AN UNDERGRADUATE THESIS

THE INFLUENCE OF ENGLISH SONG TECHNIQUE TOWARD THE STUDENTS' LISTENING ABILITY AT THE SEVENTH GRADER OF SMP NEGERI 2 WAY JEPARA



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1435 H / 2014 M

THE INFLUENCE OF ENGLISH SONG TECHNIQUE TOWARD THE STUDENTS' LISTENING ABILITY AT THE SEVENTH GRADER OF SMPN 2 WAY JEPARA

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PENGARUH LAGU LAGU B. INGGRIS TERHADAP PELAJARAN LISTENING KELAS TUJUH DI SMP N 2 WAY JEPARA

ABSTRAK

OLEH:
DEVI SEPTIANI

Salah satu keterampilan yang sulit dari empat keterampilan berbahasa adalah keterampilan menyimak. Siswa kesulitan dalam memahami apa yang native speaker ucapkan dan mereka kesulitan dalam mengindentifikasi makna.

Tekhnik adalah sebuah cara yang digunakan oleh guru untuk menerapkan metode dalam proses belajar mengajar yang bertujuan agar siswa dapat memahami materi yang disampaikan. Oleh karena itu untuk memotivasi mereka, peneliti menggunakan sebuah tekhnik yang menyenangkan yaitu dengan menggunakan lagu lagu bahasa inggris karena lagu menyenangkan dan tidak membuat siswa merasa bosan.

Penelitian ini adalah penelitian kuantitatif dengan bentuk eksperiment. Penelitian ini bertujuan untuk mengetahui apakah dengan menggunakan lagu lagu b.inggris dapat member pengaruh terhadap keterampilan menyimak siswa.Untuk membuntikkan apakah ada pengaruh yang segnifican pada penggunaan lagu lagu B.inggris terhadap keterampilan menyimak siswa, menggunakan rumus t_{-test}

Hasil penelitian menunjukkan bahwa $t_{_}$ hitung lebih besar dan pada $t_{_}$ table $4.78 > 2.0105$. Itu berarti bahwa ada pengaruh yang significant penerapan lagu bahasa terhadap kemampuan menyimak siswa kela VII SMP N 2 Way Jepara.

THE INFLUENCE OF ENGLISH SONG TECHNIQUE TOWARD THE STUDENTS' LISTENING ABILITY AT THE SEVENTH GRADER OF SMPN 2 WAY JEPARA

ABSTRACT

BY:
DEVI SEPTIANI

One of difficulties between four skills in language learning is listening skills. The students have difficulties to understand what the speaker said and they have difficult to identify about the meaning.

Technique is one way that is used by the teacher to apply a method in teaching and learning process in order to make the students understand about the materials. Therefore to motivate the students in learning listening, the researcher provided an enjoyable technique, especially using English songs because songs are pleasant and do not make our students feel bored.

This research is quantitative research design in the form of experiment research. The objective of this research is to know whether using English songs can influence the students' listening ability. Moreover, to investigate whether there is a significant influence of using English songs on students' listening ability , the researcher analyzed the data by using t_test formula.

Finally, the data confirmed that t_observation is higher than t-table= 4.78> 2.0105. Therefore, it can be inferred that Hi is accepted and Ho is rejected. It means that there is significant influence of using English songs technique toward the students' listening ability at the seventh grader of SMPN 2 Way Jepara.

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosyah. Thank you very much.

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kecuali bagian bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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STATEMENT OF RESEARCH ORIGINALITY

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MOTTO

اَقْرَأْ وَرَبُّكَ اَلْأَكْرَمُ . اَلَّذِى عَلَّمَ بِاَلْقَلَمِ . عَلَّمَ اَلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ

Read, and your God is very glorious.

DEDICATION PAGE

This piece of work's dedicated to:

To my lovely family, to my beloved, to my treasure best friends, and all the people who pray,care,support, and smile for me. I love you guys...
Thank you so much from the botton of my heart for being there for me.

ACKNOWLEDGMENT

Praise to Allah SWT for letting the researcher accomplish the paper entitled: "The Influence of English Song Technique Toward The Students' Listening Ability At The Seventh Grader Of SMPN 2 Way Jepara". This is intended to fulfill one of the requirements in accomplishing the S1 English Education Study Program of State Islamic College (STAIN) Jurai Siwo Metro.

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Finally, the researcher realizes that, this undergraduate thesis is nearly imperfect. At last, the researcher hopes that the result of the research will give significant contribution in teaching learning of English language in junior high school 2 Way Jepara.

Metro , 30 Desember 2013

The researcher,

DEVI SEPTIANI

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CHAPTER I

INTRODUCTION

A. Background of The study

Language is the most important thing for people as a means of communication. Each person communicates and interacts with other people to fulfil their needs by using language. It means that language is an essential tool of communication which is produced by speech sounds to get something about what humans need. People use language to express their ideas and wish to other's people such as when they need others help so that language is the system of communication.

