ANALYZING THE STUDENTS' LISTENING ABILITY ON ENGLISH SONG OF THE SECOND YEAR STUDENTS OF SMA NEGERI NOEMUTI TIMUR

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Abstract

This study aims at finding out level is the students listening ability on English Song categorized and at describing the difficulties faced by the students in listening ability on English Song. Therefore, this writer applied listening test. The method used in this research is descriptive qualitative. There are 10 students taken to do the test. The writer use two items for measuring; missing word and multiple choice. The results showed that the students' listening ability toward songs reached a minimum standard of completeness (83%). Then from research testing conducted by the author shows that the ability to listen of the second year in SMA Negeri Noemuti Timur can reach the minimum standard of achievement (83%) using songs because the songs are easy for students to improve their listening abilities. The data shows that there are 10 students attended in the listening test and all the past in the test. The students have mastered listening using English Songs in the missing word. The students' average score is 81% and the level of ability is very good. The students have mastered listening using English songs in the Multiple Choice test. The student's average score is 85% and the level of ability is very good.

Keywords : *Listening, Ability, English Song.*

Abstrak Indonesia belum

Penelitian ini dilakukan untuk menemukan kontribusi penggunaan grafik pada peningkatan siswa dalam menulis paragraf sebab akibat terhadap siswa manajemen semester ketiga di Universitas Prima Indonesia, Medan, 2019/2020. Penelitian ini menggunakan desain quasi eksperimen. Ada 56 siswa diambil secara acak dari dua kelas, kemudian dibagi menjadi dua grup; grup eksperimen dan grup kontrol. Grup eksperimen diajarkan dengan menggunakan grafik, sedangkan grup kontrol diajarkan dengan metode konvensional; tanpa menggunakan grafik. Data yang terkumpul dianalisa menggunakan rumus t-test. Reliabilitas grup eksperimen adalah 0,42, dan reliabilitas grup kontrol adalah 0,74. Analisa menunjukkan bahwa skor siswa yang menggunakan grafik berbeda secara signifikan dengan skor siswa yang tidak menggunakan grafik. Hasil dari kalkulasi menunjukkan bahwa t-observasi adalah 9,8 dan t-observasi lebih besar dari t-table (9.8> 1.671 : p = 0.05). Ini berarti bahwa penggunaan grafik secara signifikan berkontribusi pada peningkatan siswa dalam menulis paragraf sebab akibat. Dengan kata lain, "bahwa ada kontribusi penggunaan grafik pada peningkatan siswa dalam menulis paragraf sebab akibat" diterima.

Kata kunci: kontribusiontri, grafik, peningkatan siswa, menulis paragraf sebab akibat.

Introduction

Listening is considered as an important ability that has to be mastered. How well someone listen has a major impact on the quality of their relationship with others. Listening is not the same a hearing. While hearing is a physiological process. Listening is a conscious process that requires us to be mentally attentive (Low and Sonntag, 2013). Listening ability is also important to be mastered for is benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the massages conveyed by their partners when the have a conversation (Kirwan, 2009).

There are several media that are used now, using English songs to improve students' listening abilities. One strategy that can be used by teachers in

the teaching and learning process using media that can support the process. The ability to listen is one of the important abilities contained in four skills. The ability to hear is the key to language or the ability to hear is one of language skills, without hearing we do not know or understand what others are talking about (Harmer, 2002). Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of music can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning (Harmer, 2002). By listening to a lot of songs we can gain other abilities such as reading, writing and speaking. And in listening to songs we also get a lot of vocabulary, how to speak, can write and listen back to what was heard.

Review of Related Literature

According to Hidayat (2013), the media of teaching and learning processes, in this case songs, not only help the teacher to teach listening but also provide and interesting way for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. The content of the songs may become one of influential factors which may determine the improvement of the students' listening ability. The use of songs also should consider students' need so that it will help students to learn and achieve the learning objective. The teacher ability in selecting teaching material will also influence the use of songs in improving the students' listening ability.

Definition of Listening

Listening is the natural precursor to speaking, the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening. So listening is the first communication skill we engage in the moment we are born. Listening is the natural precursor to speaking, the early stages of language development in a person's First language (and in naturalistic acquisition of other languages) are dependent on listening.

Definition of Song

According to Hornby (1990), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also

provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005). Almost everyone loves songs.

Benefit of Song

By using songs in the EFL classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006). The other benefits of using songs in the classroom are songs can be used:

a. to present a topic, a language point, lexis, etc.
b. to explain a language point, lexis, etc.
c. to focus on common learner errors in a more direct way.
d. to encourage extensive and intensive listening.
e. to stimulate discussion of attitudes and feelings.
f. to encourage creativity and use of imagination.
g. to provide a relaxed classroom atmosphere.
h. to bring variety and fun to learning.

Research Methods

In terms of research design, this study employs descriptive qualitative research design. In this research, the writer applied qualitative research design. Hancock (1998), explains that qualitative research is concerned with developing explanations of social phenomena were the listening difficulty made by the students of SMA Negeri Noemuti Timur . This design employed in order to get information about students' problems encountered in Listening subject. Moreover, it is also intended to explore students' strategies used in listening ability.

Subject of the Study

In this part, the writer likes to describe two points namely: population and sample.

Population

In this research, the students of SMA Negeri Noemuti Timur as the population. The numbers of population are all the students class XI IPS consist of 12 students.

Sample

The sample of this study is purposive sample. The writer chooses 10 students on class XI IPS of SMA Negeri Noemuti Timur as the sample of the research.

