

# THE EFFECTIVENESS OF USING ENGLISH POP SONGS TOWARD STUDENTS' LISTENING COMPREHENSION

## KEEFEKTIFAN PENGGUNAAN LAGU BERBAHASA INGGRIS TERHADAP PEMAHAMAN MENYIMAK SISWA

Delsa Miranty<sup>1</sup>, Eri Rahmawati<sup>2</sup>, dan Alfi Hasanah<sup>3</sup>

Universitas Sultan Ageng Tirtayasa  
Jalan Raya Jakarta, KM 4, Pakupatan, Serang, Banten  
Telepon: 0817882804<sup>1</sup>, 081513116413<sup>2</sup>, 081212882270<sup>3</sup>  
Pos-el: delsa12@yahoo.co.id<sup>1</sup>, eri.rahmawati@untirta.ac.id<sup>2</sup>, alfiha95@gmail.com<sup>3</sup>

(Makalah diterima tanggal 4 Desember 2017—Disetujui tanggal 22 Maret 2018)

**Abstract:** The objective of this research was to find out the effectiveness of using English pop songs toward students' listening comprehension at the tenth grade of SMAN 5 Kota Serang. The population of this research was all the students of the tenth grade of SMAN 5 Kota Serang, and the sample were X Science 4 as experimental class and X Science 3 as control class. The researcher used quantitative method by implementing true experimental design. The instrument of research was the tests: pre and post test. The result of students' average in pre-test were 45.17 for experimental and 46 for control class. The result of students' average in post-test were 78 for experimental and 71.67 for control class. It can be concluded that using English pop songs was effective toward students' listening and the teachers can use English pop songs as a media to overcome students' difficulty in listening and improve their listening comprehension, too.

**Keywords:** listening, English pop song, quantitative method

**Abstrak:** Tujuan penelitian ini untuk mencari tahu keefektifan penggunaan lagu pop berbahasa Inggris terhadap pemahaman menyimak siswa dikelas sepuluh di SMAN 5 Kota Serang. Populasi dalam penelitian ini adalah seluruh siswa yang ada dikelas sepuluh di SMAN 5 Kota Serang, dan sampelnya adalah kelas X Mipa 4 sebagai kelas experimental dan X Mipa 3 sebagai kelas kontrol. Peneliti menggunakan metode kuantitatif dengan menerapkan true experimental design. Instrument dalam penelitian ini menggunakan tes. Hasil nilai rata-rata siswa pre-test adalah 45.17 untuk experimental dan 46 untuk kelas kontrol. Hasil nilai rata-rata siswa post-test adalah 78 untuk experimental dan 71.67 untuk kelas kontrol. Itu bisa disimpulkan bahwa penggunaan lagu pop berbahasa Inggris efektif terhadap pemahaman siswa dalam menyimak. Maka dapat disimpulkan bahwa penggunaan lagu pop berbahasa Inggris efektif untuk meningkatkan kemampuan menyimak para siswa dan para guru dapat menggunakan lagu pop berbahasa Inggris sebagai media untuk membantu kesulitan para siswa khususnya dalam hal menyimak dan juga meningkatkan kemampuan menyimak mereka.

**Kata Kunci:** menyimak, lagu pop berbahasa inggris, metode kuantitatif

## **INTRODUCTION**

Listening is an activity to receive the information which is delivered by others through the ears. Saricoban (1999: 17) stated that listening is the ability to identify and understand what others are saying. It means that listening is needed to understand the utterance of others.

Listening activities are also required in academic context, where the students have to deal with listening comprehension in the class. Generally, students face difficulties in learning listening. These problems occurred were not only because lack of their comprehension but also the lack of teachers' media, Arsyad (2003). Arsyad adds that media is a tool which is used by the teacher to make the materials interesting. An initial interview with a teacher of English in this site indicated that students still found it hard to deal with listening activities due to those problems in SMAN 5 Kota Serang.