It is important to learn English because it is an international language which is use in many countries over the world in widely use in many sector such as information, trade, education, act. In Indonesia English has an important role especially in education. Therefore, English is taught as the first foreign language in all levels of school and language course. The students are expected to be able to make simple transactional and interpersonal conversation which is potentially needed to communicate in the context of school. Here, the teacher plays important role since he has to be able to set students interest and motivation in learning English in order to develop student's ability to communicate using all the resources they have already to interact with others about their needs and interest.

In this study the writer focuses teaching listening considering that in learning language. Listening in the skill that the students acquire first. Listening is important to support English learning especially in enriching vocabulary. They way in encouraging students to become accustomed to learning English is by giving them listening material occasionally, in order to make the students familiar with the language by listening its word and sentences.

Due to the importance of listening as explained above, the teachers have to develop students' listening performance since it is the first stage they learned English. By developing students' performance to listen well, the teachers develop their students' performance to become more independent learners, as the students will be able to reproduce language accurately and refine their understanding of grammar and develop their own vocabulary.

Teachers should explore the new productive strategy in brightening listening classes in order to encourage students in learning listening skill. They should create interesting and entertaining materials to motivate the students' active responds in doing listening exercise.

After the teaching and learning process in all the materials are given to the students, there is an expectation that students will make a progress in their study. To know whether the students make some progress in their study, it is useful for teacher to conduct a test or an examination at the end of a program. So the students will be motivated to learn and master the materials which have been taught by the teacher.

From listening activities the student will hear the sound of native speaker and they will listen how the word pronounced correctly by the native speaker. It will give positive effect for students' pronunciation.[1]

The teacher should be able to create an interesting technique or method to get the best result in instruction and to avoid the bored students when they learn english. English teacher should pepare the material well that consult hative speaker sounds and when it is necessary they can use any media that approriate with the objective of instruction.

In view of the phonemena above, the researcher tries to apply teaching listening through song to improve students english pronunciation. The research chooses english song to teach listening because song almost always contain native speaker voice, it can be used as an example how to pronounce a word. The most important every peole love listening song.

These are only some of many reasons songs are useful in the language learning classroom. The Most important songs consist of native speaker sounds which will he learned by student for their pronunciation.

Therefore, the researcher assumes teaching listening through song will be positive effect for student pronunciation ability a the second year of SMP Negeri 2 Way Jepara. The researcher chooses this SMP because this school hasn't language laboratory, as we know listening will run well when it does in language laboratory. So with limited facilities, the writer will try to give alternative media to

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Agustinami, 2006. *DevelopingStudents'Minimal Pairs at the first Year SMP N 2 Jepara. Unpublisher scrip*. Universitaslampung

Harmer, jeremy,1998. *How to teach english*,endiburg.logman

Puasa, kuran.2007. *teaching english through pop,song.bandung*. Yrama widya

teach listening as an input for students' pronunciation. And base on the researcher's observation fined that the teacher avoids teaching pronunciation; she seldom gives, a modeling how to pronounce the English sounds right, and students' pronunciation ability is poor. They find difficulties to distinguish between the English sounds. To help students' pronunciation better, the writer will try to teach listening through song and analyze the influence of teaching listening song toward students' pronunciation ability.

From the background above, the writer conducted a research to know whether teaching listening through song have a significant influence toward students' pronunciation ability with title as follow; "The Influence of English song technique toward the students' listening ability at the seventh grader of SMPN 2 Way Jepara".

B. Problem Identification

Considering the background above the writer identified the problem as follows:

1. The students' have low motivation to upgrade their ability in theaching listening.
2. Students listening ability is poor
3. The teacher always use dictation and limited material
4. The students still difficulties to applying song in teaching listening

C. Problem Limitation

From the identification above, the writer would like to focus this research on the influence a song toward the students' listening ability at the SMPN 2 way jepara.

D. Problem Formulation

Based on the background of study and problem identification above, the writer tries to state the problem as follows is there any positive and significant influence of Asong toward the students' listening ability at the SMPN 2 way jepara.

E. Objectivies and Benefits of Study

1. Objective of the Study

The objectives of the research is to know the influence A song toward the students listening ability at the SMPN 2 way jepara.

2. Benefits of the Study

The benefits of this study are:

a. Implementing the theories of English language instructional, especially for listening and pronunciation.

b. Students able to pronounce the sounds correctly

c. Giving consideration to English teacher that using songs is a good alternative technique in teaching listening and pronunciation for senior high school.

d. Increasing students' pronunciation ability

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CHAPTER II

THEORITICAL REVIEW

A. Theoretical Description

1. Listening comprehension

The theoretical review teaching english to young learners has become a trend nowadays, in every school english ttrough as on of the main subject. In instructional young learners is not like instructional adults, children have their own way of learning. Since children like to play and have fun, the learning and Teaching process should be suited with the nature of the children themselves.

One of the forms of fun activities for children is through music, and songs are the common form of music that children know. Yuliana want to show that through song, children could enhance their language skills, such as speaking, listening and writing. The children can enhance their language skill such as listening, speaking and writing.

