

Improving Students' Listening Skill Using English Pop Songs At Sma Negeri 3 Jeneponto

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Abstract

The purpose of this study was to find out whether the use of English pop song improve the listening skill of the second year students at SMA Negeri 3 Jeneponto. The independent variable in this study was the use of English pop songs while the dependent variable is listening skill. The population in this research was the students of class XI at SMA Negeri 3 Jeneponto, while the sample was students of class XI MIA 1 consist of 19 students. The research data was obtained by giving a listening test in the form of pretest and post test. The data analysis technique was descriptive statistics and t-test. Based on the results of the analysis, the probability value = 0.001 was lower than the level of significance value = 0.05. It can be concluded that the use of English pop songs can improve the listening skills of the students class XI MIA 1 at SMA Negeri 3 Jeneponto.

Keywords— *Improving, Pop Song, Listening Skill.*

INTRODUCTION

Listening is one of the important skills that must be mastered in communication, especially in English. According to Simanjuntak and Usuar (2020) listening is a behavior or action that can be learned, a process that is related to listening, namely paying attention, distinguishing, understanding, and remembering. This can be improved with practice. By mastering listening, it will be easier for us to understand what other people are saying, such as when we are talking to foreigners, watching English movies or listening to English songs. In that case, preparing a listening strategy is very important to be able to improve their listening skills.

Nowadays, there are many ways to improve listening skills, one of them is by using songs. Especially during a pandemic like this, all activities are carried out online, where people will be doing a lot of activities at home and some people will spend their free time listening to songs. Songs have existed for a long time and have been known by many people, songs are alternative medium that can be used to improve students listening skills, especially in English. According to Džanić & Pejić (2016), a song is a collection of languages that combines listening, vocabulary, grammar, and culture, as well as a number of other language skills in some lyrics. It means that song is an effective medium to improve students listening skill if it is applied in learning because it has been connected with other skill.

There are so many genres of songs that exist, the researcher will use pop songs in this research because the melodies of pop songs are very catchy, easy to hear (easy listening) and have various themes. Besides that pop songs are liked by all circles, both adults and teenagers. Hadi (2019) stated that song as an instrument also plays an effective way for teachers by giving joy to students in learning about English. When students are feeling cool in singing a song,

students will practice listening, speaking subconsciously, pronouncing to imitating like a native speaker.

Listening to songs has many advantages, such as we can understand the meaning of the songs contents, increase vocabulary (new words) because in songs we can find words that we have never known before, By using this method students will be easier to remember or memorize words in English, and besides that this method is also fun to apply. Brown and Yule (1983) stated that the meaning of listening comprehension is that someone is able to understand from what he hears. If he learns the text by hearing it, then he will be able to understand it. The purpose of this research is to find out whether the songs medium had an effect on improving students listening skills.

Based on the observation made by the researcher with an English teacher at SMA Negeri 3 Jeneponto. At this school, students English listening skill is still lacking due to inadequate school facilities and students grammar is still very limited so that it becomes an obstacle for English teachers at SMA Negeri 3 Jeneponto. Therefore, the researcher chose songs as a medium that can be used as a tool to improve students listening skills.

Based on the explanation above, the researcher is interested in conducting a research entitled **"Improving Students' Listening Skills Using English Pop Songs at SMA Negeri 3 Jeneponto"**

LITERATURE REVIEW

1. Listening

According to Hidayat (2013), listening can be considered important skills to master. How well you listen will make all the difference to influence or affect the quality of relationships between others. Futhermore, Afriyuninda and Oktaviani (2021) stated that listening is one of the language skills. And become an important part of the telecommunications process that students must master. Listening allows students to gather or obtain information and develop the speaker's words. According to Howatt and Dakin (1974), listening is the ability to recognize and understand what others are saying. This listening process may also include understand the speaker's accent and grammar, pronunciation, vocabulary and understanding of meaning. In additional, Hendrawaty and Nurhayati (2019) stated that listening is a skill and skills that are the most important foundation for beginners in learning a new language. This is receptive ability, which means that beginners learn a language by accepting new ones the words of what they heard.

