



The Use of Song as Learning Media in Teaching Listening to EFL Students

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Abstract

As one of fundamental receptive skill, listening skill is mostly neglected during the English language teaching learning process. The challenges on the process of teaching listening which may come from both the students or the teacher mostly become a problem that makes written mode of English language learning more dominant. The strategies on teaching listening skill might not be varied that causes the teaching learning process ineffective. This research is aimed to introduce the use of song in engaging students' attention and creating fun teaching-learning process to increase the students' achievement in listening skill. The research used quasi-experimental quantitative design. The number of sample used in this research is 72 students in the first grade of SMAN Gurah, Kediri. A test is used to collect the data of students' achievement in listening. The test indicates the significant difference between the experimental group and control group as the researcher used the t test formula. From the result of data analysis, we find that the t-test is 2,53 at degree of freedom (df) 70 at 0,05 alpha (1,67). It means that the t-test is higher than the t-table (2,53>1,67). Thus, the hypothesis that teaching listening using song is improving students' achievement on listening skill can be accepted.

Keywords: Listening Skill; Teaching Listening; Song

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INTRODUCTION

As a fundamental receptive skill, teaching listening skill is one of the most challenging tasks in language education. It requires learners to decode the message they hear, understand the context, and interpret the meaning of what have been said. Listening skills are critical for language learners as it helps them improve their communicative skill, language proficiency, and cognitive abilities (Wallace, 2012). For the complexity of teaching listening, teachers find many kinds of problems in gaining students' classroom engagement in listening class. Besides, problems may also come from students perspectives.

Listening is not simple process. Most students in SMA Negeri 1 Gurah admit that they faced difficulties during their listening activities in English language class. This condition is in accordance to some researches that specifies the problems in listening activities into the speed, vocabulary limitation, similar sound, various accent, situation which affect students' concentration level and established language habit, difficulties in making inference, problems in understanding the vocabulary and structure, long passage, and interpret the meaning of word that their catch /listen in one time (Kamarullah et. al., 2018; Zulfikar et. al., 2020). Therefore, it needs an effective method, technique or media in teaching listening skill to make the student can listen and understand well.

Another problem in teaching listening is the teaching materials are difficult to obtain and requires a very complex teaching device. Therefore, many teachers are reluctant to teach listening to the students. In fact, students do more on listening than speaking. It is no wonder, then, that in recent years the language teaching profession has placed a concern emphasis on listening comprehension (Brewster & Allis, 2003) Therefore, we need a development or research so that teachers can easily search for materials and equipment in teaching but does not sacrifice or burden the students.

The purpose of teaching listening is to know the component in listening and to understand what the listener should do to catch the main point of the sound. The process of teaching listening must be necessary to help students to discriminate between sounds, to recognize words, to identify pragmatic units such as expressions and set of utterances, to connect linguistic cues to paralinguistic cues in order to construct meaning, to use background knowledge and content to predict and confirm the meaning, and to recall important words

and ideas (Rost, 1991). Thus, a successful teaching listening involves an integration of mentioned component skills, not individual skill itself.

Teacher as the key role who has the power to control the class must be able to be creative in developing materials to engage the students in the classroom in order to achieve a successful teaching listening process. Recently, many teachers utilize technology to help creating innovative and creative learning materials. However, the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand –in hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

In this era, has a lot of technology that can be used in language teaching, especially teaching listening. There are some researches that discuss the utility of media technology for the development of teaching listening such as video learning (Kamarulah et. al., 2018), you tube (Pratama et. al., (2020), podcast (Budiasningrum & Rosita, 2022), and song(Hadian, 2015; Dzanic & Pejic, 2016; Lestary& Seriadi, 2019; Maherni & Ratminingsih, 2021;Güler&Bozkurt, 2021). Among those three media, the use of song as authentic materials in the class is much more practically used in teaching listening.

In line to Schoepp (2001), Lestary and Seriadi (2019) says that song can be utilized in foreign language teaching for many purposes such as presenting and practicing a topic or language point, focusing on common learner errors,

encouraging extensive and intensive listening, stimulating discussion of attitudes and feelings, encouraging creativity and use of imagination, providing relax class atmosphere, bringing variety and fun to learning.