Rosalina Nursyams research with tittle "an analysis of teaching listening comprehension through song she fine that"[2]

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[2]Nursyam, Rosalina,2003.*An analysis of teaching comprehension through at the first yer af SMUN 9 bandar lampung*.Un published script.Umm

a. Students liked teaching listening comprehension through song, the are interested and make them happy and joy.

b. The student liked english subject that was trough by using because the music, the lyrist, and the content were interesting.

c. A hundred percent (36 studcnts) had positive impression toward the teaching learning processes, they said that learning song was interesting fun, easy to hear, and brought happy natural.

From this research, the researcher knows that teaching listening through song is very interesting, enjoy and give positive effect to students, lie assumes that teaching listening through song and joy activities give positive effect to students' pronunciation ability.

The last was coming from Agustinami with title "Developing Students' Pronunciation by Using Minimal Pair. She found that teaching pronunciation by using minimal pairs could develop the students' pronunciation and the students' score had already fulfilled the target_ 80%. According these facts, the Researcher tried to teach pronunciation with different media; it is song combine with teaching listening.[3]

A. Concept of Teaching Listening

Listening can be described as an on going series of process which occur whithin thw listening. Arcording to setiyadi listening may commonly be described as the activity done by someone in order to get the message

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[3]Agustinami, 2006. *DevelopingStudents'Minimal Pairs at the first Year SMP N 2 Jepara.* Unpublisher scrip. Universitaslampung.

from semething he/she hears. Based on the statement above, the research can conclude that listening is an activity to get information and message from speaker.

In the listening process there are some activities, not only hearing or listening but also many activities there. [4]Schtwartz states that most description of listening acconts for four interelated components: hearing (perceiving), attending, comprehending, and remlembering. Listening has also been characterized as a transaction as it involves a sander (person, radio, television)and a receiver so listening is the ability to identify and understand what others are saying.

According to post in saha and talukdar, listening comprises some component skill wich are :

1) Discriminating between sounds
2) Recognizing words
3) Identifying grammatical group of words
4) Identifying expression and sets of utterances that act to create meaning
5) Connecting linguistic cues to non linguistic and para linguistics
6) Using background knowledge to predict and later to comfirm meaning
7) Recalling important words idea

Many materials can be used in instructional listening. We can select the material that we/student like, such as native speaker or

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[4] Schtwartz,ana marria,1988,*listening in foreign language profesional preparation of teaching assistant in foreign language*, washington.Dc

the other source. Saha and Talukdar say; according to the types of situation where the understanding takes place, listening divided into:

1) Reciprocal or interactive Listening where the listener is required to take part in the interaction and alternately and speaks. Interactive listening situations include face to face conversation and telephone calls in which listener has a chance to ask for clarification, repetition, or slower speech form conversation partner.

2) Non-reciprocal or non Attractive listening where the listener is engaged in listening passively to a monologue or speech or even conversation. Some non interactive listening situations tire listening to the radio, CDs, TV, films, lectures etc. and here listener usually doesn't have the opportunity to ask tout clan fiction, slower speech or repetition.

Based on scam left shove, Non Reciprocal or non-interactive listening is used in this research. The researcher uses non reciprocal listening situation by listening to the song.

a. Concept of Song

Doren in Nursyam Wales that song is a short musical work set to a poetic text, with equal import/ma given to the music and the words[5]. It may be written for one or several voices and generally performed with instrumental accompaniment. Redlich in Nursyam adds that song is short composition usually for one voice based on lyric or poem. From this

[5]Nursyam, Rosalina,2003. *An analysis of teaching comprehension through at the first yer af SMUN 9 bandar lampung*.Un published script.Umm

statement, serf; consists of lyrics or poetic text. The lyrics and the text are various. They can be simple or long., can be in the form of sentences or just a word, even it syllable and they usually combine with the music.

1) Song Related to Language Instructional

Almost everyone loves music and song. Song becomes alternative technique to try making students interest with the listening. Many researchers researches songs in instructional learning, because the influence of song to students is interest and ninny students like singing or listening a songs, Murphey in Byung Bin &Ji-Sunsaid the important of music and song in language learning:

a) Songs precede the human language development;

b) Songs plays a significant role in the language development of children;

c) Songs fulfill the man's emotional desire;

d) Songs strengthen short and long-term memory capacity;

e) Singing activities are concerned with Piaget's egocentric language and Chomsky's language acquisition device,

f) Songs have high emotional and motivational effects because of being simple and repeated conversational language; and

g) Songs help listeners relax and keep their interest alive

English as a foreign language in the classroom hide the following:

a) Songs almost always contain authentic, natural language
b) A variety of new vocabulary can be introduced to students through songs
c) Songs are usually very easily obtainable
d) Songs can he %circled to suit the needs wed interest of the students
e) Grammar and cultural aspects can he introduced through songs
f) Time length is easily controlled
g) Students can experience a wide range of accents
h) Song lyrics can tic used in relating to situations of the world around us
i) Students think songs arc natural and fill,

Variety is one of the most important factors in maintaining the high level of motivation and interest among the students. There are many activities that can be brought into the classroom to add variety not only to learning process but also to the students' experiences in English one of these activities is song.

From statement above, the researcher assumes that song is one of the very useful ways of instructional learning promos because teachers and students find singing songs entertaining and relaxing. Song also offers a change from routine classroom activities into

meaningful and enjoyable activities and the most important song help student pronunciation ability.

