that English is taught ranging from elementary school until universities, although English is taught in those educational level but not all the students can communicate in this language.

One of the important elements of language skills has already been learnt by students that is listening, because listening is the most frequent type of communication activities, listening, then, is one of the skills that needs to be developed in order that the students are truly effective in understanding English.

There, are many ways or alternative methods and techniques for teaching English as a foreign language, especially listening. One of them is the technique in which the teacher uses the English songs in teaching and learning process. The songs which are presented to the students can entertain them and avoid them from getting bored. The writer tried to observe the effectiveness of songs used as the instructional media to teach students in order to have English proficiency better.

Songs are taught for a variety of purpose: for sake of the vocabulary or structures they contain, to get students to produce oral English by singing them, as an aspect of English Language

culture, for fun, and soon. The songs which are presented to the students can entertain them and avoid them for getting bored. With songs, we hope that students will enjoy language teaching, and that they will learn something from the language. Therefore, song is one of the convenient ways for every student to learn the foreign language especially English.

Listening

Listening is the activity which is respectively similar to reading activity. The differences are listening accepts the information orally from the speaking activity, whereas reading accepts the information from the written text of the writing activity. This case, listening is the activity which has been learned by us when we were a child, we learned listening, then speaking, after that reading and writing. (Henry Guntur Tarigan, 1986: 2)

Listening is one of skills in learning language. Listening is an internal process that cannot directly be observed. The process of listening is how interpret phonetic signal from the speaker and how these organized into sentences to target language. This is the one of the problems, which is faced by the students in learning language and should be tried to observe and find out the proper solution.

Based on the observation of the writer, listening foreign language, in this case English, tends to be neglected. It means that listening is less given in school. It is the reality that an English teacher often gives the direction and the teacher thinks that it is as a listening drill. English teacher opinions that listening will be gotten by the students automatically when they learn speaking. In order words, the students who have studied speaking, learned listening can do it, when someone is doing one activity, such as listening to the radio or music and watching television or film.

There are some definitions of listening explained by many linguists:
a. "Listening is a process by which air borne signal are converted to meaning in the mind" (Marie Markus, 1977: 64).
b. "Listening is one of the basic linguistic skills, the ability to identify and comprehend speech" (R.R.K Hortman and Strok, 1976)
c. Listening is one half of the process of communication. It proposes in in the hearer willingness and a competence to understand what is said.in the behaviorist classroom and language laboratory, listening rare event. A part from interpreting spoken instructions, the learner uses her ears only for the purpose of hearing examples of the new structure, hearing clues for his own responses, hearing the correct responses afterwards. She does not need to understand what the examples or the responses mean; the behaviorist teacher understandably wary of getting her pupils to listen (Julian Dakin, 1973:31).

Songs

The most important element is songs and language or rhythm, melody and intonation. Songs and language are on the continuum of vocally produced human sounds. In songs, there is rotation in language there is graphic symbols systems. The relation is purely arbitrary and has meaning to the initiated only. The ability to read rotation of songs and to read graphic symbols of language is fundamental in learning to sing and in learning foreign language.

Griffie (1992: 5) states that songs have their own identity and their function differently from speech or poetry, and according to him the features of songs are:
a. Songs convey a lower of information than poetry. Even tough poetry can be word, we usually read it, it permits longer and more dense information.
b. Songs have personal quality that make the listener react as if they were being song for the listener personally.

Further, Griffie also divides songs function into two categories:
a. Songs as a text
   Songs can be used as a text in the same way that is poem, short story, novel or any other piece of automatic material can be used.
b. Songs as supplement
   Songs can be used as supplement in English text book or as the itself in variety of the teaching situations.

According to Pen, that song is the union of the text and tune as expressed through the voice marries two forms of communication. The concrete language of words and the abstract meaning of the

music. In this partnership, it is usually the text that determine the form of music.

METHODOLOGY

This research was experimental method on the pre-test and post-test group design did the way of two observations before the experiment, observation that done before experiment (T1), is pre-test, observation treatment (X) and observation after experiment (T2), is post-test. Difference between T1 and T2 is T2-T1, which can explain the effect of the treatment.

Population and Sample

Population is number of subjects that will be researched, while sample is a part of Population that will be researched. And sampling is a technique of choosing sample from population. (Arikunto, 2006.131). Students at the eleven grade of SMA Nurul Hasanah Ciheulang are chosen as the Population of the study. The sample of will be 30 students. The writer took eleventh grade as sample in this research.

Data Collection

The writer visited the school to make an observation. To collect data, the writer used a pre-test and a post-test. The purpose of the pre-test data was to determine the students' listening ability prior to treatment. Following the treatment, a post-test was administered to determine the students' ability in listening skills.

Research Instrument

This study's instrument was a test; song sheets (lyrics) have been distributed in pre-test, while listening, and post-test. The pre-test and post-test instruments were all the same, according to (Futonge, 2005:25). The test was based of 20 items, 10 fill in the blank lyrics' parts, and 10 identifying the correct words.

Data Analysis

According to the method of research applied in the study. That is, experimental method, the analysis is done by means of experimental statistic. The formula used for computing the average scores from each point of the pre-test and post-test given experimental groups as follows:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N (N - 1)}}}$$

$$Md = \frac{(\sum x)^2}{N}$$

(Sudjana, 1992 : 380)

Note:

Md	= Mean of differences between pre-test and post-test
Xd	= Deviation of each subject (d-Md)
$\sum x^2 d$	= The amount deviation square
N	= Subject of sample
d.b	= Determine by N-1

RESULTS AND DISCUSSION

Systematically, the writer divided the score from the pre-test and post-test given to the experimental. The scores were the students' accumulative achievement in English lesson. Based on the process of computation, the writer presents the results of the computation.

Firstly, she presents the results and interpretation of testing statistical computation. The value accounted is 8.125 and critical value of t-table is 29 d.f 29 and the level of the significance at 0.06 is 2.02 so, the value of t-table. From the computation above, because the t-observe is higher than the t- table, that is $8.125 > 2.02$. It's mean, the writer can say that the first hypothesis, "there is a positive effect of the songs used in teaching learning process on the listening achievement", is accepted and the second hypothesis, "there is not increasing students listening mastery by using songs in teaching learning process", is rejected. In other words, it is quite reasonable to reject the null hypothesis. So, from all the result above, the writer has summarized that song can increase the students listening mastery

CONCLUSION AND SUGGESTIONS

Results of the data analysis indicated that student's performance in listening comprehension were better than before being exposed to the experimental treatment (using song's lyrics technique). There is a positive effect of using songs on students listening mastery. Teaching listening by using songs can be used to increase the student listening mastery. By using songs, the students are able to develop listening mastery enjoyable easily,

added new vocabulary and use of imagination to provide a relaxed classroom.

The effect of using songs on students listening mastery is significant. Based on the result of the data, the t-observe is higher that t-table (8.125 > 2.02), this is proving that songs can increase the student in their listening mastery. the writer could give some suggestions: Hopefully the results of this study can be useful or become a reference for the future or next researchers. The research is still far away from the perfection and it is suggested that they develop more methods, techniques, or strategies for teaching listening that are more effective and Interesting. It was expected that by doing so, students would achieve a higher level of accomplishment or result in English. The present study was conducted which to indicated that by using song's lyrics technique was an effective for teaching English especially in listening skill. Therefore, English teachers are suggested to use this technique to improve the student's listening skill.

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