Students' listening comprehension at the Tenth grade of SMAN 5 Kota Serang was still low. It could be seen from their result of the listening test under the score of KKM (Minimum Standardized Score). The KKM (Minimum Standardized Score) was 6.7. From interview with the English teachers in that school, there were many factors, one of them is the media that less sufficient. Based on the problems identified at SMAN 5 Kota Serang, the researcher is interested in conducting the research entitled "The Effectiveness of Using English Pop Song toward Students' Listening Comprehension at the Tenth Grade of SMAN 5 Kota Serang".

## **LITERATURE REVIEW**

### **Listening**

Listening is a process to require sounds and comprehend the message which is delivered by others. It is supported by Rost (cited in Ramadhika 2014: 6) that listening is mental process of constructing meaning from spoken input. He also added that listening is

vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Saricoban (1999: 17) stated that listening is the ability to identify and understand what others are saying. It can be concluded that listening is a process of hearing through the ears with a comprehension to know the information which is delivered by others.

### **Media**

Media is very important in teaching and learning activity. It can give the positive effects for the students. The students will be enthusiastic, interested, fun, and enjoy in learning. Many media can be used by teacher to help him/her in teaching, Hamalik (1986).

According to Sadiman (cited in Kustandi, 2013:7) that media is an intermediary or an introductory message from sender to the receiver. It is supported by Arsyad (2011:2) that media is a part that cannot be separated of the teaching learning process to achieve the goal of education in general and in school particularly.

It can be concluded that media is a tool which is used by teacher to make the material more interesting. It will make the students easier to acquire the material.

### **Types of Media**

Media is needed to achieve the goal of learning process. There are many types of media that can used by teacher. Bahri and Rain (2006:124) divided media into three categories, they are:

- a. Audio Media: audio media is the media that only rely on voice capability only.
- b. Visual Media: visual media is the media that only rely on sense of sight.
- c. Audio Visual Media: audio-visual media is media that has element of sound and image element.

According to the types of teaching media previously explained, the researcher applied the audio media. Audio media is the media which use the ear to catch the material. One

of the audio media is songs. In this research, the researcher chose four songs. There were Taylor Swift's "Back to December," Celine Dion's "Because You loved Me," Katty Perry's "The One that Got Away," and Adele's "Someone Like You." The durations of each song is approximately 3:52. The researcher chose these songs with several considerations, they were: the songs were easy listening, so the students were easy to listen and repeat the songs. The singers were the idols for teenagers in 21<sup>st</sup> century, around 2010-2016. The last, because it could be downloaded from the internet access.

## METHODOLOGY OF RESEARCH

### Research Design

The researcher used quantitative method. Cresswell (2012: 13) stated that quantitative research is identifying a research problem based on trend in the field or on the need to explain why something occurs. This research used experimental design. Cresswell (2012: 21) stated that experimental design is the procedures in quantitative research in which the investigator determines whether an activity or material makes a difference in result for participant. In this research, the researcher used true experimental design. It means that in this design there are two groups which had been chosen randomly. Then, gave the pre-test to determine the initial state whether there were any difference between the experimental group and the control group. The design can be illustrated as follow:

**The True Experimental Research Design**

E	T1	X (English Pop Songs)	T2
C	T1	-	T2

### Population and Sample of the Research

Cresswell (2012: 142) stated that population was a group of individuals who have the same characteristic. In this research, the population or the subjects of the research were all the tenth grade of SMAN 5 Kota

Serang that consists of 256 students. It consist of 8 classes, and each class contains about 30-40 students.

Meanwhile, according to Ary et al (2010:148) sample was a portion of a population. In this research, the researcher will use cluster random sampling technique. The researcher made lottery from some pieces of roll paper which is written all names of eight classes at tenth grade of SMAN 5 Kota Serang. The samples of this research were 3 classes. X Science 5, X Science 3, and X Science 4.

### Research Instrument

In this research, the researcher applied tests as the instrument of the research to measure students' achievement in listening comprehension both the students in the experimental class with English pop songs and the students who taught with conventional method. The instrument in this research, they were:

1. Pre-test  
Pre-test was the first step to gather the data. It conducted before treatment. The researcher gave pre-test consists of several item missing words, and the students fill in the blank with the correct answer. Pre-test was done to find out the students' comprehension in both experimental and control groups before they receive the treatment.
2. Post-test  
The researcher conducted post-test at the end of gathering the data. It was given after the treatment in order to find out whether or not the treatment gave any contribution to the students achievement in the experimental group.