2. Song

According to Kuśnerek (2016), students can use songs because many people think that learning a new language is a new experience. Futhermore, Lestary and Seriadi (2019) stated that the song has a linguistic pattern that also develops various skills such as listening, pronunciation, rhythm and can create a pleasant mood. According to Simanjuntak & Uswar (2020), a song is a type of music or rhythm to accompany. The lyrics also sometimes describe a person's feelings, such as when they are happy, sad, in love, and others. In additional, Azura, Daud, and Sari (2017) stated that song is one tool that can engage students with every word they hear about a song It is known that music also plays a very important role in life.

3. Types of Songs

Songs are divided into several types such as:

a. Folk Song

Coupland (2011) argued that folk music offers us many extreme contrasts with the ethos of classic rock and roll. Meanwhile, MacKinnon (Coupland, 2011) argues that folk music is based on an ideology of timelessness, (sub)cultural grounding, informality, anti-consumerism and to some extent resistance to performance.

b. Pop Song

Hendrawaty and Nurhayati (2019) stated that among many genres of songs, pop song or pop music is commercial recorded music that is often aimed at young people and usually consists of relatively short and simple love songs. There is one characteristic of pop songs that may come from the name itself.

c. Rock Song

According to Fabbri (1982), a rock or pop song clearly resembles Anglo-American patterns. In both types, but especially in rock songs, these patterns exist because of the friction between the different linguistic features of Italian and English.

d. Musical Song

According to Fabbri (1982), a musical genre is a set of real or potential musical events, the development of which is regulated by a certain set of socially accepted rules.

e. Children Song

Fabbri (1982) stated that nursery rhymes are performed by adults in a voice usually used to communicate with children or pets, or by children raised by such adults.

f. Political Song

Fabbri (1982) argued that the political song, for all its 'realistic' intentions, also accepts ideological conventions (that is, presents its lines as if they were natural facts).

Among the kind of songs above, the researcher will focus on pop song because pop songs are in great demand by many people and are popular among teenagers, besides that pop songs are more easy listening so students can easily understand the meaning of the lyrics of the song.

METHOD

A. Research Design

This research used quantitative research. According to Creswell (2009) quantitative research is a means of testing objective theories by testing the relationship between variables. These variables can usually be measured and played on the instrument, so numerical data can be analyzed using statistical steps.

The design in this research is pre-experimental. Creswell (2009) stated that in the pre-experimental design, the researcher studied one group and provided intervention during the experiment. This design does not have a control group to compare with the experimental group which only focuses on one group. The type of pre-experiment used in this research is One Group Pretest-Posttest Design, which makes one class as the experimental group.

Design of One Group Pretest-Posttest

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Explanation:

O₁ : Pre-test score (before treatment)

X : Treatment

O₂ : Post-test scores (after treatment)

Treatment effect : $O_2 - O_1$

B. Place and Time of Research

This research was conducted at *SMA Negeri 3 Jeneponto* which is located at *Jl. Abd. Jalil Sikki No.82, Romanga, Kel. Balang, Kec. Binamu, Kab. Jeneponto, Provinsi Sulawesi Selatan*. The research was conducted on 19 January 2023.

C. Population and Sample

The population of this research was the second year students at SMA Negeri 3 Jeneponto consisting of 168 students in the 2022/2023 academic year. In drawing a sample from the population, the researcher used cluster random sampling technique, the researcher chose 1 class from 6 classes randomly. The class that the researcher chose randomly was class XI MIA 1, which consisted of 19 students.

D. Techniques of Data Collection

Technique of data collection in this research was a test. According to Johnson and Christensen (2020) test which can usually be used in quantitative research, aim to measure such as attitudes, personality, talents, self-perceptions, and the performance of the object or research participant.

The tests that carried out by the researcher are as follows:

1. Pre-test

Pre-test is a test conducted before being given treatment (pop song) to measure students learning skill. The stages before the researcher gave treatment to students, the researcher gave an initial test in the form of a multiple choice test. The researcher distributed sheets of paper that has been print out which is consists of 15 items distributed in the form of multiple choice test. To answer multiple choice test, the students played audios in the form of a dialogue. The pre-test was carried out in one meeting with a maximum time of 80 minutes. This pre-test is used to find out how students initial knowledge or basic listening skills.