There are many advantages of using them in the classroom they are easily available (you have to go Out and buy them). 'They present new vocabularies and expressionin context, through them students become familiar with the pronunciation a native speaker, they provide a break front the textbook and workbook routine. Students will enjoy learning English through song.

2) Criteria of Selecting Song

The question that arises in instructional English through songs is what kind of song should one use in English language Instructional. The researcher realizes that not all kinds of songs are appropriate to be used in instructional learning process well. According Larry M. Lynch there are three aspects. They are:

a) Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.

b) Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.

c) Songs should have an appropriate theme. There's enough bud news, negativity and violence in the world already. Songs with

any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available. Use these.

2. Procedure of Instructional Listening Through English Song.

Instructional listening through English .songs can he carried out by the following procedure:

a. Pre- Listening

1) Greeting the student
2) Introducing the song

b. While Listening

1) Playing the Mp3 and ask the students to listen to the song carefully
2) Distributing the work shod (dote lyrics, words etc) of the song to the students.
3) Playing the song four until five tunes and let the students till worksheet
4) Let the students practice the song
5) Giving a chance to the students to ask difficult words to pronounce and giving the right pronunciation.

c. Past- Listening

1) Dooming the answer
2) asking the students by one to write the answers on the whiteboard
3) giving the correct answer to the students
4) singing the song together

B. Theoretical framework and paradigm

1. Theoretical framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is english song technique and dependent variable is listening ability.

Listening is one important activity in learning english. Some people deem it easy, but actually listening is not easy that people think. Although listening is hard work, listening is also oppurtunity to understand the text.

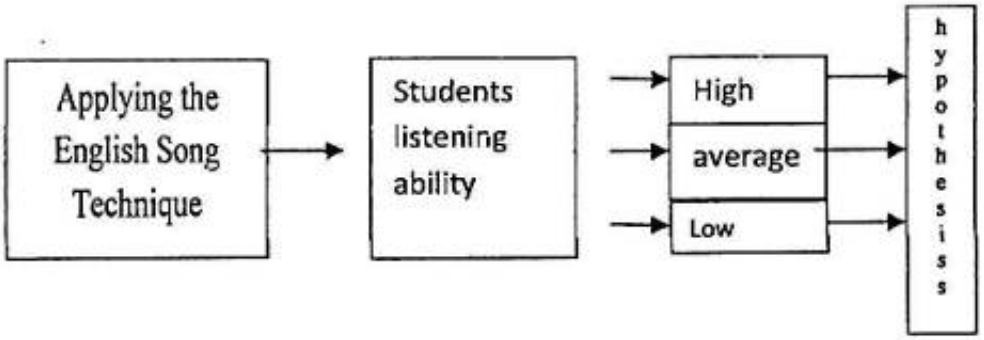
Furthermore the best way to start listening is to begin planning. Researcher tends to think that planning is essentially a thinking activity. English song technique can help the students to increasing their listening ability. The theoretical framework in this research is "if the english song technique is applied the students listening and learning process, hence the students listening ability will be icreased, whereas of the english song technique is not applied in the teaching and learning prosess the wiil find some difficulties and get low listening ability.

Listening is ability to identify and understand, that others are saying. In other words, the purpose of teaching listening is making the students to be able to pronounce words. Because that we two a media that provide the native speakers' pronunciation.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure 1
The influence of applying english song teaching toward the students listening ability



Based an the figure 1,if applying the english song technique is good,and students listening ability is good. So there is positive and significant.

C. Research Hypothesis

Based on the theoretical framework and paradigm above, the researcher formulation the hypothesis as follows:

"There is any positive and significant influence of applying english song technique toward the students listening ability at the SMPN 2 way jepara"


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CHAPTER III

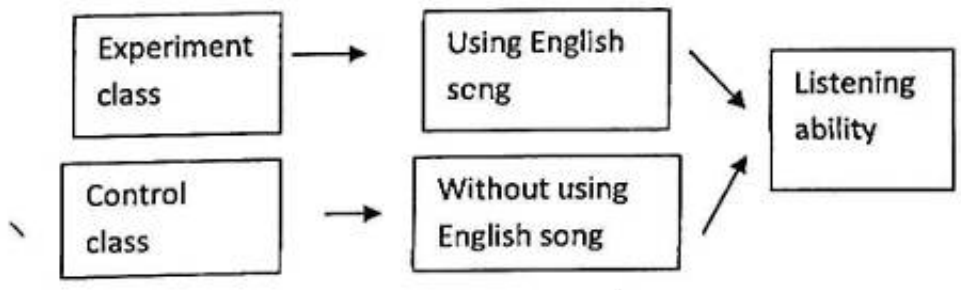
RESEARCH METHODOLOGY

A. Research Design

In this research, the researches used experimental method. An experimental typically involves two groups, an experimental group and a control group one group will design the experimental and the other control group. The subject in this research was the second year student of SMP Negeri 2 way jepara.

The researches applied *the pretest- posttest control group design.* This design involves at least goups, both of which are formed by random assignment; both groups were administered a pre test of the dependent variable, one group receives ,or unusual, treatment and both groups are post tested,post test scores are compared to determine the effectiveness of the treatment[6].