### Data Collecting Technique

For collecting the data, there were four meetings, two meetings for pre-test and post-test, and two meetings for the treatment in experimental group. In collecting the data, firstly the researcher gave tryout the instrument to the population outside the sample to find out the validity

and reliability of the instrument. After getting the result of the test whether it was valid and reliable, then the researcher gave pre-test consisting of several missing words to both control and experimental group to find out the students' comprehension from between those two groups. In the next steps the researcher gave some treatment to the experimental group. After the treatment, post-test consisted of several missing words will be given to both groups to measure listening comprehension after treatment.

**Data Analysis Technique**

After collecting the data, the researcher compared the score between experimental class and control class. So, the procedure of calculation as follows:

First, the researcher analyzed the validity and reliability of the test. In this research, the researcher used the formula as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Notes:

- $r_{xy}$  = Correlation between variable X and Y
- $\sum$  = Sum of each variable
- N = Number of students
- X = The average score of X
- Y = The average score of Y

If  $r_{count} \geq r_{table}$  = It means that the test was valid.  
 If  $r_{count} \leq r_{table}$  = It means that the test was not valid.

To get the reliability of the test, the researcher used Alpha Cronbach formula as follow:

$$r_{11} = \frac{2 X r_{1/21/2}}{(1 + r_{1/21/2})}$$

Notes:

- $r_{11}$  : The reliability of the instrument (test)
- $r_{1/21/2}$  : Index correlation (referred to as the index of correlation)

Moreover, to know the criteria of reliability as follow:

- If  $r_{11} \geq r_{table}$  : It indicates that instrument (test) was reliable
- If  $r_{11} \leq r_{table}$  : It indicates that instrument (test) was not reliable

Next analyzing normality of the test. This research used Chi-Square formula as follows:

$$X^2 = \sum = \frac{(f_o - f_e)^2}{f_e}$$

Notes:

- $X^2$  : The Chi-Square
- $f_o$  : The frequency that is observed
- $f_e$  : The frequency that is hope
- If  $x^2_{count} \geq x^2_{table}$  = It means that the distribution of data was not normal.
- If  $x^2_{count} \leq x^2_{table}$  = It means that the distribution of data was normal.

After that, the researcher analyzed the homogeneity of the test to determine whether the data obtained from a homogeneous population or not. The researcher used *Fcount* formula (Riduwan, 2012:120) as follows:

$$F_{count} = \frac{BV}{SV}$$

Notes:

- Fcount* = the Fvalue
- BV = the biggest variance
- SV = the smallest variances
- Moreover, to know the criteria of homogeneity test as follow:
- If  $F_{count} \geq F_{table}$  it does not indicate homogenous.
- If  $F_{count} \leq F_{table}$  it indicates homogenous.

After that, the researcher used T-test to find out the differences of students' score between pre-test and post-test. The analysis of the data was to find out whether English pop song media was effective in teaching listening comprehension.

In this research, the researcher used T-test formula according to Arikunto (2010:280). The formula was as follow:

$$T_{count} = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

- t = t count
- $M_x$  = Mean experiment group
- $M_y$  = Mean control group
- $N_x$  = subjects of experiment class
- $N_y$  = subjects of control class
- $X^2$  = deviation of experiment class
- $Y^2$  = Deviation of control class

The research compared the t-test value with the t-table value. If the t-test was greater than t-table ( $t_{\text{count}} > t_{\text{table}}$ ) it means alternative hypothesis was accepted. Whereas, if t-test was lower than t-table ( $t_{\text{count}} < t_{\text{table}}$ ), alternative hypothesis was rejected and null hypothesis was accepted.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The research was conducted at SMAN 5 Kota Serang on 17<sup>th</sup> May 2017 until 10<sup>th</sup> June 2017, in the tenth grade students for getting the data and to know the effectiveness of using English pop songs toward students listening comprehension at the tenth grade of SMAN 5 Kota Serang. The subject of this research was divided into two classes chosen by cluster random sampling technique. In this research, the population was 367 students that were divided into nine classes, X Science 1 - X Science 6 and X Social 1 - X Social 3. The researcher conducted the research in two classes, the first class X Science 4 as the experimental class and the second class X Science 3 as the control class. Each class consisted of 30 students

