AN UNDERGRADUATE THESIS

THE INFLUENCE OF ENGLISH KIDS SONGS

ON THE LEARNERS LISTENING COMPREHENSION

AT SMPN 1 BATANGHARI

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC INSTITUTE OF METRO

1442 H / 2021 M

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THE INFLUENCE OF ENGLISH KIDS SONGS
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AT SMPN 1 BATANGHARI

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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APPROVAL PAGE

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NOTIFICATION LETTER

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Matter   : **In order to hold the munaqosyah**
              of Lailatun Niqma

To:
The Honorable the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Lailatun Niqma
Students Number : 1601070102
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS
                  LISTENING COMPREHENSION AT SMPN 1 BATANGHARI

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training inorder to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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Matter : Pengajuan Munaqosyah

> Kepada Yth.,
> Dekan Fakultas Tarbiyah dan Ilmu Keguruan
> Institut Agama Islam Negeri (IAIN)
> di-
>   Tempat

Assalamualaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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NPM : 1601070102

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris (TBI)

Judul Skripsi : THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS

LISTENING COMPREHENSION AT SMPN 1 BATANGHARI

Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

Metro, 07 July 2021

sponsor   Co-sponsor

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RATIFICATION PAGE
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The Undergraduate Thesis entitled: THE INFLUENCE OF ENGLISH KIDS
SONGS ON THE LEARNERS LISTENING COMPREHENSION AT SMPN 1
BATANGHARI written by: LAILATUN NIQMA, Student Number 1601070102,
English Education Department, had been examined (Munaqosyah) in Tarbiyah
and Teacher Training Faculty on wednesday, July 14, 2021 at 10.00-12.00 a.m.

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Examiner I   : Dr. Widhiya Ninsiana, M. Hum   (......................)

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THE INFLUENCE OF ENGLISH KIDS SONGS

**ON THE LEARNERS LISTENING COMPREHENSION
AT SMPN 1 BATANGHARI**

ABSTRACT

By Lailatun Niqma

This study was conducted to see the effect of kid's songs on listening comprehension ability and how the influence of English kid's songs on the listening comprehension abilities of grade VIII students of SMPN 1 Batanghari.

This research was quantitative research. The population of this research was the eight grader students. The sample were 40 students established through the cluster random sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used Independent sample t-test by using SPSS.

In this analysis, the results of the normality test were: Pre-test Sig. = 0.128, Sig. post-test. = of 0.73. The Sig homogeneity test results, then. = by 0.699. The t-test results measured at the substantial level (2-tailed) using the Independent sample t-test formula are 0.000, which is smaller than alpha 0.05. Based on these conditions, Ho was refused, this shows that the use of English kid's Songs has a positive and important influence on listening comprehension at SMPN 1 Batanghari grade VIII as a medium. they are also interested and motivated in the learning process. And then, choosing the right kid's song really helps in influencing their listening ability.

Keyword: Song, Kids Songs , Listening Comprehension.

PENGARUH LAGU ANAK BAHASA INGGRIS
TERHADAP KEMAMPUAN MENYIMAK PARA SISWA
Di SMPN 1 Batanghari

ABSTRAK
Oleh Lailatun Niqma

Penelitian ini dilakukan untuk melihat pengaruh lagu anak terhadap kemampuan pemahaman menyimak dan bagaimana pengaruh lagu anak bahasa Inggris terhadap kemampuan pemahaman menyimak siswa kelas VIII SMPN 1 Batanghari.

Penelitian ini adalah penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas delapan. Sampel sebanyak 40 siswa yang ditetapkan melalui teknik cluster random sampling. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data. Analisis data menggunakan uji Independent sample t-test dengan bantuan SPSS.

Dalam analisis ini diperoleh hasil uji normalitas: Prates Sig. = 0,128, Sig. post-test. = dari 0,73. Hasil uji homogenitas Sig. = sebesar 0,699. Hasil uji-t yang diukur pada tingkat substansial (2-tailed) menggunakan rumus Uji-t sampel Independen adalah 0,000 yang lebih kecil dari alpha 0,05. Berdasarkan kondisi tersebut, Ho ditolak, hal ini menunjukkan bahwa penggunaan Lagu Anak Bahasa Inggris berpengaruh positif dan penting terhadap pemahaman menyimak di SMPN 1 Batanghari kelas VIII sebagai media. mereka juga tertarik dan termotivasi dalam proses pembelajaran. Dan kemudian, memilih lagu anak yang tepat sangat membantu dalam memengaruhi kemampuan mendengarkan mereka.

Kata kunci: Lagu, anak-anak, pemahaman pendengaran.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	:	LAILATUN NIQMA
Npm	:	1601070102
Study Program	:	English Education Study Program (TBI)
Faculty	:	Tarbiyah

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 04 July 2021
Researcher,

Lailatun Niqma
NPM. 1601070102

viii

ix

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	:	LAILATUN NIQMA
Npm	:	1601070102
Study Program	:	Tadris Bahasa Inggris
Faculty	:	Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 04 July 2021
Penulis,

Lailatun Niqma
NPM. 1601070102

MOTTO

وَاتَّقُوا اللهَ ﺻﻠﻰ وَيُعَلِّمُكُمُ اللهُ ﻗﻠﻰ وَاللهُ بِكُلِّ شَيْءٍ عَلِيْمٌ ﴿٢٨٢﴾

"Obedient to Allah and Allah will teach you. Verily, Allah knows all things".
(Q.S Al-Baqarah: 282)

DEDICATION PAGE

This Undergraduate Thesis is dedicated for:

1. My beloved parents (Mr. Suyadi and Mrs. Eni Endang Putri) who keep on praying and supporting me. I love you so much.

2. My beloved advisors and lecturers who give guidance and contructive idea.

3. My beloved the Head of English Education Department, Mr. Andianto, M.Pd

4. My beloved brother and sisters Ali Mag'fur and Miftahul Jannah who always support me both moral and financial.

5. Her Almamater, The State Institute For Islamic Of Metro Lampung.

6. My beloved Friends in IAIN, They are : Danti Rahmawati, Sunarti, Melati, Mita, Prastiti, Okta, Devisil, April, Maratus, Puji, Nurul, Riska, Nurjanah. who had given me the spirit to finish my script.

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles "The Influence Of English Kids Songs On The Learners Listening Comprehension At SMPN 1 Batanghari"

Regarding to the undergraduate thesis, the researcher offers her big thank to Dr. Umi Yawisah, M.Hum as the sponsor and to Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT gives them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

As human being, the researcher completely realizes that this undergraduate thesis still has a plenty of weaknesses. The researcher apologizes for all mistakes made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the other researchers, our campus and all readers generally.

Metro, Juny 4th, 2021
The Researcher,

Lailatun Niqma
St.N. 1601070102

TABLE OF CONTENTS

CHAPTER 1 INTRODUCTION

CHAPTER II THEORETICAL REVIEW

BIBLIOGRAPHY

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background Of Study

Language as a tool of communication with the other people to share the human needs. We know that without language, people cannot interact with the others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written.

In English there are four types of skills that must be mastered by students, namely listening, speaking, reading and writing. The four skills are important to master when we want to learn English. All components are very important and must be studied if you want to master English well. One important thing is listening. Listening ability become the basis for developing English language skills, because listening ability is the most important ability that a person must have before having the ability to speak, the ability to read, and the ability to write. The term listening, listening we often encounter in the world of learning language skills.

Learning to listen is not easy but in general most students still ignore it. Difficulty in learning to listen is certainly influenced by many problems. There are several problems students have in learning to listen, namely, the lack of students' listening skills due to the lack of interesting media to influence listening skills. Furthermore, the lack of concentration of students to listen, because the environment is less conducive for students who will learn to listen. The last limitation is the vocabulary that the listener has,

making the listener unable to understand the contents of the text he hears and can even make them bored and frustrated.

Besides that student learning styles also determine the success of learning. Therefore, the writer needs to influence one of the strategies that can be used by the teacher is to use the media to support the teaching and learning process. we can use several activities that can stimulate students to influence their listening skills. Listening to English songs is one of the activities that can stimulate them. In listening to English songs, we can listen to the pronunciation of words and sing along with the songs. Songs are an important part of student life and are also tools or media for language learning for students. Language teaching and learning, especially foreign language support, will be more interesting if in a series of interesting activities as well. Language learning support through songs makes students feel happy because the song is liked by many students and is often found in daily life.

The learning process will be more affective because they enjoy the song, while singing they actually learn English support. Therefore, kids's songs were chosen as one of the effective techniques for students in learning English. Songs are effective media to influence students' listening skills. Students learning English are inseparable from the teacher's role, the methods used, and material support.

The teacher can use songs as a medium to overcome students' difficulties in listening and influence their listening skills. Creative teachers can also use songs to teach English through songs because they provide

breaks from textbooks and workbooks that interest them. Then, with this situation, they will be motivated in learning to listen, especially through songs. Therefore, this study aims to discover how the use of songs in improving listening skills of students at the secondary level. But in reality learning English especially for listening lessons is boring for some students. They do not seem to be interested studying english; they prefer to play a game or ask to watch movie or video.