2. Treatment

At this stage the researcher provided treatment using medium in the form of English pop songs. This treatment stage was carried out in four meetings, at the first meeting one song was given, then the second meeting until the fourth meeting the researcher followed the same steps. The song given to students at the first meeting was “Count on Me” by Bruno Mars. Then at the second meeting the song given to students was “Try Everything” by Shakira. The third meeting given the song “Give Me Your Forever” by Zack Tubadlo, and the last meeting given the song “I Like Me Better” by Lauv. Each meeting will take approximately 80 minutes.

The stages of treatment that the researcher used here are as follows:

- First, the researcher asked for students attention to listen carefully to the songs that will be played.
- Second, the researcher played English pop songs that has been prepared in front of the class with high volume.
- Third, students listened to the song that has been played.
- Fourth, after the song finished playing, the researcher opened question and answer session for students who wanted to ask about the song or words they don't understand, then the researcher answered and explained it.
- Fifth, after QnA session, the researcher asked questions to the experimental group about the meaning of the song.

- And last, the researcher asked all students or the experimental group to sing the song together.

3. Post-test

Post-test is the final test given after the treatment (pop song) is carried out to find out how the students listening skills improved after the researcher gave the treatment using English pop songs to the students or the experimental group. The researcher were given a post test or final test in the form of multiple choices test. The researcher distributed sheets of paper that has been printed out which consists of 15 items in the form of multiple choice test. To answer multiple choice test, students played audios in the form of dialogue. At this stage it was carried out once at the end of the meeting with approximately 80 minutes. This post test was used by the researcher with the aim of knowing a value or treatment result, whether the post test results can increase or not compared to the pre test.

E. Instruments of the Research

The instrument used in this research was a listening test. This test is divided into two, namely pre-test and post-test. The first is pre-test, which is a test that is carried out or given to the experimental group before giving treatment by using pop songs. The second is post-test, which is a test that is carried out after giving treatment by using pop songs so that by giving a post-test the researcher get the differences. The pre-test and post-test were the form of a multiple choice test which contains of 15 item questions.

F. Techniques of Data Analysis

The techniques of data analysis uses in this research are as follows :

1. Descriptive Statistics

According to Sugiyono (2015) descriptive statistical analysis is used in drawing or providing an overview of the data that has been obtained, namely regarding the value of student learning outcomes using the experimental method. Data processing is also carried out such as making a frequency distribution table, mean score, and standard deviation.

Table Classification of the Students Score

No	Classification	Score
1	Very Good	88-100
2	Good	74-87
3	Fair	60-73
4	Poor	< 60

(Kemendikbud, 2017:24)

2. T-Test

After all the data were collected, the researcher then used Paired Sample T-Test by using SPSS program to determine whether or not the use of English pop songs improved students listening skills.

FINDINGS

1. The Classification of the Students Pre-test Scores

The researcher took the pre-test and post-test data that had been collected by the students. The pre-test was given before the treatment (pop song) to the students and the post-test was given after the treatment (pop song) had been carried out.

After the student scores were collected, the researcher used the students scoring system. The categories are very good, good, fair, and poor. The classification of the students can be seen in the table below:

Table the Classifications of the Students Pre-test Scores

No	Classifications	Score	Frequency	Percentage
1	Very Good	88-100	0	0%
2	Good	74-87	0	0%
3	Fair	60-73	1	5.2%
4	Poor	< 60	18	94.8%
TOTAL			19	100%

It can be seen in table above that none of the students who get scored in very good and good categories during the pre-test. Then in fair category there is only 1 (5.2%) student, while in poor category there are 18 (94.8%) students.

2. The classification of the Students Post-test Scores

Still same as above, the researcher used students scoring system on the post-test results. The categories are very good, good, fair and poor. The classification of the students can be seen in the table below:

Table the Classifications of the Students Post-test Scores

No	Classification	Score	Frequency	Percentage
1	Very Good	88-100	0	0%
2	Good	74-87	3	15.7%
3	Fair	60-73	13	68.6%
4	Poor	< 60	3	15.7%
TOTAL			19	100%

It can be seen in table above that none of the students get scored in very good category. Then in good category there are 3 (15.7%) students, while in fair category there are 13 (68.6%) students, and in poor category there are only 3 (15.7%).