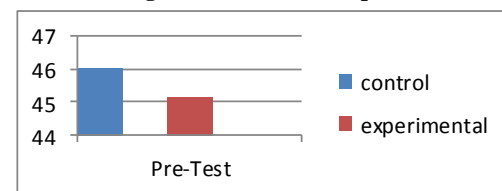
The researcher used tests as the instrument, there were pre-test and post-test. The form of test was several item fill in the blank questions. The researcher has done the tryout test on Wednesday, May 17<sup>th</sup> 2017 before conducting the pre-test to know the validity and reliability of the test. The researcher conducted 50 item fill in the blank questions. The data were obtained from the result of the students' answer in listening comprehension test.

The pre test of experimental class and control class was conducted on Friday; May 19<sup>th</sup>, 2017. Experimental class and control class got the same pre-test. Experimental class was X Science 4 and control class was X Science 3. Each class had 30 students. The pre test consisted of 20 fill in the blank items test. After the researcher got the students' score of pre test,

the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that the researcher had collected from experimental class, the result showed that the lowest score was 30 #S.E1 #S.E4 #S.E21 and #S.E22. And the highest score was 70 #S.E26. Meanwhile, based on the students' score of pre test that the researcher collected from control class, the result showed that the lowest score was 30 #S.C7 and the highest score was 65 #S.C11.

**Figure 4.2**  
The mean diagram of control and experimental class



The diagram above showed the significant difference between mean score in experimental class was 45.17 and control class was 46. It shows the quality of the students in listening comprehension before treatment. The difference score was 0.83 points.

The post test consisted of 20 items test and the form of post test was fill in the blank. After the researcher got the students' score of post test, the researcher found out the maximum score and minimum score in both of groups.

Based on the students' score of pre test that the researcher had collected from experimental class, the result showed that the lowest score was 65 #S.E.; #S.E21 and #S.E 22, and the highest score was 95 #S.E2. Meanwhile, based on the students' score of post test that the researcher had been collected from control class, the result showed that the lowest score was 60 #S.C7 and the highest score was 90 #S.C11.

**Figure 4.3**  
The mean diagram of control and experimental class



The diagram above showed the mean score in experimental class was 78 and control class was 71.87. It shows the quality of the students in listening comprehension after treatment. The difference score was 6.13 points.

## CONCLUSION

Based on the result of the research, it can be concluded that the students who were taught by using English pop songs media got better achievement. It could be seen from the data that was analyzed by using t-test to test the hypothesis of this research in the significance degree of 5%. The result of data showed that  $t_{count} \geq t_{table}$  ( $18.38 \geq 2.00$ ). It means that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. So, it indicated that using English pop songs in teaching English especially listening comprehension gave positive effect to the students. It could create a good situation in the classroom. The students could feel joyful, relax, and interested toward the learning process.

## REFERENCES

- Arikunto, Suharsimi. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Asdi Mahasatya.
- \_\_\_\_\_. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- \_\_\_\_\_. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. (2003). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.

- Creswell, John W. (2012). *Educational Research*. London: Thousand Oaks, Calif, Sage Publications.
- Kustandi, C. (2013). *Media Pembelajaran, Manual and Digital*. Bogor: Galia Indonesia.
- Ramadhika, Boris. (2014). *Improving Students' Listening Skills Using Animation Videos for the Eighth Grade Students of SMP N 6 Magelang in the Academic Year of 2013/2014*. Thesis for Under Graduate Yogyakarta State University, Indonesia.
- Riduwan. (2011). *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*. Bandung: Alfabeta
- Rost, Michael. (1994). *Introducing Listening*. London: Penguin.
- Saricoban, Arif. (1999). The Teaching of Listening: *The Internet TESL Journal*, 5(12), 1-8. Retrieved from <http://iteslj.org/Articles/saricoban-Listening.html>.