Research Design: The design is follow:



[6]Gay,I.R, 1990, education research.*competencies for analysis and application, third edition, maconilan publishing company*, singapore

The research is indented to investigate whether the using English song can influence the students' listening ability:

According to suharsimi Arikunto the design as follow:[7]

E 01 X 02

K 03 X 04

Where

E : The experiment class

K : The control class

X : Treatments that will be given three times to the experiment class

02-04 : post test that will be given once to the students both experiment class and control class

The first action the research was administering the pre test to the experiment class and control class together. After finished administering the pre test,the next action was commencing the treatment to the experiment class. The axpeiment class was given four treatments (listening song) and the treatments were given in different day.

Every treatment,the researcher gave the different model, there was *completing the lyrics, Identifying word, and arranging the lyric.* After that, the researcher let the students practice the song together andd gave a chance to the students to ask difficult words to pronounce and give the right pronunciotin.

[7] Arikunto, Suharsimi,2006. *Prosedur Penelitian*, Jakarta: Rineka Cipta

Having finished conducting the treatments, the next step was administering the post test to the experimental group and control group.

B. Population, Sample and Tecnique

The population and sample of the research will be explained bellow:

1. Total Population

According to Gay population is the group of interest to the researcher, the group to which she or he would like the results of the result of the study to be generalizable[8]. So population is the total of the research subject the population of SMP Negeri 2 Way Jepara.

2. Sample

"Sample is subset of population.According to webster method.net". A sample is a finite part of a statistical population whose properties are studied to gain information about the whole". So the sample is a part of population whose properties are studied to gain information about the whole population. In this research the sample of SMP Negeri 2 Way Jepara. Consist of 34 student.

3. Sampling Technique

Suharsimi arikunto states" it means that if the student of population less than a hundred is better to take all the subjects and if the student of population less than a hundred is better to take all the subjects an if the total number of the students is large/ big, we can take 12-15% or 20-25% of them.

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[8]Gay,I.R, 1990, education research.*competencies for analysis and application, third edition, maconilan publishing company*, singapore

According to the statement above,because of the population of the research only 3 students, So the research plannedto take the whole students. Of therefore the research was population research. The whole students or the class were the sample of the research. They where divided in two groups, group A and group B. In individing the students was based on their number of attendance list. Odd number as group A and even research that contains two group. Control and experiment, so the next step was selecting the group was. The leader every group choose one side of the coin, if the side of coin that they choose was on the top position, so it group that would be experiment group. And finally the group B was choose as experimental group.

C. Operation Definition of Variable

Operation definition is the definition which based on the characteristics of the things that would be defined, and it can be observed or measured.[9] Meanwhile, variable can be defined as an attrubute of a person or of an object which" varios" from person to person or from object to object. Based on the statement, the operation definition of variable in this research was.

1. Independent Variable

The independent Variable in this research is the listening ability not students English song. In measuring this variable the researcher will use observation check list sheet.

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[9]Edi Kusnadi, *Methodologi Penelitian*,(Metro: STAIN,Metro, 2008), p.29

By this measurement the researcher will know the user performance in applying english song technique in learning listening activity at the seventh Grader of SmpN 2 Way Jepara.

a. The lyrics must be comprehensible
b. The lyrics of the song should be easy and simple
c. The songs have to integrate into syllabus and must be suitable for the students age
d. The songs that will be played for listening are the old songs that still popular and have the lyric which the articulation is said clearly by the singer.

2. Dependent Variable

Dependent Variable in this research is the listening ability.This variable will be measured by giving pre test and post test. Pre test and post test instrument consist of 15 question in from of multiple choices. Question with the range. score 0-100 100 score,and when the students can not answer all the question correctly they will get 0 score. The following are the indicators of listening ability:

1. Response to the questions
2. The student can listen and sing a song
3. The student understand a song

D. Data Collection Method

1. Test

Test will be used for knowing students' listening ability. The test consist of two part of test, they are pre test and post test. Will be used fill in the blank. The test will be given to the seventh graders of SMPN 2 Way Jepara. This test used to know the influence of english song technique usage toward the students listening ability by comparing between pre test and post test result.

2. Documentation

The instrument would be used for documentation. Easy to say, that documentation is note of information in the form of documentation. The documentation will be observed is the short story of school, location map, structure, organization, teacher condition and soon. Morevere, the researcher was used this method to get the data about seventh graders of SMPN 2 Way Jepara.

E. Research Instrument

Suharsimi arikunto defines instrument as the tool of research which is used in each method.[10] Furthermore, the research instrument involves:

1. Instrument Blueprint

   Research instrument that will be used in this research are:

   The instrument which will be used for test the technique is the listening test.