Based on the previous table and table above, it can be seen that the students get good improvement in the post-test because there were only 3 students who got poor score while in the pre-test there were 18 students who got poor score. So it can be concluded that the percentage of students average scores in the post-test is higher than the average percentage of students in the pre-test.

3. Students Mean Score and Standard Deviation

Table Students Mean Score and Standard Deviation

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	35.37	19	11.236	2.578
	POST TEST	65.53	19	13.713	3.146

Based on the results in table above, the pre-test had a mean score of 35.37 and a standard deviation of 11.236, while in the post-test had a mean score of 65.53 and a standard deviation of 13.713, which means that there is an increase in student scores in the post-test.

4. Students T-test of Pre-test and Post-test

T-test was conducted to find out whether there is a significant difference in students scores in the pre-test and post-test. The criteria for the t-test are that if the probability value is > 0.05 then H_0 is accepted, while if the probability is < 0.05 then H_0 is rejected.

Table 4.4 Students T-test of Pre-test and Post-test

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	PRE TEST - POST TEST	-30.158	15.724	3.607	-37.737	-22.579	-8.360	18	<.001	<.001

Based on the results of the student's t-test in the table above, it can be seen that the probability value = 0.001 is lower than the level of significance value = 0.05. Then H_0 is rejected and H_1 is accepted. So the researcher can conclude that the hypothesis H_1 in this study is accepted. It means that using English pop songs improves the listening skills students of class XI MIA 1 at SMA Negeri 3 Jeneponto.

DISCUSSION

The results of findings showed that students listening skills by using English pop songs have improved quite good. This can be seen from the scores of students pre-test and post-test. Which is the result of the student's post-test score more better than pre-test score. The obstacles that students experience in pre-test because most of them have difficulty finding the correct answer.

During the pre-test, students listening skills were still lacking. The researcher found that most of students were confused about choosing the answer so that during the pre-test process

the researcher could repeat the audio dialogue 3x for each question. But there are some students whose listening skills are already good and just need to be trained again.

Based on the problems above, the researcher gave treatment using English pop songs at the first-fourth meeting. In the first meeting, the researcher gave a pre-test to find out the students listening skill. After that, the researcher gave treatment in the form of an English pop song entitled "Count on Me" by Bruno Mars. Then at the second meeting the researcher gave a song entitled "Try Everything" by Shakira, and at the third meeting the researcher gave the song "Give Me Your Forever" by Zack Tabudlo. Then at the last meeting before being given the post-test the researcher gave the fourth song treatment entitled "I Like Me Better" by Lauv. The results of the treatment using songs show that students more enjoy learning and some of the students become active, they can guess the title of the song and catch the meaning of the song. So it can be concluded that the use of pop songs can be used as a learning medium not just as entertainment and also listening to English pop songs can improve students listening skills.

The treatment stages carried out by the researcher at the first-fourth meeting were: (1). The researcher played pop songs to the students. (2). Students are asked to listen to pop songs that have been played by the researcher (3). After the song finished playing, the researcher asked the students to guess the title of the song and the singer of the song. (4). After that, the researcher asked the students to find the meaning of the song. (5). Next, the students are asked to provide feedback about the song. (6). Then the students were asked to repeat each verse of the song lyrics that the researcher said. (7). Finally, students are asked to sing together.

When the post-test was given to students, students seemed more enthusiastic about working on the questions, then students began to understand little by little the meaning of the dialog questions that the researcher gave so that the researcher only repeated the questions 1x for each questions. It means that there is a very good improvement from the students.

The aspects obtained by the students in learning listening are (1) being able to increase the students vocabulary, (2) being able to train students pronunciation so that they are not rigid in using English, (3) being able to use good and correct grammar, (4) being able to understand the meaning of sentences or conversations in English, (5) and can improve students listening skills so that when listening to foreigners speaking, the students can easily understand what is being said.

CONCLUSION

Based on the findings, the researcher concluded that from the results of pre-test to post-test scores, the students listening skills is increased. It was proved by the students post-test mean score of 65.53 which is higher than the students pre-test mean score of 35.37. It means H_0 is rejected and H_1 is accepted because the probability value = 0.001 is lower than the level of significance = 0.05.

From the explanation above, the researcher concluded that the use of English pop songs improve the listening skill of the second year students at SMA Negeri 3 Jeneponto.

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