Moreover, based on the pre survey on March 13th 2020 at the eight grade of SMPN 1 Batanghari. The score of the listening comprehension of students is still low. It can be seen from the table below:

Table 1

The Data of Pre-Survey score of English at SMPN 1 Batanghari

No	Score	category	Number of Student	Percentage
1	≥70	Complete	2	10%
2	≤70	Incomplete	18	90%
			20	100%

From the problem, above the researcher has an appropriate method of mastering listening to students, namely English Kids Song. The song "is a series of beautiful and easy words that are suitable for children and easy to memorize. So, the use of children's songs" as a medium in teaching listening is expected to motivate students in the learning process.

Kids song is about bringing excitement to teaching and learning in order to develop students' interests and motivate them to listen. This can help students to remember and easier to understand in each song's lyrics. It is hoped that the atmosphere will be positive in class.

At the end, From the explanation above, the researcher conducted a research which apply Kids Song. Therefore, this research entitled "The Influence Of English Kids Songs On The Learners Listening Comprehension At SMPN 1 Batanghari".

B. Problem Identification

Based on the background of the problem above, it can be identified some problems as follows:

1. Student listening comprehension is still low.

2. Student concentration when listening is low.

3. The students of vocabulary mastery is still low.

4. The students are uninterested in listening material.

5. Students low comprehension

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in the fifth problem that the students have difficulty learnimg to listening comprehension because low students comprehension. So, the researcher used the method of learning kids songs in the daily activities of students listening in SMPN 1 Batanghari.

D. Problem Formulation

Based on the problem limitation above, the writer formulated the problem as follows: " Is there positive significant influence the English kids songs on the students listening comprehension at SMPN 1 Batanghari?"

E. Objective and Benefits of The Study

1. Objective of the study

   The objective of this research is to know wheater kids songs has an effect on the students listening comprehension at SMPN 1 Batanghari.

2. Benefit of The Study

   The research is hoped to be useful for:

   a. The Students

      The results of this study are expected to encourage students to influence their listening skills and students enjoy when they learn english lessons.

   b. The The teacher

      The results of this study are expected to icrease teacher knowledge in terms of teaching listening in english and to solve the problems of students who have difficulty in learning to listen.

   c. For the headmaster

      The headmaster has to convey to the teachers that they should know the students" problem in order to reach learning process effectively.

F. Prior Research

The researcher takes review of related research from other researcher as principle or comparative in this research are:

1. The first research was done by Tiara Delina entitled " Increasing Students' Listening Comprehension By Using English Acoustics Songs Among The Eight Graders Of State Junior High School 10 Metro" it can be concluded that the used as interesting media in teaching learning process. The students are involved in teaching learning process since the course material closed to their life. It makes them easier to understand the course material .[1]

2. The second previous research was done by Apin Hidayat entilted "The Use Of Songs In Teaching Students' Listening Ability" it can be concluded that the using songs helps the teacher teaches listening but also provides and interesting ways for students achieving learning goals.[2]

3. The third previous research was done by Medi Heri Saputra entitled "The Influence Of Using Interactive Audio Toward The Students' Listening Skill At The Tenth Graders Of Ma Terpadu Daar Al Hikmah Utama Jaya Central Lampung" it can be concluded that the use of interactive audio strategy has a positive influence toward the

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[1] Tiara Delina, *Increasing Students' Listening Comprehension By Using English Acoustics Songs Among The Eight Graders Of State Junior High School 10 Metro,*(State Islamic College (Stain) Jurai Siwo Metro1434 H / 2012 M

[2] Apin Hidayat, *The Use Of Songs In Teaching Students' Listening Ability*, (University Of Indonesia: 2013)

listening skill of the students. It can be used as the strategy in teaching listening and it can improve their ability in listening.[3]

Based on some of the research reviews above, it can be concluded that similarities and differences can occur in the research above with this study. The similarity in this study and previous studies used songs as a research medium. While the difference, in the first study researchers used acoustic songs as a medium. there is a second study that distinguishes it is the research media. The teacher is the second research medium. The teacher is the second research medium. Then in the third study using audio visual for learning motivation.

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[3] Medi Heri Putra, *The Influence Of Using Interactive Audio Toward The Students' Listening Skill At The Tenth Graders Of Ma Terpadu Daar Al Hikmah Utama Jaya Central Lampung*, A Thesis, department of english education faculty of tarbiyah and teacher training and education faculty state islamic collage stain jurai siwo metro:2015)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening

1. The Definition of Listening

Listening is natural indication to speaking; the early stages of language development in a person's first language (and in naturalistic acquisation of other languages) are dependent on listening.[4]

In addition, Anderson and Lynch, listening as understanding is not that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge and by applying what he knows to what he hears and trying to understand what the speaker means.[5] Listening is an important skill: it enables language learners to receiveand interact with language input and facilitates the emergence of other language skills.[6]

In other words, it means being aware of both verbal and non-verbal messages. Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner

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[4] *I.S.P. Nation and Jonathan Newton, Teaching ESL/EFL Listening and Speaking. New York: Routledge 2009, p. 37*
[5] *Abbas Pourhossein Gilakjani, "A staudy of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement" Journal of Language Teaching and Research, (Findland: Academy Publisher) Vol 2, No. 5 September 2011, p. 978*
[6] *Vandergrift Larry and C. M.Goh Christine, Teaching and LearningSecond Language Listening: Metacognition in Action, (New York, Routledge, 2012), p.4*

can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.[7]

From the four basics concept of listening above, we can conclude that there are many ways that we need to be a good listener. To be a good listener is not easy. We have to know who we are and where we are. So, as the English teacher, when we are teaching listening we must prepare the students in good condition.

2. **Listening Comprehension**

Listening as comprehension is the traditional way of thinking about the nature of listening.[8] Comprehension is correct technical term for the whole collection of intensions of an object, but it is common in less technical usage to see „intension‟ used for both the composite and the primitive ideas, It illustrated that comprehension is the process to understand something.

While Mendelsohn defines that listening comprehension as the ability to understand the spoken language of native speakers.[9] Listening comprehension is a process, a very complex process and if we want to measure it, we must first understand how that process work.[10]

[7] *I.S.P Nation, Jonathan Newton, Teaching ESL/EFL Listening and Speaking, New York. 2009 p 38*

[8] Jack C. Richard, *Teaching Listening and Speaking*: From Theory to Practice, (Cambridge University Press, 2008), p.3

[9] Abbas Pourhossein Gilakjani, *A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement,* p.978

[10] G. Buck,*Assesing Listening*, (New York: Cambridge University Press, 2001), p.1

In addition listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.[11]

3. **The Difficulties of Listening**

Brown stated that students must give special attention to such factors because they strongly influence the processing of speech and can even block comprehension if they are not attended to.[12] In other words, they can make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

a. Clustering

Because of in spoken language the memory limitations and our tendency for "chunking" or clustering we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of word.

b. Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this but with some training, they can learn to

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[11] Abbas Pourhossein Gilakjani, *A study of Factors Affecting EFL Learner's English Listening Comprehension and the Strategies for Improvement,* p.978
[12] Brown, H. Douglas, Teaching by Principles: An Interactive Approach to Language Pedagogy, (San Francisco State University: Longman, 2001), Second Edition, p.252

take advantage of it as well as other makes that provide more processing.

c. Reduce Forms

Reduce can be phonological ("Djeetyet?" for "Did you eat yet?"), morphological (constructions like "I'll") syntactic (elliptical forms like "when will you be back? "Tomorrow maybe"), or pragmatic (phone rings in a house, child answer and yells to another room, "Mom! Phone!")

d. Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

e. Colloquial Language

Learners who have been exposed to standard written English or "text book" language sometimes find it surprising and difficult to deal with colloquial language idioms, Slank, reduced form and shared cultural knowledge are all manifested at some point in conversations and colloqualisms appear in both monologues and dialogues.

f. Rate of Delivery

Initally the students think that the native speakers speak too fast but actually the number of and lenght of pauses used by speakes is more crucial to comprehension than seer speech. Students will eventually need to be able to comprehension

language delivered at varying rates of speed and at times, deliverd with few pauses.

g.   Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mountfuls of syllables come spilling out between stress interpreting straight forward element such as question, statements, and emphasis but for understanding more subtle massages.

h.   Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process of comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspects which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

4. Listening Process

Speech-processing theory distinguishes between to types of processing in both listening and reading compehension.[13] Bottom-up processing proceeds from sound to words to grammatical relationship to lexical meaning. Top-down processing is evoke from "a bank of prior knowledge and global expextations" and other background information that the listener brings to the text.

Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures and other components of spoken language. Top-down technique are more concerned with the activation of schemata, with deriving meaning with global understanding and with the interpretation of a text.

5. Strategies of Listening Comprehension

A second way in which students can become aware of how to develop better listening habits is by the integration of listening strategies into language lessons.[14]From a think-aloud procedure (a technique in which learnersare asked to record their thoughts or strategies as they perform a language task), with learners listening to various texts in a second language,produced a summary of listening strategies.