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[10] Suharsimi Arikunto,op.cit,p 149

2. Instrument calibration

Instrument calibration is the scale of measurement that will be used to describe the instrument standard that will be used. The test is multiple choice test which consisted of 30 question.[11] Total score of the multiple choice is 100 (30: 3 x 10). The total of an item is 1 for the true answer. Moreover, the writer has grill work of listening test as follow"

No	Listening Indicator	Item	Number	Score
1	Describing any picture with short statements	3	1,2,3	1
2	Response to the question	9	4,5,6,7,8,9,10,11,12	1
3	Answer short conversation	10	13,14,15,16,17,18,19,20,21,22	1
4	Answer short talks	8	23,24,25,26,27,28,29,30	1
	Total	30		

F. Data Analysis Technique

To investigate whether there of English Song Technique toward the Students' Listening Ability at the Seventh Grade of SMPN 2 Way Jepara.

To know the significance the Influence of english song technique toward the students' listening ability,the researcher will use the form of paired t-test by using experimental class pretest-posttest design. The formulation of t-test:

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[11] . department Pendidikan dan kebudayaan RI, kamus besar bahasa indonesia, (Jakarta: pustaka,tt),p.382

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where:

T : t-test.

M_y: Mean Sample Experiment.

M_x: Mean Sample Control.

N_x: Number Study Control.

N_y: Number Study Experiment.

X : Deviation X^2 and X^1.

Y : Deviation Y^1 from the Mean Y^1.[12]

[12]Op.cit,pp. 311-312

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CHAPTER IV

RESULTH OF THE RESEARCH

A. Description of Data

1. Research Setting

Short story about the establishment of SMPN 2 Way Jepara, SMPN 2 Way Jepara was established at June 29, 2009 based on the decree of education and culture department Lampung no 9549/1. 12BI/U/2009. The ministry of SMPN 2 department Lampung. in the beginning the establishment of SMPN 2 Way Jepara and appoint Wagino.Spd as a headmaster.

After going on one year SMPN2 Way Jepara has own an ares and building with decree of political district Desa Sriwangi no 474/12/06/2012. As a role decree which is made by DICMENJURTI no 420/181.4/15/SK/2007 at September 1, 2007 SMPN 2 Way Jepara has had school main Number (Nomor Induk Sekolah) that is 400060 for structuring of administration program.

Considering the developing of industry and cultivation, SMPN 2 Way Jepara added Marketing Study program with decree no 420/598/15/SK/2012 at August 22, 2012

2. Research Data

Listening ability is dependent variable of this research. To measure the students' ability in listening ability, the researcher tested the students' by giving listening test. Therefore, using English song becomes the dependent variable of the research. The researcher did not measure the students' ability in using English song because using English song of this research is as a treatment.

1. Result of Pre_ Test

The purpose of pre_ test is to know the students listening ability before treatment. The result of pre_ test be identified as follow:

The result of listening ability pre_ test at the tenth grade students' (experimental class) by using English songs of SMPN 2 Way Jepara

Table 1

No	Students' name	The grade of pre_ test
1	Ag	56
2	Agu	60
3	Ags	53
4	An	63
5	De	53
6	Dw	56
7	Er	63
8	Ga	53
9	Kn	70
10	Ku	56
11	Kt	53
12	Ms	50

13	Msy	63
14	Mur	56
15	Ni	43
16	Nu	60
17	Ok	56
18	Re	73
19	Ri	76
20	Ria	66
21	Riy	60
22	Riz	56
23	Se	56
24	Sep	53
25	Si	63
26	Su	50
27	To	46
28	Wa	56
29	Wi	60
30	Win	60
TOTAL		1739
AVERAGE		57.96

Source . The result of the listening ability pre_ test (experimental class) by using English song on may 29.2013.

Table 3 shows that 17 students (56 %) have score lower than 59. The criteria of students who are successful in mastering the material are the students who get minimum standard (KKM) that is 59. The average score of pre test is 57.97. it shows that the result of the students listening ability in pre test was not satisfactory. It is one reason why researcher used the English songs as a technique to teach listening. It was done to help students improve to listening ability.

The result of pre test can be identified as follows:

Table 2

No	Students' name	The grade pre test
1	Ah	60
2	Ai	53
3	Ay	53
4	Be	60
5	Ca	66
6	De	56
7	De	43
8	Di	50
9	Ed	60
10	Ek	63
11	Eka	53
12	Ef	56
13	Fa	50
14	Fi	63
15	Fir	56
16	He	60
17	Ju	53
18	Ku	60
19	No	63
20	Nu	56
21	Nur	63
22	Pe	40
23	Re	73
24	Ri	56
25	Rit	60
26	Se	56
27	Sr	63
28	Tr	56
29	Tu	73
30	Uc	56
TOTAL		1730
AVERAGE		57,67

Source. The result of listening ability pre test (control class) without using English song on may 30,2013

Table show that 16 students (53%) in control class have score lower than 59. The average score of pre test is 57.67. it shows that the result of the students listening ability in pre test also was not reach minimum standard yet, therefore it is one reason that teaching and learning listening ability must be increased and to increase it the researcher used English songs technique.

2. Result of post test

After applying there times treatment by using English song technique for the experiment class then the post test was given both of experiment and control class. The type of pre test and post test was the same. The result of the students' pre test and the result of students' post test to find out whether the treatments by using English songs influence the students' listening ability.