Hadian (2015) on her research about the use of song lyric in teaching listening for students of junior highschool in Bandung states that the students significantly enjoy the listening activity. As the result, the students responses positively and enthusiastically to the lesson and engage easily in the whole learning process. In accordance to this research, Maherni and Ratminingsih (2021) utilizing song in teaching listening is still become the good choice of techniques taken by some teachers in SMPN 2 Kubutambahan.

Other researchers, Dzanic and Pejic (2016) states that no one can deny that music has played an important role to modify human mood and emotion. As they have stated, Sing (2020) also said that song brings calm and positive atmosphere in lesson so the learner can learn the subject easily. Besides, using song, particularly an action song, improve proficiency skill, motivation, and attitude toward learning English.

Furthermore, another study has shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax the overwhelmed or stressed people, make learning fun, and help students understanding materials (Asmus, 2021). Therefore, the use of song as learning media in teaching listening can improve the vocabulary mastery and its pronunciation well as stated by Isnaini and Aminatun (2021). However, it is necessary for teacher to plan various activities as well as to choose appropriate song so that the students are engaged in learning process as stated by Güler and Bozkurt (2021).

To sum up, choosing learning media that engage student into successful learning process, carrying them a good learning atmosphere, as well as building their concentration is very important in teaching listening skill. A few researchers focused on picturing the use of song in teaching listening from either teachers' and students' perspective or the impact of using song on certain point. There have been limited studies concerned on the implementation of song as learning media in relation to students' achievement in listening skill. Therefore, as utilization of song in teaching listening plays a fundamental role, this research intends to investigate the effectiveness of using song as learning media in improving students' achievement in their listening skill. The objectives of this

research is to know whether the use of song as authentic media in teaching listening to the students of first grade of SMA Negeri 1 Gurah, Kediri brings good impact on the improvement of students' achievement or it is in vice versa.

METHOD

Research Design

The research design used in this research is quasi-experimental research since it runs a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested (Nunan, 1992). In this research the researcher will do some experiment by giving some treatment to the subject study to know whether using song in teaching listening skill will improve the students' achievement in their listening skill or it does not give any significance changes. The experimental group is taught by inserting song in their materials and the control group is taught without playing English song. Before and after the doing treatment, the research will give pre-test and post-test. The pre-test is aimed to know the students achievement in listening skill before the learning process. And the post-test is conducted to know the effectiveness of the method to improve the student's achievement in their listening skill.

There are two variables used in this research, those are dependent variable and independent variables. The dependent variable is defined as a variable that is observed and measured to determine the effect of the independent variable. Independent variable on the other side is the variable which is selected and manipulated by the researcher (Arikunto, 2002:98). In this research the independent variable is the students that is taught by using song as the teaching strategies to improve students listening skill, while the dependent variable is the students that is taught without the same method.

Population and Sample

The population of the research is the first grade of SMA Negeri 1 Gurah. There are 216 students in this grade. The sample taken in the research is 72 students that are divided into two groups; those are experimental and controlgroup. Those two classes are taken to be the sample because the member of the groups has equivalent scores in their achievement of listening skill.

Instruments

In this research, there is one instrument as a tool in collecting data. The researcher uses test as the instrument of the research. The test given to the control and the experimental group are pre-test and post-test. The result of the test will

elicit attitude that give information about the basic of individual knowledge in certain subject (Djiwandono, 1996). The form of pre-test that is given to both groups is a test which consists of 20 missing words from the audio tape. While the post-test is given to the sample after the experimental group accepts some treatment in teaching learning process of listening skill. The form of the test is almost the same to the pre-test.

Data Analysis

The data obtained from the research is analyzed and interpreted through quantitative analysis. The data is documented from the score of pre-test and post-test of both control group and experimental group. The researcher uses t-test to analyze the collected data from the two groups. It is necessary in order to compare the listening competency of experimental group. The computer software of SPSS 20 is used to help the researcher in analyzing and interpreting the effectiveness of teaching listening using song.