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[13] Brown, H. Douglas, *Teaching by Principles*: Second Edition, p.260

[14] Flowerdew Jhon and Linsay Miller, Second Language Listening :*Theory and practice. (*Cambridge University press, 2005*), p.72*

The researcher conclude that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular and planned design for controlling and manipulating certain information. Strategy is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses. There are three main types of strategies:[15]

a. Meta-cognitive

Metacognitive is a term used in information processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking comprehension. The meta-cognitive strategy was a kind of self-regulated learning. Included the attempt to plan, check, monitor, select, revise, and evaluate.

b. Cognitive

Cognitive strategies are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.   The cognitive startegies are related comprehending and storing input in working memory or long-term memory for later retrieval. They are investigated from the aspects of Bottom-up strategies, Top-down strategies. For Bottom-up processing, it refers to using the incoming input as the basis for understanding the message.

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[15] Jack C. Richard, *Teaching Listening and Speaking*: From Theory to Practice. P. 11

c. Social affective strategies

Social affective strategies have to do with social mediating activity and interacting with others. Vandergrift defined the strategies as the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Social strategies were those which were non academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student.

6. Testing Listening Comprehension

Nation and Jonathan State that this section and the following one contain descriptions of a wide variety of listening test procedures.[16] Those are ;

a. *Dictation*

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency.

b. *Partial Dictation*

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

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[16] I.S.P. Nation and Jonathan Newton, Teaching ESL/EFL Listening and Speaking.P. 170

c. *Text with Questions*

   The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

d. *Responding to Statements*

   The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

e. *Three Choice True-false*

   Instead of responding to statements with just true or false, three categories of response are allowed true, false.

f. *Recorded Cloze*

   The learners listen to a tape recording where every 15th word has been replaced by a "bleep" sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

g. *Information Transfer*

   The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

7. Components of Listening

Listening comprises of some key componentsthey are:[17]

a. Discriminating between sounds

b. Recognizing words and understanding their meaning

c. Identifying grammatical groupings of words

d. Identifying expressions and sets of utterances that act to create meaning

e. Using background knowledge to predict and to confirm meaning and recalling important words and ideas.

From explanation above the researcher conclude that there are many component to influence listening comprehension score, and the researcher choose some keys to determine of listening score.

Tabel 3

Aspect of The Assessment of Listening Comprehension

No	Aspect	Score
1	Discriminating between sounds	**20**
2	Recognizing words and understanding their meaning	**20**
3	Identifying grammatical groupings of words	**20**
4	Identifying expressions and sets of utterances that act to create meaning	**20**
5	Using background knowledge to predict and to confirm meaning and recalling important words and ideas	**20**
	Jumlah	**100**

Source: Babita Tyagi, *An Important Skill and Its Various Aspects*

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[17] BabitaTyagi, *An Important Skill and its Various Aspect,* An International Journal An English. ISSBN 0976-8165, p. 1

B. Concept of Kids Song

1. Song

There are some definitions of song that can be found through some references.

Songs play an important role in the development of young kids learning second language. A testament to this is the frequency with which songs are used in English language teaching classrooms all over the world (Millington,2011, p.134). Mustafa Sevik cited from As Kirsch"s journal (2006, p.9) argues, singing is definitely one of the most effective language learning strategies reported bymost kids.[18] Futonge in Edgar state that, "Song is a language package that combine culture, vocabulary, listening, grammar and also as a moderator for other language skills in just few rhymes".[19]

In addition, Winter stated that Songs often set words to musical melodies and make use of language features, such as rhyme, repetition and alliteration, to communicate a thought, feeling or story.[20]

Beside that, some experts defined as stated in Winter as Cruz-Cruz and Lake defined that Songs can help stimulate memory and learning. Allan also discovered that song vocals served as an effective

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[18] Sevik, Mustafa. (2012). *First Step to Effective Listening: "Listen and Show" Songs.* Turkey: International Journal of English and Education International, Vol 1 (1). Mehmet Akif Ersoy University.
[19] Anna Kusnierek, *The Role Of Music And Songs In Teaching English Vocabulary To Students.* Poznan.2016. ISSN 2392-2192
[20] Winter, N.D. Sing, Sing a Song: How using songs affect productive vocabulary, 2010. p.15

stimulus for attention and memory. Using songs with lyrics (versus only instrumentals) resulted in greater brand recall.[21]

Songs is good tool that can be used in lesson. Because song can provide relax learning and it can makes the learning process be more fun for students.

2. Kids Songs

Kids song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message from it easily.

3. Elements of Songs

The elements of music are divided into two categories (Jamalus:1988) those are main elements and expression elements. The first category is the main elements. It consists of rhythm, melody, and lyrics.

a. Rhythm

Rhythm from Greek- rhythmos," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions".

b. Melody

Melody is sweet music, tunefulness, arrangement of notes in a musically expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord.

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[21] Ibid, p. 16

However, this succession must contain change some kinds and be perceived as a single entity called melody. Melody may be said to result where there are interacting pattern of changing events occurring in time. The essential elements of any melody are duration, pitch, and quality (timbre, texture, and loudness). Melody often consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.

c. Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song.

4. **Teaching Listening Using Kids Songs As Media**

Kids Songs is one of teaching media, it may be used to create a more relaxing foreign language classes. Media is derived from the Latin word 'medium that means "between'. The term refers to anything that carries information between a source and a receiver. In general, it is a means of communication Media is also considered. as an instructional system of teaching leaming process. Instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of teaching learning process. The teacher can select the media from the traditional ones up to the modern ones. In doing this study, the writer uses songs as the media in improving the students' achievement in listening.

Learning English through songs also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.' Moreover, 'songs frequently are closer to the real life experiences of the students than most textbook materials, with lyrics that exemplify good examples of authentic language.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

The framework in this research is if there is any positive and significance impact of using Kids Songs, grade of students listening comprehension ability is high. However, if there is not a positive and significance impact of using Kids Songs, the grade of students listening comprehension ability is low.

2. Paradigm

Based on the theoretical framework above, the write describe the paradigm as follow:
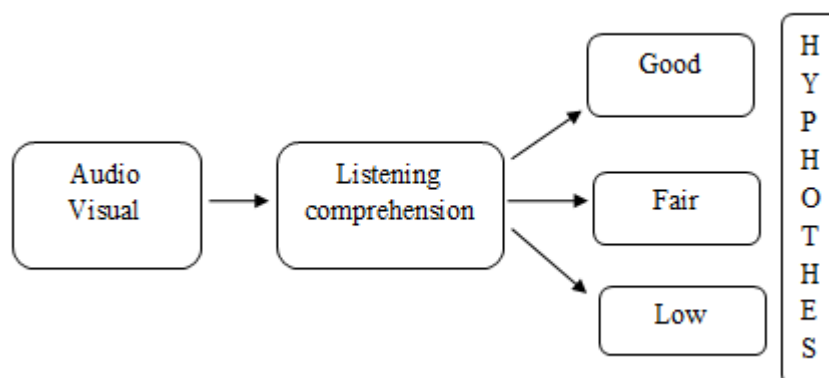
D. Hypothesis

Focuses on the conceptual analysis above the investigator suggests the following hypothesis:

a. Null Hypothesis (Ho)

There is no a positive and significant influence of using English kids songs on students' listening comprehension at SMPN 1 Batanghari.

b. Alternative Hypothesis (Ha)

There is a positive and significant influence of using English kids songs on students' listening comprehension at SMPN 1 Batanghari.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

    The research is carried out by a researcher using research designs. Research design is a special procedure involved in the research process, according to Creswell: data collection, data analysis, and composing oreports..[22] In other words, the research design refers to all the steps that the researcher needs to take.

    This study used experimental research methods to determine the effect of using the English kids songs on students' listening comprehension. Experimental research is a type of quantitative research. C.R quantitative analysis, according to Khotari, was focused on quantity or quantity calculation. In other words, the object of this research was to determine the calculation of the quantity of the subject identified.

    Researchers used two classes in this study. Special attention implementing the English kids songs in learning listening was obtained by the first class as an experimental community. The control category that doesn't receive medication is the second party. Researcher used the Nonequivalent Control Group Design method of Quasi Experimental Design.[23] Sugiono clarified this style. As follows: design;

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[22] Jhon W. Creswell, *Educational Research:Planning,Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition (Boston: Pearson Education, Inc, 2012), p. 20

[23] Sugiono, Kuantitatif Research Metode, Kualitatif dan R&D (Bandung: Alvabeta, cv, 2016), p. 79

Table 3.1

Quasi Experimental (Nonequivalent Control Group Design)

Classes	Pre-test	Treatment	Post-test
Experimental group	O_1	X	O_2
Control group	O_1		O_2

O1 = Pre-Test

O2 = Post-Test

X = Treatment

The researcher needs to find out whether or not the English kids songs is influential in testing the listening capacity in the experimental community based on the above design. Treatment was delivered three times to students in the experimental group in three different lesson plans by the English kids songs. Is there a positive and significant influence using the English kids songs on students' listening comprehension ability for eight graders at SMPN 1 Batanghari?