Instrument

The instrument using in conducting the study of this research is test consisting of two types of test namely; the first type of the test is the students listen to some songs from the music, and the second type of the test is the students listen to some songs and then listen carefully. The next step is the writer use two items for measuring student's ability in listening ability about what they have listened to. The writer use two items for measuring; missing word and multiple choice. Missing word test is the test like giving text material on the paper. The students were asked to fill the missing words on the material text so that the student has to listen carefully to the speaker's voice. Multiple choice means they gave questions to the students and it is hoped students can answer the questions related two what they have listened.

Procedure of Data Collection

The field research is intended to conduct the field research and collect data needed from the study. Before conducting it, firstly, the writer will ask a permission letter from the head of English Study Program and the Dean of Faculty of Educational Sciences. Secondly, the writer will ask permission from the headmaster and English teacher at the school to conduct the field research in the class. Then, the writer will teach and give them the test. The writer use two items for measuring; missing word and multiple choice. Missing word test is the test like giving text material on the paper. The students were asked to fill the missing words on the material text so that the student has to listen carefully to the speaker's voice. Multiple choice means they gave questions to the students and it is hoped students can answer the questions related two what they have listened.

Technique of Data Analysis

Technique of data analysis that the writer use is as follow:

Scoring

The writer will give a score on the students' answers, using the listening test by missing word and multiple choice.

Analyzing

To arrange the level of each student's ability, the writer has used to standard which is follow:

Range of Score	Level of Mastery
80- 100	Very Good
70 – 79	Good
60 – 69	Enough
50 – 59	Poor
Less than 49%	Very Poor

Categorizing

After the writer analyzing about the students listening learning English the writer will be categorizing students into two accuracy such as process with the learning by the some material when the writer give.

Tabulating

To analyze the data, the writer tabulated the students' correct and wrong answer to the computation data absolutely from the students. To count the score of each student, the writer bused the following formula. $s = \frac{R}{N} \times 100$

Notes
S : Score
R : Right
N : Total Number of question

Findings

This section begins with the presentation of student answers on the tests given. Their answers will be in the right and wrong forms. The results of the analysis of their answers will illustrate their ability on the listening.

Table I
Students' Score on Listening Test

NO	Students Answer		Score	Level of Ability
	Right	Wrong		
1	17	3	85	Very Good
2	18	2	90	Very Good
3	17	3	85	Very Good
4	16	4	80	Very Good
5	18	2	90	Very Good
6	18	2	90	Very Good
7	16	4	80	Very Good
8	12	8	60	Enough
9	17	3	85	Very Good
10	17	3	85	Very Good
Average			**83%**	Very Good

Table I shows that students have mastered listening using English songs in the Missing Word and Multiple Choice test. The data shows that there are 10 students attended in the listening test and all the past in the test. There is one student got 60. There are two students got 80. There are four students got 85. There are three students got 90. This is based on data that their average score is 83%. The student's average score is 83% and the level of ability is very good.

Table III
Students' Score on Missing Word Test

NO	Students Answer		Score	Level of Ability
	Right	Wrong		
1	8	2	80	Very Good
2	9	1	90	Very Good
3	9	1	90	Very Good
4	8	2	80	Very Good
5	8	2	80	Very Good

6	8	2	80	Very Good
7	8	2	80	Very Good
8	7	3	70	Good
9	8	2	80	Very Good
10	8	2	80	Very Good
Average			**81%**	Very Good

Table III shows that students have mastered listening using English songs in the missing word test. The data shows that there are 10 students attended in the listening test and all the past in the test. There is one student got 70. There are seven students got 80. There are two student got 90. This is based on data that their average score is 81%. The student's average score is 81% and the level of ability is very good.

Table IV
Students' Score on Multiple Choice Test

NO	Students Answer		Score	Level of Ability
	Right	Wrong		
1	9	1	90	Very Good
2	9	1	90	Very Good
3	8	2	80	Very Good
4	8	2	80	Very Good
5	10	0	100	Very Good
6	10	0	100	Very Good
7	8	2	80	Very Good
8	5	5	50	Poor
9	9	1	90	Very Good
10	9	1	90	Very Good
Average			**85%**	Very Good

Table IV shows that students have mastered listening using English songs in the Multiple Choice test. The data shows that there are 10 students attended in the listening test and all the past in the test. There

is one student got 50. There are three students got 80. There are four students got 90. There are two students got 100 This is based on data that their average score is 85%. The students average score is 85% and the level of ability is very good.

Discussion

The students have mastered listening using English songs in the missing word and Multiple Choice test. The data shows that there are 10 students attended in the listening test and all the past in the test. There is one student got 60. There are two students got 80. There are four students got 85. There are three students got 90. This is based on data that their average score is 83%. The students average score is 83% and the level of ability is very good. Based on the data, 9 of 10 students are categorized very good, 1 student is enough and students are none good and poor. This analysis is based on the individual score. It means that their level of mastery is very good.

Conclusion

The data shows that there are 10 students attended in the listening test and all the past in the test. The students average score is 83% and the level of ability is very good. There are, 9 of 10 students are categorized excellent, 1 student is enough and students are none good and poor. This analysis is based on the individual score. It means that their level of mastery is excellent. The students have mastered listening using English songs in the missing word test. There is one student got 70. There are seven students got 80. There are two student got 90. This is based on data that their average score is 81%. The students average score is 81% and the level of ability is very good. The students have mastered listening using English songs in the Multiple Choice test. There is one student got 50. There are three students got 80. There are four students got 90. There are two students got 100. This is based on data that their average score is 85%. The students average score is 85% and the level of ability is very good.

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