FINDINGS AND DISCUSSION

To facilitate the measurement of students' listening skill, the raw score are converted in the standard scores using the percentage correction formula. Then the mean score of the test is calculated in order to find the difference in both control and experimental group. To check the statistically significant difference between the two mean, the value of t-test should be compared to the value of the t-table of the pre-test and the post-test.

The result of the pre-test score shows the student's basic ability in listening skill. The means of experimental group is 70,77 and the means of control group is 65,63. The interval score of experimental group shows that 1 student or 30% of the students get the score of 0-45. Next, 1 student 30% of the students get the score of 46-55. Then, 7 students or 19% students get score of 56-65. Then 21 students or 58% of the students get score of 66-79. The last, 6 students or 17% of the students are in good level in which the score reach between 80-100.

On the other hand, in the control group the means is 65,63. There are 5 students or 14% of the students get 0-45. There are 2 students or 6% of the students get the score of 46-55. 8 students or 22% of the students get the score of 56-65. Next, there are 13 students or 36% of the students get score of 66-79. The last, there are 8 students or 22% of the students get score of 80-100. Most of the students in control group in good level or get score of 66-79 or about 36% of the students in control group. The score summary of the pretest can be seen in the following table.

Table 1. The score mean of pre-test

Score	Experimental Group	Control Group
0-45	1 (3%)	5 (14%)
46-55	1 (3%)	2 (6%)
56-65	7 (19%)	8 (22%)
66-79	21 (58%)	13 (36%)
80-100	6 (17%)	8 (22%)
Total	36 (100%)	36 (100%)
Mean	70,7778	65,6389

After applying some treatments to the experimental group, the post-test is conducted on both groups of control and experimental. It is aimed to know students' achievement in the experimental group and control group. The result of the post-testis that the mean of experimental group is 80.41 and the mean of control group is 70.55 The data state that at the experimental group is one of student in very bad level or 3%. Next, 3 students or 8% are in bad level, it is about 46-55. Next, 3 students or 8% get score 56-65, they are in fair level. And 8 students or 23 % in good level, they gets score 66-79. The last, 21 students or 58% get score 80-100 or they are in very good level and most of the students in very good level, they are about 58% of students in experimental group.

On the other hand, the interval score of control group shows that 5 students get score in very bad level or 14%. Next, 1 student or 3% get score of 46-55, they are in bad level. And then 7 or 19% students in fair level, they get score 56-65. And 10 students or 28% get score 66-79 or they are in good level. The last, 13 students or 36% in very good level, in which the score of students between 80-100. Most of the students in the control group are in very good level, it is about 36%. Here is the score summary of the post-test.

Table 2. The score mean of pre-test

Score	Experimental Group	Control Group
0-45	1 (3%)	5 (14%)
46-55	3 (8%)	1 (6%)
56-65	3 (8%)	7 (22%)
66-79	8 (23%)	10 (36%)
80-100	21 (58%)	13 (22%)
Total	36 (100%)	36 (100%)
Mean	80,4167	70,5556

From the table above we can see that the experimental group has gain significant progress in comparison to the control group. It can be seen from the difference of two means of the experimental group and the control group. In the experimental group the difference can be calculated as $80,4167 - 70,7778 = 9,6389$.

While in the control group the difference is $70,5556 - 65,6389 = 4,9167$. The comparison between two means of the experimental group and control group has a difference in the mean score. The result shows that the experimental group outperformed the control group. The difference between two means is $4,7222$ ($9,6389 - 4,9167 = 4,7222$).

However, just finding the difference between two means is not enough to conclude that the experimental group is better than control group. To determine whether the difference is statistically significant, an appropriate statistical analysis has to be applied. To determine the significant difference between the two means the t-test formula is recommended. The following is the computation of t- test. First of all we have to find the SS value (the sum of squares). The SS_1 (experimental group) value is 4833,08 and the SS_2 (control group) value is 4164,91. After getting the SS value, the t-test value should be determined. The t-test value is 2,53 with the degree of freedom (df) 70.