Next, researcher compared the post-test scores of the control group and the experimental group. The researcher wants to find out whether there is a difference between the experimental group that uses the English kids songs in learning to listening and the control group who does not use the English kids songs.

The goal of this study was to decide whether the use of the English kids song has a positive and important impact on the listening comprehension ability of SMPN 1 Batanghari students in Class VIII.

B. The Operational Definition of Variable

Operational definition is the specific to the particular study in which it is used.[24] Meanwhile, variable is anything that can take on different values.[25] Variables in this research were consist of kids songs and student listening ability. The operational definition as follows:

1. Independent Variable (kids songs)

Independent variable that were not related to the of the study, but may affect the dependent variable are terned as extraneous variables.[26]

Independent variable in this research was the kids songs for students at SMPN 1 Batanghari. Kids songs can be interpreted as a strategy to influence listening comperehensiom and knowledge for students in listening. In this research the students got new strategy in the listening subject.

After the aspects are observed, the score was obtained by the formula to got a final score then it could be interpreted in a category whether the teacher applyed kids songs in the class as excellent, high, fair, low or very low.

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[24] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p.36.

[25] *Ibid.,*p.42.

[26] C.R. Kothari, *Research Methodology: Methods & Techniques,* (New Delhi: New Age International (P) Ltd, Publisher, 2004), p. 34.

2. **Dependent Variable (Listening Comprehension)**

Dependent variable is called dependent because it is influenced by the independent variable.[27] The dependent variable in this research was the students' listening comprehension. The influence of student listening comprehension could the seen after using kids songs.

C. **Population and Sampling Technique**

1. **Population**

The population is all individuals of interest to the research.[28] It means that the population was all subject which will be presumed in this research. The population of this research was the students of eight graders of SMPN 1 Batanghari which consists of 270 students that divided in eight classes. Each class requires 20 students, so there are a total of 40 students in the community.

2. **Sampling Technique**

The sample is a subgroup of the target population that the investigator wants to analyze in order to generalize the target population.[29] In other words, sample was the small group that would be observed in the research that represent the population. A good sample should be representing the whole population.

The Probability Sampling method, a type of random cluster sampling, was used by researcher. In Cluster sampling, the sample unit

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[27] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research Design and Methodology*, p.46.
[28] *Ibid.,*p.18.
[29] Jhon W. Creswell, Educational Research., p. 142

includes samples Groups of elements (clusters) in the community, not individual members or objects. Two classes in class VIII students in SMPN 1 Batanghari were the sample of this study. Two groups were taken by researcher, class VIII.2 as an experimental group composed of 20 students and class VIII.1 as a control group composed of 20 students.

D. Data Collection Method

In the data collecting procedure, there are two steps that have to follow in this research:

1. Test

Tests have been developed and these aim to measure a wide ange of individuals' skills, aptitude, traits and behaviors.[30] Test was used for getting data research result and students activities in teaching learning. There wew two tests used in this research as follows:

a. Pre-test

Pretest was given to the students before giving the treatment which English Kids Songs method. There were 10 of questions were given. The questions were fill the blank.

b. Post-test

After giving the treatment, the researcher gave the post test to the students' to find out the result of the treatment whether the used of kids songs can influence or not in eighth grade students in SMPN 1 Batanghari.

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[30] David Scott and Marlene Morrison, *Key Ideas in Educational Research*, (New York:Continum International Publishing Group, 2005), p.245.

2. Documentation

Documentation as the method which is used to get information from written language or documents (for examples: books, magazine, note, rule, and others). The instrument used for documentation method is books, magazine, note, datafrom internet, and others. The writer used the documentation method to got some informations about:

a. The history of SMPN 1 Batanghari

b. The condition teachers and officials employes in SMPN 1 Batanghari

c. The quantity of the students of SMPN 1 Batanghari

d. Organization structure of SMPN 1 Batanghari

E. Research Instrument

Daniel Muijs notes that the device is used to measure the effect of the experiment (e.g. a test) prior to the treatment and after the treatment, the post-test, generally on the same instrument.[31]

Consequently, this analysis used assessment as an evaluation method. The research involved pre-test and post-test tests. The study group and control group obtained both pre-test and post-test written evaluations.

F. Data Analysis Technique

As Marczyk, Geoffrey R. assumes that written tests are used to test the average difference between the two groups. In general, they require a single

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[31] Daniel Muijs, Doing Quantitative Research., p. 18

dichotomous independent variable (eg, experimental and control groups) and a single continuous dependent variable.[32]

To investigate whether there is a positive and significant influence between the English kids songs with the listening comprehension students, researchers analyzed data using the Independent Sample written test with SPSS 23.0 for windows with the following hypothesis;

Ho: There is no meaningful and important effect on the listening comprehension capacity of SMPN 1 Batanghari eight grade students in the academic year 2020/2021 from the use of the English kids songs.

Ha: The use of the English kids songs has a strong and important effect on the ability of SMPN 1 Batanghari eight grade students to listening comprehension in the academic year 2020/2021.

Independent Sample t-test Guidelines;

1. If the probability or Sig. $<\alpha$ (0.05), then the null hypothesis (Ho) is rejected.

2. If the probability or Sig. $>\alpha$ (0.05), then the null hypothesis (Ho) is accepted.

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[32] Geoffrey Marczyk, David DeMatteo and David Festinger, Essentials Of Research Design And Methodology (New Jersey: John Wiley & Sons, Inc, 2005), p. 221

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The History of SMPN 1 Batanghari

The history of SMPN 1 Batanghari is located at Jl. Kapten Harun 46B, Banarjoyo Village, Batanghari District, to be exact 100 M from the Batanghari District office towards the south. It was established on April 2th, 1981.

From 1981 up to now, SMPN 1 Batanghari had been lead by the following headmasters:

Table 4.1

The Head Master of SMPN 1 Batanghari

No	Name	Period
1.	Drs. Baharudin Harahap	1993-1990
2.	Drs. Hasan Basri	1990-1997
3.	Sugeng R.	1997-1998
4.	Drs. Edi Sutrisno, M.M	1998-2006
5.	Sugeng S.pd	2006-2009
6.	Drs. M. Ngadenan	2007-2009
7.	Drs. Sunardi, M.M.Pd	2009-2010
8.	Suroso, S. Pd. M. Si.	2011-2013
9.	Drs. Budi Santoso	2014-2015
10.	Hj. Ngatemi, S. Pd. MM	2015-Now

source: *Documentation SMPN 1 Batanghari*

3. Structure Organization at SMPN 1 Batanghari

KEPALA SEKOLAH	KETUA
Hj. NGATEMI, S.Pd,MM	S U B A R J O

KOORDINATOR TATA
LISTINAH

Ur.KURIKULUM	Ur.KESISWAAN	Ur.SARPRAS
RATNANINGSIH, S.Pd	Drs.JOKO	MIHAYA, S.Pd

WALI KELAS	GURU BP/ BK
24 ORANG	1. Rizqi Puji Evan Bintoro,S.Pd 2. Indrian Saputri,S.Pd