The result of post test can be as follow

Table 3

No	Students' name	The grade of pre test
1	Ag	76
2	Agu	66
3	Ags	73
4	An	70

5	De	66
6	Er	73
7	Ga	76
8	Kn	66
9	Ku	76
10	Kt	56
11	Ms	60
12	Msy	66
13	Mur	73
14	Ni	60
15	Nu	56
16	Ok	73
17	Re	70
18	Ri	80
19	Ria	80
20	Riy	76
21	Riz	73
22	Se	66
23	Sep	76
24	Si	66
25	Su	70
26	To	70
27	Wa	53
28	Wi	53
29	Wu	70
30	Win	73
TOTAL		2056
AVERAGE		68,53

Soursce. The result of listening ability post test (experimental class) by using English song on July 3, 2013.

The table above shows that there are 4 students (14%) who get score less than 59 as minimum standard (KKM) and 26 students (80%) get score more than 59. The result of post test shows that of 68.53.

The control class got the same material but different technique. So, they were gives post test too. The result can be seen from the table below:

Table 4

No	Students' name	The grade of pre test
1	Ah	63
2	Ai	56
3	Ay	60
4	Be	60
5	Ca	56
6	De	60
7	Den	50
8	Di	43
9	Ed	63
10	Ek	76
11	Eka	60
12	Ef	63
13	Fa	56
14	Fi	60
15	Fir	60
16	He	66
17	Ju	56
18	Ku	63
19	No	66
20	Nu	56
21	Nur	73
22	Pe	50
23	Re	70
24	Ri	56
25	Rit	63
26	Se	53
27	Sr	56
28	Tr	66
29	Tu	70
30	Uc	60
TOTAL		1800
AVERAGE		60.00

Source. The result of listening ability post test (control class) without using song on July 5 ,2013

From the table frequency above, it can be seen that there are 18 students (60%) who get score less than 59 as minimum standard KKM at SMPN 2 Way Jepara and 26 students (86%) get score more than 59. It can be said that the result in experimental class more satisfactory than control class.

B. Hypothesis Testing

After applying test technique, the researcher analyzed the data by using T_ test in order to prove whether there is any influence of English song technique toward the students' listening ability at the seventh grader of SMPN 2 Way Jepara.

1. Preparing the table in order to prove whether there is any difference of experiment class at the seventh grader of SMPN 2 Way Jepara.

   The table at the authentication of the different of experiment and control class at the seventh grader in the academic year 2012/ 2013

Control class				Experimental class			
Subject	Pre_test (x)	Poste(x)	Gain (x)	Subject	Pre test (y)	Posttest (y)	Gain (y)
Ah	60	63	3	Ag	56	76	20
Ai	53	56	3	Agu	60	66	6
Ay	53	60	7	Ags	53	73	20
Be	60	60	0	An	63	70	7
Ca	66	56	-10	De	53	66	13
De	56	60	4	Dw	56	73	17
Den	43	50	7	Er	63	76	13
Di	50	43	-7	Ga	53	66	13
Ed	60	63	3	Kn	70	76	6
Ek	63	76	13	Ku	56	50	-6
Eka	53	60	7	Ms	53	60	7
Ef	56	63	13	Msy	50	66	16
Fa	50	56	6	Mur	63	73	10
Fi	63	60	-3	Ni	56	60	4
Fir	56	60	4	Nu	43	56	13
He	60	66	6	Ok	60	73	13
Ju	53	56	3	Re	56	70	14
Ku	60	53	-7	Ri	73	80	7
No	63	66	3	Ria	76	80	4
Nu	56	56	0	Riy	66	76	10
Nur	63	73	10	Riz	60	73	13
Pe	40	50	10	Se	56	66	10
Re	73	70	-3	Sep	56	76	20
Ri	56	56	0	Si	53	66	13
Rit	60	63	3	Su	63	70	7
Se	56	53	-3	To	50	70	20
Sr	63	56	-7	Wa	46	53	7
Tr	56	66	10	Wi	56	53	-3
Tu	73	70	-3	Wr	60	70	10
Uc	56	60	4	Win	60	73	6
	1730	1800	76		1736	2056	310

2. Putting the data above into the formula of T test in order to get t_ observation

$$Mx = \frac{76}{30} = 2{,}53$$

$$\Sigma x^2 = \Sigma x^2 - \left(\Sigma \frac{x2}{N}\right)$$

$$= 1291\text{-}192.53$$

$$= 1098.47$$

$$My = \frac{310}{10} = 10.33$$

$$\Sigma y^2 = \Sigma y^2 = \left(\Sigma \frac{y2}{N}\right) = 4324 - \left(\frac{310}{N}\right)^2$$

$$= 4324 - 3203.33$$

$$= 1120.67$$

Furthermore, the researcher accounted by using T test formula

$$t = \frac{3.33-10.33}{\sqrt{\left(\frac{1098.47+1120.67}{30+30.2}\right)}}\left(\frac{1}{30} + \frac{1}{30}\right)$$

$$t = \frac{+7.8}{\sqrt{\left(\frac{2219.14}{58}\right)\left(\frac{2}{30}\right)}}$$

$$t = \frac{+7.8}{\sqrt{38.26\ X\ 0.07}}$$

$$t = \frac{7.8}{1.63} = 4.78$$

Therefore, T_ observed is 4.78 as the result of the counting by T test formula.