The result of data analysis shows that the experimental group is better than control group after the researcher giving some treatment to them. The difference mean of pre-test and post-test at experimental group is 9,6389. And the difference mean of pre-test and post-test at control group is 4,9167. So the difference between two difference means is 4,7222. It means that there is significance between those groups which shows the experimental group is better.

In testing the hypothesis, the computation of t-test is compared to t table, if t-test is the same or greater than t-table, the "Null Hypothesis (H_0)" can be rejected and that "Alternative hypothesis (H_a)" is accepted. From the result of the data analysis mentioned, we find that t-test is 2,53 at the degree of freedom (df) 70 at 0,05 alpha (1,67). It means that the t- test is higher than the t-table ($2,53 > 1,67$). So, the hypothesis that "teaching listening using song is improving the listening skills of the students" can be accepted.

Based on the finding of the test in experimental and control groups, the experimental groups got better score than control group after the experimental group which is given some treatments in teaching listening using. In pre-test, mean score of experimental group is almost equal with the control group. Both mean scores of experimental and control groups are almost the same. But, in post-test, the experimental gets better score than control group. The mean score of post-test of experimental group is higher than control group, whereas the mean score of control group can be seen from the progression below. The progression score of experimental group is (80, 41), and the progression score of control group is (70,55). So, it can be concluded that experimental group which was taught

using song in listening achieves better score than control group which was taught without that method.

To know whether the difference between the two means; the experimental and control group is statistically significant or not, the value of t-test should be consulted with the critical value in t-table. Before the t-test is calculated, the researcher must counts the different mean of experimental and control group.

In this experiment, the number of the subjects of experimental group and control group are 36. Based on the result of the pre-test and post-test in experimental and control groups, the experimental group gets higher score than control group. But, it is not enough if we want to know the great implication of teaching listening using song. We must calculate the significant difference between two means using t-test, then consult with t- table at alpha 5%. And the degree of freedom 70, with the calculation $df = N1 + N2 - 2$, $df = 36 + 36 - 2 = 70$. Based on the computation of t-test, The value of t-test is higher than the value of the distribution t-table ($1,67 < 2,53$). From the result, it can be concluded that there is a significant difference of the test result between the experimental group and control group. Therefore, the hypothesis that "teaching listening using song at SMA Negeri 1 Gurah" can be accepted.

The result of teaching listening using song in improving students' listening ability showed the significant result. So, the song can give positive contribution in teaching listening. Listening to the song can help students to engage the learning process and to get an exciting experience in learning English especially in their listening skill. It also helps the students to be more active and easier to understanding the dialogue of listening in class.

So, the result of this study suggests that listening using the English song is not only make the students interested in learning English, but also it can lead toward the goal of improving learners' cognitive competence.

CONCLUSION

This study is conducted to answer the questions about how effective using song as an authentic material in teaching listening. The research is conducted by giving some test to the experimental group and the control group. The first test is a pre-test which is given to both groups. After that, the experimental group is given a treatment using English song as their authentic materials for listening, while the other group is given an audio with missing words.

The result of the study shows that there is significant difference on the listening comprehension skill between the students who have been taught using

English song and those who have been taught using conventional teaching method and materials. Their listening comprehension skills tend to be improved and their engagement to the classroom is doing very well. It is shown by the difference of score in the post-test between the experimental and control group. The mean of the post-test in the control group is higher than the mean of the post-test in the experimental group. The mean of the post-test in experimental group is 9,6389. In the other hand, the mean of the post-test in control group

The students who are taught using an English song show more enthusiasm in learning English language especially to improve their listening skill. It proves that using an authentic material in teaching listening skill may become one of strategies to cope the challenge of teaching listening to EFL learner.

For the result of this research, the researcher has some suggestions to the teacher and future researcher. For the teachers, this research delivered strategy that used in teaching listening. So, the researcher hopes this research can be used by teachers' as a reference in order to develop the appropriate strategies in teaching listening. For the future research, the result of this research is expected to be an additional reference to the next researcher who wants to investigate teachers' strategy in teaching listening.

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