DEWAN GURU	PUSTAKAWAN

PESERTA DIDIK
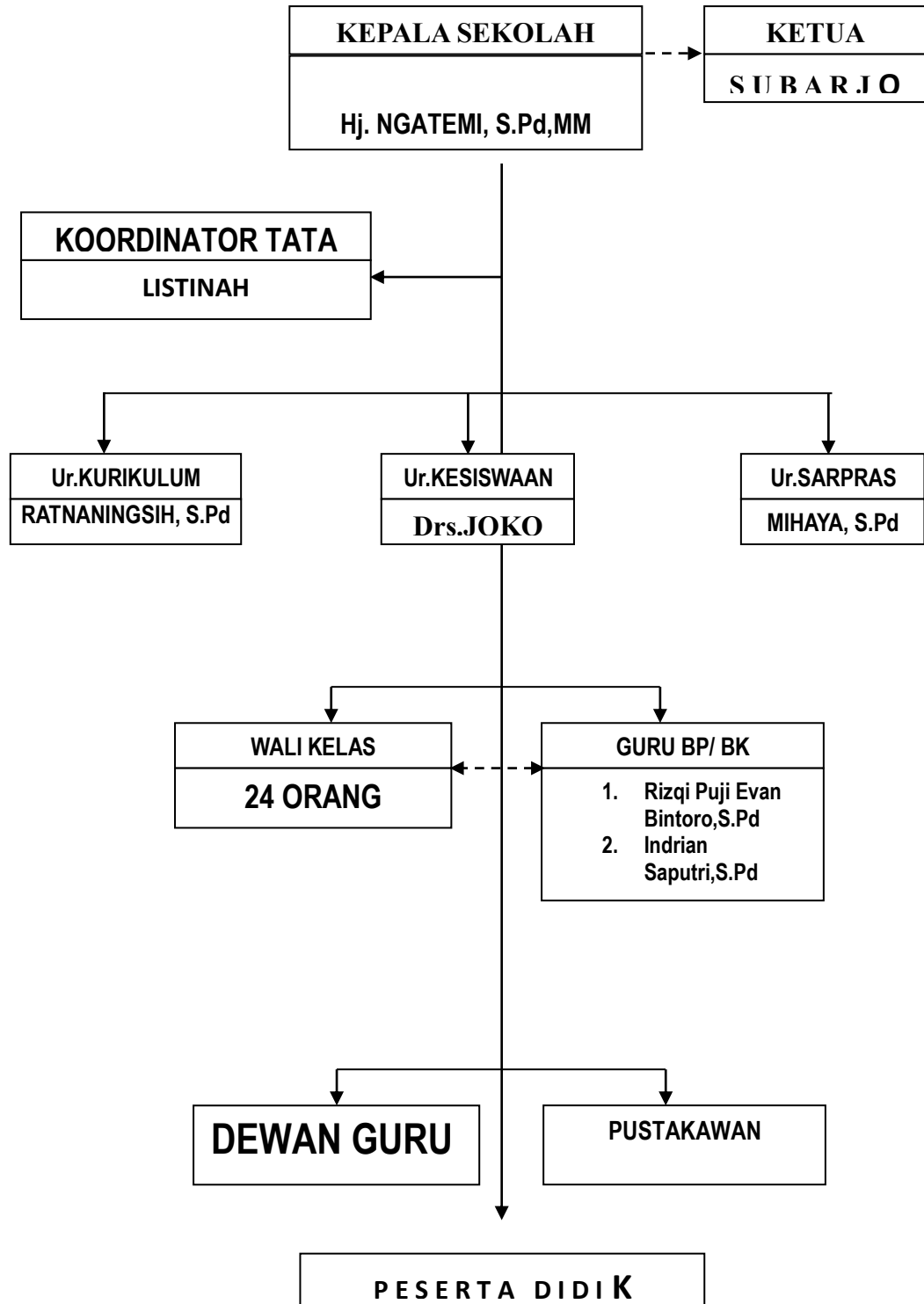
source: *Documentation SMPN 1 Batanghari*

4. The Sketch of The Location of SMPN 1 Batanghari

This sketch location of SMPN 1 Batangahari as followed.
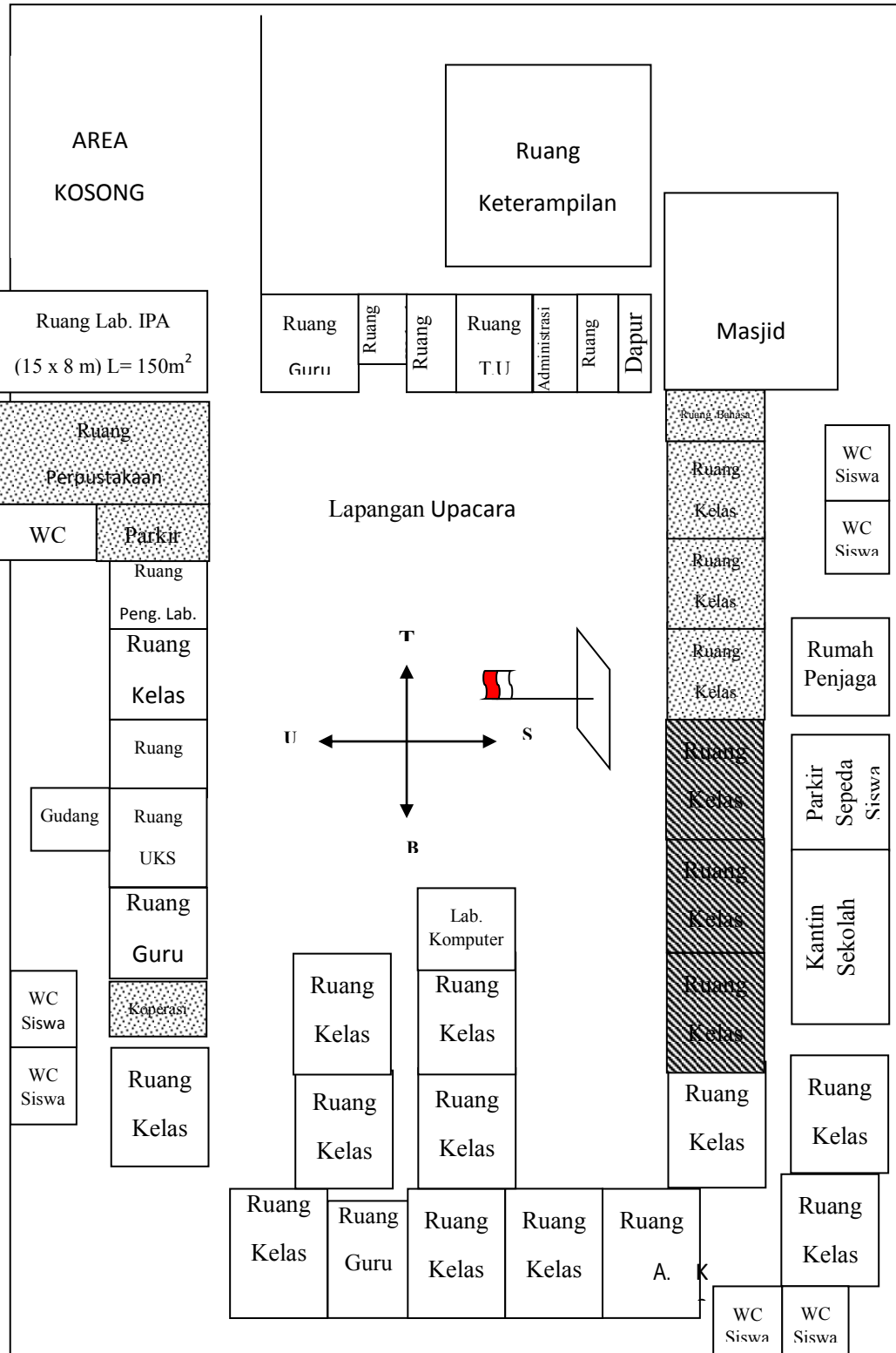
Figure 4.2

Sketch Location of SMPN 1 Batanghari

2. **Description of Research Data of SMPN 1 Batanghari**

   a. **The Result of Pre-Test Score**

   The purpose of giving a pre-test to students is to help researchers determine students' Listening comprehension before they get treated using the English Kids Songs to polish their Listening comprehension ability. The pre-test results can be identified as follows:

Table 4.2

The Frequency Distribution of Pre-test (control class)

No	Class Interval	Frequency	Percentage %
1	30-36	3	15%
2	37-43	7	35%
3	44-50	4	20%
4	51-57	-	
5	58-64	4	20%
6	65-71	2	10%
Total		20	100%

Table 4.3

Descriptive Statistic of Pre-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest – Score	20	40	30	70	920	46	2.325	10.400	108.158
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 40, minimum score = 30, maximum score 70, total score and mean 920 and 46. The standard deviation = 10.400, variance = 108.158

In addition, based on the frequency distribution, could be seen that most of students got low grade. It showed that 19 students got score under 70 (95% of them). Then, only 1 student (5% of them) got score above 70.

Furthermore, the researcher also conducted pre-test to the experimental class. The result of pre-test could be identified as followed;

Table 4.4

The Frequency Distribution of Pre-test (Experimental class)

No	Class Interval	Frequency	Percentage %
1	20-28	1	5%
2	29-37	1	5%
3	38-46	-	-
4	47-55	8	40%
5	56-64	6	30%
6	65-73	4	20%
Total		20	100%

Table 4.5
Descriptive Statistic of Pre-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest – Score	20	40	30	70	950	47.5	2.797	12.513	156.579
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 40, minimum score = 30, maximum score 70, total score and mean 950 and 47.5. The standard deviation = 12.513, variance = 156.579.

According to the table above could be known that most of students got low grade. It showed that 18 students got score under 70 (90% of them).

The average score was 47.5. It can be said that their writing skills are not good enough. That is one of the reasons why researchers conducted research related to their listening coprehension ability using the English Kids Song as an alternative way to polish their listening comprehension ability

b. Data Analysis of the Treatment

1. First Treatment

The first treatment was held on Monday, March 15, 2021. In the first treatment the researchers greeted the students and introduced themselves. Researchers explain the meaning of listening and understanding of Kids Song's songs. Students get information on competencies, materials, objectives, benefits, and lessons to be implemented. Researchers used English children's songs or Kids Song in learning to listen. After that, the researchers and students discussed the material in the

song entitled How is the Weather? Finally, the researcher provides a question by providing an explanation of how to answer the question.

2. Second Treatment

Researchers carried out the second treatment on Thursday, March 18, 2021. In this second treatment the researchers reviewed yesterday's lesson that had been explained, and asked whether they understood it or not. After reviewing the material, the researcher asked the students (1) have they ever listened to kid's songs? (2) What children's songs do they know? Then the researchers played a children's song and ordered them to guess what the title of the song was. The researcher played a song called Butterfly Colors Song. Finally, the researcher gave exercises to the students.