To know critical value of T test (t_ observation), the researcher firstly counted df (degree freedom). The formulation of df=N +N -2 =30 +30 – 2= 58. But, 58 are not found out in t_table, so the researcher must do interpolation as follows:

C. Interpretation

The writer has formulated the alternative hypothesis (H) and Null hypothesis (HO) as follows:

- Alternative hypothesis (Hi)

  There is a significant influence of using English songs on students' listening ability at the seventh grader of SMPN 2 Way Jepara.

- Null hypothesis

  There is no significant influence of using English songs on students' listening ability at the seventh grader of SMPN 2 Way Jepara.

  After Hi and Ho were formulated. the writer consulted t- observation to t-table as follows:

  - If t- observation is bigger than t- table. it means that Hi is accepted and Ho is rejected

  - If t- observation is smaller than t-table, it means that Hi is rejected and Ho is accepted.

  Finally , the data confirmed that t- observation is bigger than t- table 4.78 > 2.0105. therefore, it can be inferred that Hi is accepted and Ho is rejected. It means that there is a significant influence of English song technique the students' listening ability at the seventh grader of SMP N 2 Way Jepara.

D. Discussion

During the research, the researcher observed the students were interested in learning listening by using English songs. They were enthusiastic during the learning process.

All students always attended the class from the first treatment up to the last treatment. They were also active in the class during the presentation of the material by using English songs.

The researcher assumes that teaching and learning by using English songs can influence students' listening ability well. By using English songs the students learn how to analyze or identify words, sentence, sound and meaning in easier way, because the students could analyze or identify more enjoy. So, it has proved that using English songs be one of interesting techniques in learning listening, especially for the students at the seventh grader SMPN 2 Way Jepara.

E. Limitation

Fortunately, the writer did not face difficult problem in doing this research because of these reasons, as follows:

1. The research instrument were easy to be prepared by the writer.
2. The research technique was easy to be done by the writer.
3. The persons in the school help the writer to do the research. The principle and the students were cooperative.

The order limitations is the result of this research, although the result of this research is has proved that using English songs is the effective technique for teaching and has high influence especially for the students at the seventh grader of SMPN 2 Way Jepara, but it is limited for the other students and school generally, maybe for the other school using English songs is not the effective technique.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based an data collected and analysis, the researcher concludes that using English songs as an alternative technique can influence students' listening ability. In the pre test, the average score of experiment class was 57.97, while in the post test was 68.53. The mean of the post test is higher than the pre test. The result of post test can reach minimum standard (criteria ketuntasan minimum) at SMPN 2 Way Jepara, where there is 90% (27 students) who get at lest 59, the average score of post test 68.53. it means that the students listening ability after treatments by using English songs technique is increase.

Meanwhile , the control class got the average in pre test that was 57.63 while in the post test was 60.00. most of students in the control class 40% (12 students) didn't minimum standard yet. It means that the result of experiment class higher than control class.

Based on the research data it was proved that there is significant influence English songs technique the students listening ability at the seventh grader of SMPN 2 Way Jepara because after the treatments the fact shows that there is an improving of students listening achievement.

B. Suggestions

After the researcher had done the research at the seventh grader of SMPN 2 Way Jepara, the researcher would like to give some suggestion as follows:

a. For the headmaster

1. It is suggestion for the headmaster in order to persuade the teachers to use this technique because it can be enjoyed by the students and efficient in teaching listening.
2. It is suggestion in supporting the English learning process by preparing the facilitation and instrument completely.

b. For the teacher

1. It is better for the teacher to use English songs in teaching listening because it can improve students listening comprehension.
2. It is suggestion to the teacher gives motivation to the students to be active in teaching and learning listening process.
3. It is suggested to English teacher to be more creative in applying songs technique by choosing appropriate songs. It means that the song must be suitable for the students age and integrate into syllabus.

c. For the students

1. It is suggested to increase their ability in listening ability in order that can success in learning English.
2. This technique can motivate the students in studying English, especially to analyze or identify the meaning of word, sentence, or sound.

3. To be more active in learning English by using English song because by using English songs can help students to enjoy in following the material that the teacher given. So, it can increase their listening ability at the vocation school.

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Curriculum Vitae



The writer was born at Labuhan Maringgai, Februari 14th, 1992. She is the third from four daughter .

Enrolling in kindergarten Pertiwi, in 1995-1996 made her ready to continue his study at SDN 2 Way Jepara since 1997-2003, Indeed six years had been a long journey to pass her study in the elementary school,while he had so many friends to leave. In line with her focus of the study, she decided to extend her study in SMP N I Way Jepara in 2003-2006, this is the time that the writer was falling in love with English. After graduating from SMPN 1 Way Jepara, she continued her study in SMA N 1 Way Jepara for three years (2006-2009). Nevertheless, STAIN Jurai Siwo Metro has become her next direction to go on her study in the academic year of 2009/2010. She has been in English Education Study Program since the academic year of 2009/20010 up to now.