3. Third Treatment

The third treatment was given by the author on Saturday, March 20, 2021. The same as the second treatment. Researchers provide material with children's songs or English Kids songs. Lastly, the researcher played a song called The Fruits song and the researcher gave training to students and discussed together.

c. **Result of Post-Test Score**

As soon as students get a pre-test, and students in the experimental class get various kinds of treatment using the English Kids Song, the researcher conducts a post-test. The post-test instrument is different from the pre-test, but the pattern and level of difficulty are still the same.

Table 4.6

The Frequency Distribution of Post-test (control class)

No	Class Interval	Frequency	Percentage %
1	30-36	2	10%
2	37-43		
3	44-50	6	30%
4	51-57	6	30%
5	58-64	3	15%
6	65-71	3	15%
Total		20	100%

Table 4.7

Descriptive Statistic of Post-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test_ Score	20	40	30	70	990	49.50	2,760	12.344	152.368

Valid N (listwise)	20									

Based on the table, could be identified that total students (N) = 20, range score = 40, minimum score = 30, maximum score 70, total score and mean 990 and 49.50. The standard deviation = 12.344, variance = 152.368. The table of frequency distribution as followed;

Based on the frequency distribution, it could be seen that there was no significant change between the pre-test and the post-test on the control class. There was only 2 student got score above 70.

Furthermore, before the post-test was carried out in the experimental class, the researcher was given treatment using the English Kids Song. Post-test was conducted to determine students' listening comprehension after receiving treatment. The post-test results in the experimental class can be identified as follows;

Table 4.8

The Frequency Distribution of Post-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	60-66	1	5%
2	67-73	-	-
3	74-80	1	5%
4	81-87	6	30%
5	88-94	6	30%

6	95-102	6	30%
Total		20	100%

Table 4.9

The Frequency Distribution of Post-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test Score	20	50	50	100	1590	79.5	3.118	13.945	194.474
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) = 20, range score = 50, minimum score = 50, maximum score 100, total score and mean 1.590 and 79.5. The standard deviation = 13.945, variance = 194.474

The frequency distribution shows that students who get a score above 70 are 18 students (90% of them). In addition, the average score increased significantly to 79.5. This shows that they have succeeded in improving their listening Comprehension cability.

This means that the treatment English Kids Song has succeeded in affecting students' listening comprehension ability.

E. The Influence of Using English Kids Songs on Students' Listening Comprehension

Immediately after the researcher implemented a series of research activities using the English Kids Songs, the researcher analyzed the data with the Independent sample t-test with the help of SPSS 23.0 for windows. Researchers analyzed the data to prove whether there was a positive and significant influence using the English Kids Songs on the Listening Comprehension ability of class VIII students of SMPN 1 Batanghari.

It is said (Ho) is rejected if there is a positive and significant the influence of using the English Kids Songs on students 'Listening Comprehension ability and (Ho) is accepted if there is no positive and significant the influence of using the English Kids Songs on students' Listening Comprehension ability.

1. **Prerequisite Test**

    a. **Normality Test**

    Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. Normality test useful to determine data that has been collected was normally distributed or taken from a normal population. In

order get the data about normality test the researcher used SPSS

23.0 *for windows* with;

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality Test Guidelines;

1) If the probability or Sig. *(Shapiro-Wilk)* > α (0.05), then the
   null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Shapiro-Wilk)* < α (0.05), then the
   null hypothesis (Ho) is accepted.

Table 4.10

The result of Normality Tests by using SPSS

Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Listening Score	Post-Test Experiment (English Kids Songs)	.184	20	.075	.913	20	.073
	Post-Test Control	.186	20	.069	.918	20	.089

Based on the table, could be seen that all the probability or

Sig. number *(Shapiro-Wilk)* from the whole 2 classes were 075,

069. Since the probability or Sig. number *(Shapiro-Wilk)* > than the α (0.05), hence the Ho is rejected and the Ha is accepted. It means, the whole data that has been collected was normally distributed.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 4.11

The Interpretation table of normality test

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	.075	> 0.05	Normal
2	Post-Test Control Class	.069	> 0.05	Normal

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data about homogeneity test the researcher used SPSS 16.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

1) If the probability or Sig. *(Based on Mean)* > α (0.05), then the null hypothesis (Ho) is rejected.

2) If the probability or Sig. *(Based on Mean)* < α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.12

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	152	1	38	.699

Based on the table it could be concluded that based on mean the Sig. number 0.051 > 0.05. So that, the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

2. Hypothesis Testing

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (English Kids Song) on variable Y (students' listening comprehension ability). Hypothesis testing is carried out in several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

Based on the normal test and the homogeneity test, it can be seen that the data are normal and homogeneous. So that hypothesis testing

using the Independent Sample T-test with SPSS 23.0 for windows can be applied, with the following hypothesis;

Ho : There is no positive and significant effect using the English Kids Song on the Listening Comprehension ability of class VIII students of SMPN 1 Batanghari for the 2020/2021 school year.

Ha : There is a positive and significant influence using English Kids Song on the Listening Comprehension ability of class VIII students of SMPN 1 Batanghari for the 2020/2021 school year. Independent Sample T-Test Guidelines;

a. If the probability or Sig. number < α (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. number > α (0.05), then the null hypothesis (Ho) is accepted.

Table 4.13

The Result of Independent T-test by Using SPSS
Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Listening Score	VIII.1	20	49.50	12.344	2.760
	VIII.2	20	79.50	13.945	3.118

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening Score	Equal variances assumed	1.52	.699	-7.204	38	.000	-30.000	4.164	-30.026	-29.974
	Equal variances not assumed			-7.204	37.448	.000	-30.000	4.164	-30.026	-29.974

Based on the table,it could be seen that the probability number *Sig. (2-tailed)* was 0,000. As a result, since the probability or Sig number *(2-tailed)* was < 0.005, hence the *null hypothesis* Ho is rejected and the *alternative hypothesis* (Ha) is accepted. It means, there was a positive and significant influence

of using English Kids Songs on the students' listening comprehension ability of the SMPN 1 Batanghari.

F. Discussion

In general, before the research was carried out the researcher gave a pre-test to determine the students' prior knowledge of listening comprehension ability before being given treatment. After receiving the treatment, it can be seen that there is a significant difference between the post-test scores of the experimental class and the control class.

Based on the results of the Independent Sample T-Test with the help of SPSS 23.0 for windows, it can be seen that the average experimental class is 79.5 . Higher than the control class, namely 49.50. Furthermore, the probability or Sig number (2-tailed) is 0,000 which is smaller than α (0.005), so that the null hypothesis Ho is rejected and the alternative hypothesis (Ha) is accepted. That is, there is a positive and significant influence on the use of the English Kids Song on the Listening Comprehension ability of SMPN 1 Batanghari.

This study observed the listening comprehension of class VIII students of SMPN 1 Batanghari. Researchers use this class because students in this class are less interested in learning to listen. they are also less interested in practicing listening alone or with friends. Based on these problems, researchers applied English kids's songs to help students learn how to listen and understand correctly.

Researchers assume that learning to listen using English children's songs can help students in their listening comprehension ability

G. **Limitation**

This research was conducted on class VIII students of SMPN 1 Batanghari. The subjects of this study were students of class VIII for the 2020/2021 academic year. His subject choice is English Kids Songs listening comprehension ability. The results showed that English kid's songs succeeded in helping students learn to listening comprehension.

Therefore, after conducting research and obtaining test data, as well as documentation, the researcher found several limitations, including some problems with listening comprehension ability. The first is: students are confused about the English word they are listening to.

Finally, the results of this study explain that the theory of the positive and significant effect of using English Kids Songs on students listening comprehension ability successful. The English Kids Songs has succeeded in helping class VIII SMPN 1 Batanghari to hone their listening comprehension ability.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that on the learners listening use of the English kids songs has a positive and significant to influence comprehension. In other words, the use of the English Kids Songs affects the listening comprehension ability of class VIII students of SMPN 1 Batanghari.

Through these results, it can be seen that there is a significant difference between the listening scores of the experimental class and the control class where the post-test scores of the experimental class are higher. It can be seen that the mean value of the control class is 49.50 while the experimental class is 79.5. Thus the average value of the experimental class is higher than the control class. This means that there is a positive and significant influence of using the English kids songs on students' learnerslistening comprehension.

B. Suggestion

Based on the conclusions of this study, the researcher would like to provide several suggestions:

1. The Students

    The results of this study are expected to encourage students to influence their listening skills and students enjoy when they learn english lessons.

2. The teacher

    The results of this study are expected to icrease teacher knowledge in terms of teaching listening in english and to solve the problems of students who have difficulty in learning to listen.

3. For the headmaster

    The headmaster has to convey to the teachers that they should know the students" problem in order to reach learning process effectively.

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APPENDICES

PRE-TEST LISTENING

Subject   : English

Class   : VIII

Sub Matter   : Listening

Sub Subject   : Song

Time   : 60 minutes

allocation

Instruction:

1. Write your name and your class clearly on your paper

2. Use your time adequately

3. Work individually

Direction:

1. Read and understand the lyrics of the currently playing song.

2. Fill in the blank spaces with the words you hear based on the song

   currently playing.

Nama:

Class:

Please listen to the song and fill in the blank with the right answer from no. 1 to 10!

Three Little Kittens

The three little kittens, they (1)....... their mittens,

And they began to cry,

"Oh, mother dear, we (2)...... fear,

That we (3)...... lost our mittens."

"What! Lost your mittens, you (4)...... nkittens!

Then you shall have no pie."

"Meow, meow, meow."

"Then you shall have no pie."

The three little kittens, they found their mittens,

And they began to cry,

"Oh, mother dear, see here, see here,

For we have (5)..... our mittens."

"(6)...... on your mittens, you (7)...... kittens,

And you shall have some pie."

"Purr, purr, purr,

Oh, let us have some pie."

The three little kittens put on their mittens,

And soon ate up the pie,

"Oh, mother dear, we (8)....... fear,

That we have (9)...... our mittens."

"What, soiled your mittens, you naughty kittens!"

Then they began to (10).....

Sigh	Put	Sadly	Greatly	Naughty
Silly	Soiled	Found	Have	Lost

Key Answear:

1. Lost

2. Sadly

3. Have

4. Naughty

5. Found

6. Put

7. Silly

8. Greatly

9. Soiled

10. Sigh

SCORE LIST OF STUDENTS' LISTENING COMPREHENSION

(PRE-TEST (CONTROL CLASS)

No	The Student Name	Score	Category
1	AAR	50	Failed
2	AR	40	Failed
3	ASM	60	Failed
4	AZSA	40	Failed
5	ARF	20	Failed
6	AR	40	Failed
7	AR	50	Failed
8	AA	70	Passed
9	CK	40	Failed
10	CRBP	50	Failed
11	DA	40	Failed
12	DI	60	Failed
13	DMS	40	Failed
14	DDS	50	Failed
15	DAAP	30	Failed
16	DSS	40	Failed
17	EL	50	Failed
18	FA	60	Failed
19	IY	50	Failed
20	KS	40	Failed
	Total	**920**	
	Average	**46**	
	Higest Score	**70**	
	Lowest Score	**20**	

Source: *The result of Pre-test on the students' Listening Comprehension on 15ᵗʰ, march 2021*

FREQUENCY DISTRIBUTION PRE-TEST CONTROL CLASS

1. Interval

    K = 1 + 3,3 log n

    K = 1 + 3,3 log 20

    K = 1 + 3,3 x 1,3

    K = 1 + 4,29

    K = 5,29

    K = 6

    R = the high score – the lowest score

    R = 70 - 20

    R = 50

    I = R/K

    I = 50/6

    I = 9

    I = 9 (jarak nilai)

    Note:

     K : number of interval class

     R : distance of maximum and minimum scores

     I : length of interval class (total of interval class)

     N : total students

    Total of interval class (I) in this research was 9

No	Class Interval	Frequency	Percentage %
1	20-28	1	5%
2	29-37	1	5%
3	38-46	-	-
4	47-55	8	40%
5	56-64	6	30%
6	65-73	4	20%
Total		20	100%

SCORE LIST OF STUDENTS' LISTENING COMPREHENSION

(PRE-TEST (EXPERIMENTAL CLASS)

No	The Student Name	Score	Category
1	AEP	70	Passed
2	AZZ	50	Failed
3	AAIA	40	Failed
4	AAA	60	Failed
5	ATO	30	Failed
6	AP	40	Failed
7	AA	40	Failed
8	DP	50	Failed
9	EF	60	Failed
10	FP	40	Failed
11	FAZ	50	Failed
12	HP	30	Failed
13	HCW	60	Failed
14	MAH	40	Failed
15	MAH	50	Failed
16	MNAL	30	Failed
17	MEP	40	Failed
18	MF	70	Passed
19	MFH	40	Failed
20	MRC	60	Failed
	Total	**950**	
	Average	**47,5**	
	Higest Score	**70**	
	Lowest Score	**30**	

Source: *The result of Pre-test on the students' Listening Comprehension on 15th, March 2021*

FREQUENCY DISTRIBUTION PRE-TEST EXPERIMENTAL CLASS

1. Interval

   K = 1 + 3,3 log n

   K = 1 + 3,3 log 20

   K = 1 + 3,3 x 1,3

   K = 1 + 4,29

   K = 5,29

   K = 6

   R = the high score – the lowest score

   R = 70 - 20

   R = 50

   I = R/K

   I = 50/6

   I = 9

   I = (jarak nilai)

   Note:

   K : number of interval class

   R : distance of maximum and minimum scores

   I : length of interval class (total of interval class)

   N : total students

   Total of interval class (I) in this research was 9

No	Class Interval	Frequency	Percentage %
1	20-28	1	5%
2	29-37	1	5%
3	38-46	-	-
4	47-55	8	40%
5	56-64	6	30%
6	65-73	4	20%
Total		20	100%

POST-TEST LISTENING COMPREHENSION

1. Post-test

Pre-test Instrument

(Control & Experimental Class)

Subject   :   English

Class   :   VIII

Sub Matter   :   Listening

Sub Subject   :   Song

Time allocation   :   60 minutes

Instruction:

1. Write your name and your class clearly on your paper

2. Use your time adequately

3. Work individually

Direction:

1. Read and understand the lyrics of the currently playing song.

2. Fill in the blank spaces with the words you hear based on the song currently playing.

Nama:

Class:

Please listen to the song and fill in the blank with the right answer from no. 1 to 10!

Planet Song

We are the planets big and round

Watch us happily fly around

We are the planets big and round

Watch us happily fly around

I'm closest to the sun I'm (1)......

I'm the (2)...... in the sky I'(3)......

I'm a (4)....... planet I'm (5)........

And I'm your planet I'm (6).......

We are the planets big and round

Watch us happily fly around

We are the planets big and round

Watch us happily fly around

I'm the largest planet I'm (7)........

I'm the planet with the Rings I'm

(8).........

I have 27 moons! I'm (9)........

I am made of Gas I'm (10)..........

We are the planets big and round

Watch us happily fly around We

are the planets big and round

Watch us happily fly around

Earth	Mercury	Neptune	Mars	Saturn
Red	Jupiter	Brightest	Uranus	Venus

Key Answer :
1. Mercury
2. Brightest
3. Venus
4. Red
5. Mars
6. Earth
7. Jupiter
8. Saturn
9. Uranus
10. Neptune

SCORE LIST OF STUDENTS' LISTENING COMPREHENSION

(POST-TEST (CONTROL CLASS)

No	The Student Name	Score	Category
1	AEP	30	Failed
2	AZZ	70	Passed
3	AAIA	50	Failed
4	AAA	60	Failed
5	ATO	50	Failed
6	AP	60	Failed
7	AA	40	Failed
8	DP	50	Failed
9	EF	70	Passed
10	FP	40	Failed
11	FAZ	60	Failed
12	HP	40	Failed
13	HCW	50	Failed
14	MAH	40	Failed
15	MAH	70	Passed
16	MNAL	40	Failed
17	MEP	50	Failed
18	MF	30	Failed
19	MFH	50	Failed
20	MRC	40	Failed
	Total	**990**	
	Average	**49,5**	
	Higest Score	**70**	
	Lowest Score	**30**	

Source: *The result of Post-test on the students' Listening Comprehension on 20th, March 2021*

FREQUENCY DISTRIBUTION POST-TEST CONTROL CLASS

1. Interval

   K = 1 + 3,3 log n

   K = 1 + 3,3 log 20

   K = 1 + 3,3 x 1,3

   K = 1 + 4,29

   K = 5,29

   K = 6

   R = the high score – the lowest score

   R = 70 - 30

   R = 40

   I = R/K

   I = 40/6

   I = 7

   I = 7 (jarak nilai)

   Note:

   K : number of interval class

   R : distance of maximum and minimum scores

   I : length of interval class (total of interval class)

   N : total students

   Total of interval class (I) in this research was 7

No	Class Interval	Frequency	Percentage %
1	30-36	2	10%
2	37-43	-	-
3	44-50	6	30%
4	51-57	6	30%
5	58-64	3	15%
6	65-71	3	15%
Total		20	100%

SCORE LIST OF STUDENTS' LISTENING COMPREHENSION

(POST-TEST (EXPERIMENTAL CLASS)

No	The Student Name	Score	Category
1	AAR	90	Passed
2	AR	70	Passed
3	ASM	80	Passed
4	AZSA	100	Passed
5	ARF	50	Failed
6	AR	80	Passed
7	AR	90	Passed
8	AA	80	Passed
9	CK	100	Passed
10	CRBP	70	Passed
11	DA	60	Failed
12	DI	70	Passed
13	DMS	100	Passed
14	DDS	80	Passed
15	DAAP	70	Passed
16	DSS	70	Passed
17	EL	80	Passed
18	FA	80	Passed
19	IY	70	Passed
20	KS	100	Passed
	Total	**1590**	
	Average	**79,5**	
	Higest Score	**100**	
	Lowest Score	**50**	

Source: *The result of Post-test on the students' Listening Comprehension on 20th, March 2021*

2. Interval

K = 1 + 3,3 log n

K = 1 + 3,3 log 20

K = 1 + 3,3 x 1,3

K = 1 + 4,29

K = 6

R = the high score – the lowest score

R = 100 - 50

R = 50

I = R/K

I = 50/6

I = 9

I = 9 (jarak nilai)

Note:

  K : number of interval class

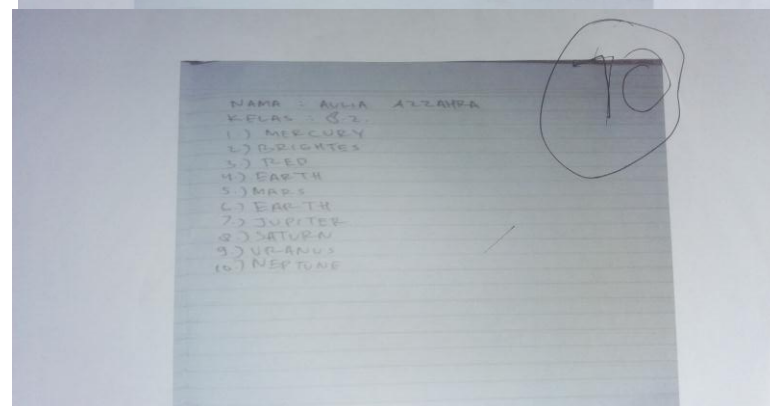 R : distance of maximum and minimum scores

  I : length of interval class (total of interval class)
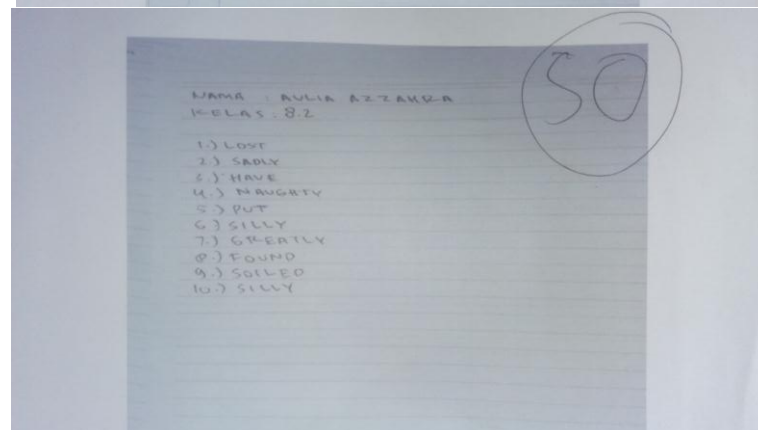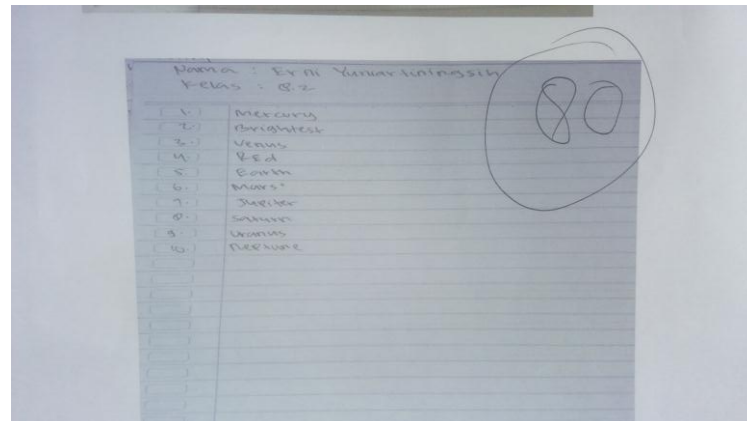
  N : total students

Total of interval class (I) in this research was 9

No	Class Interval	Frequency	Percentage %
1	60-66	1	5%
2	67-73	-	-
3	74-80	1	5%
4	81-87	6	30%
5	88-94	6	30%
6	95-102	6	30%
Total		20	100%

THE DOCUMENTATION OF RESEARCH

1. **Normality Test**

The result of Normality Tests by using SPSS

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Listening Score	Pre-Test Experiment (English Kids Songs)	.226	20	.009	.908	20	.059
		.184	20	.075[*]	.913	20	.073
	Post-Test Experiment (English Kids Songs)	.186	20	.069	.918	20	.089
	Pre-Test Control						
	Post-Test Control	.200	20	.035	.926	20	.128

2. **Homogeneity Test**

The result of Homogeneity of Variances by using SPSS

	Levene Statistic	df1	df2	Sig.
Based on Mean	152	1	38	.699

3. **Hypothesis testing**

The result of Independent Sample T-Test

Class		N	Mean	Std. Deviation	Std. Error Mean
Listening Score	VIII.1	20	49.50	12.344	2.760
	VIII.2	20	79.50	13.945	3.118

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-449/In.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : Lailatun Niqma
NPM   : 1601070102
Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1601070102

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari segala administrasi di Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juni 2021
Kepala Perpustakaan
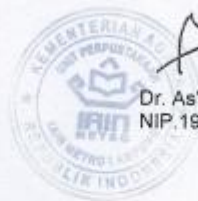
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   Lailatun Niqma
NPM   1601070102
Jurusan   Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 07 Juli 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0308/In.28/D.1/TL.00/02/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala Sekolah SMPN 1
BATANGHARI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0285/In.28/D.1/TL.01/02/2021, tanggal 04 Februari 2021 atas nama saudara:

Nama	:	**LAILATUN NIQMA**
NPM	:	1601070102
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS LISTENING COMPREHENSION AT SMPN 1 BATANGHARI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 04 Februari 2021
Wakil Dekan I

Dra. Isti Fatonah MA
NIP 19670521 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
Nomor: B-0285/In.28/D.1/TL.01/02/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**LAILATUN NIQMA**
NPM	:	1601070102
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMPN 1 BATANGHARI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS LISTENING COMPREHENSION AT SMPN 1 BATANGHARI".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 04 Februari 2021

Mengetahui
Pejabat Setempat

Wakil Dekan I

Hj. NUHOTEMI. S.Pd. MM.
NIP.19620202 1983012 002

Dra. Isti Fatonah MA
NIP. 19670631 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BATANGHARI
Jl. Kapten Harun 46 Banarjoyo Kec. Batanghari Kab.Lampung-Timur
Telp (0725) 46892

SURAT KETERANGAN
Nomor : 422/015 / 02/ SMP N.1/ 2021

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Batanghari Kabupaten Lampung Timur, menanggapi surat dari INSTITUT AGAMA ISLAM NEGERI METRO, Nomor: B-0308/In.28.1/D.1/TL.00/02/2021 Hal : Izin RESEARCH, dengan ini memberikan izin kepada :

Nama	: **LAILATUN NIQMA**
NPM	: 1601070102
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Fakultas	: TARBIAH DAN ILMU KEGURUAN

Untuk mengadakan Penelitian dalam rangka penyelesaian tugas akhir sekripsi, dengan judul: "THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS LISTENING COMPREHENSION AT SMPN 1 BATANGHARI".

Demikian Surat Izin ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 15 Februari 2021
Kepala Sekolah,

Hj. NGATEMI, S.Pd,M.M
NIP. 19620202 198301 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : B-3141/In.28.1/J/TL.00/12/2020   Metro, 02 Desember 2020
Lampiran   : -
Perihal   : BIMBINGAN SKRIPSI

Kepada Yth.,
1. Dra. Umi Yawisah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

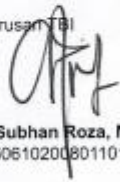|		
Nama	:	LAILATUN NIQMA
NPM	:	1601070102
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	THE INFLUENCE OF ENGLISH KIDS SONGS ON THE LEARNERS LISTENING COMPREHENSION AT SMPN 1 BATANGHARI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan ± 1/6 bagian
    b. Isi ± 2/3 bagian
    c. Penutup ± 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

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Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 30/6-24	√		- abstrak - revise - Previous research -) complebih - chapter IV	
2.	Rabu 7/7-21	√		- Revision is ok - Acc for munaqosy	

Mengetahui
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No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa 30/3 2021		✓	eleborate more ch III	
	Rabu 07/04 2021		✓	Revise Instrument	
	Rabu 23/04 2021		✓	Perhatikan konsisten dalam Penulisan	
	Senin 28/06 2021		✓	Acc ch. IV & V continue to 1st Advisor	

Mengetahui
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CURRICULUM VITAE

The author named Lailatun Niqma, was born in Gunung Raya, August, 13, 1997. She is the first of happy couple Mr. Suyadi and Mrs. Eni Endang Purwati.

In 2010, she graduated from SD Negeri 1 Muara Jaya II , West Lampung. At that time in 2013, she graduated from SMP Negeri 1 Kebun Tebu. Then she continued his studies at SMAN 1 Kebun Tebu and graduated in 2016.

In 2016 has registered as a students of The English Education departement of IAIN Metro (State Islamic Institute of Metro).