



The Effectiveness Of English Songs In Improving Students' Listening Skill At The Ten Grade Students Of SMAN 2 Majene

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ABSTRACT

This research is to see the effect of popular songs in improving students' listening skill. The sample was 14 of the seventh year students of SMA N 2 Majene. The sample class is ten grade. The effect of popular songs can be seen from students' listening scores test. The writer used a quantitative method design as the research methodology with a purposive sampling technique. The research instrument was listening cloze test. This study analysed the use of songs to help improve vocabulary mastery in listening class. The major concern was about the description of song's implementation in the classroom and the extent to which the use of songs could help the students improve their vocabulary mastery in listening class. From the result it was obtained that the score of students increased. From the class pre-test treatment that consist of 14 students have been happen change score in the post-test treatment there were 15% classified excellence, 30% of students classified above of good, 35% classified that good, and the under category 20% of them. There is a change that happen to the students after applied this method. From the percentage degree significant change happen on post-test treatment given a positive effect. The last, this study is expected to bring contribution as the alternative technique to enhance teaching vocabulary in listening class as well as to develop teacher's creativity to make it work.

INTRUDUCTION

Communication or interact to other people is a habits in our life. This is a reason the importance of language in every time. Language is one of the most important aspects in communication and it is used as a tool to communicate with another. We should know that English is one of the languages that mostly used in the world and has become an International language for long time ago which is used in many countries. In Indonesia, English has been being studied for all of school grade since at junior high school based on curriculum that been applied in our country (Kemendikbud No 160 Tahun 2013), so that, English became the students' necessity as the subject which is very important to understand. This is one of the reasons about the importance of English in our life especially for

education sector.

English learners required not only to understand and deliver a message in written form, but they should be able to understand and give the message orally, so English offer four skill that should be mastered for language learners, they are listening, speaking, reading, and writing skill. Meanwhile, hearing is the physical ability, while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying. In other words, listening skills allow people to understand what someone is talking about-the meaning behind the words. Listening is perhaps the most important skill in any language learning. An individual spends a lot of time listening, whether it is during a one to one communication with a friend, or when taking in information through a public medium like the news. Teaching of this language skill thus becomes important, even more so when teaching a second language. Base on the statements, we can conclude that listening is an important part of our daily activities to interact and communicate with another specially in English learning skill.

In fact, many of students difficult to improve their English skill in about listening skill because of various causes. So this research provide a solution to find out how the effect of this solution of development of students listening abilities. When listening to a song, you'll pick up new words that you haven't heard before or notice some words that are being used in a different context with a different meaning. Listening to (and studying) a new song per week can help you learn 52 songs a year, which are full of new vocabulary and phrases that are difficult to forget. This research is aimed at improving students' listening skill in Class Seven of Senior High School 2 Majene. This research used English songs as technique in teaching listening. This research was done by giving students Fill in the Blank song lyrics. The method of this research was classroom action research, which consisted of 2 cycles. The subject of this research was students of Class ten senior high school. The research was conducted to solve the problem encountered by the students in listening. Most of the students were not able to listen well because they lacked of vocabulary. The technique of data collecting for this research was observation and test. The tools of data collecting were listening test, observation checklist, and field note. The result of this research showed that English songs improved students' listening skill by filling in the blank song lyrics. The students' individual score in listening also improved in teaching learning process.

RESEARCH METHODS

The writer used quasi-experimental study as the design. It is one of many types of experimental design study. Quasi-experimental design is very common in educational research field. Because the researcher of experimental study frequently use intact group in educational field, it makes the quasi-experimental study easy to be found in educational research area. It also means that the writer will select the sample from the classes already in the school. The population of this study was all of the ten grade students of SMAN 2 Majene that consists of 3 classes there are X IPA, X IPS and X Bahasa. And the sample of this study the writer took class X Bahasa for being the sample. The average score for class X Bahasa were stable, between 75 to 80 in twice test that the teacher. Thus, the total of sample is 14 students.

To collect the data, the researcher used a listening cloze test as the

primary instrument. There are two types of tests; pre-test and post-test. The pre-test was given in experimental and control class to know how well the students' listening ability before receiving treatment. The post-test was given to know their listening ability after the treatment. For collecting the data and gaining experiment, the researcher had 3 meetings with students that began on 24, 25 and 27th, May 2019. These are the detailed information for the process:

1. First meeting, before they started to do the test, the researcher introduced who the researcher is and gave the simple instruction for filling the test. The test was listening cloze test which the researcher would read a text and asked the students to listen carefully while filling the blank words in the text. It took 30 minutes and then. They collected their paper test to the researcher. Before leaving the class, the researcher asked for their feedback after did the pre-test.
2. Second meeting, the researcher let the students listened to the popular songs selected by the researcher before they learnt their main English subject. It was the main treatment for boosting their mood and made them ready to study. In the process of study, they asked to peer-work for completing the lyric of the song that they listened before study. The purpose of this stage was to train students listening skill by asking them to focus on popular songs they listened. The researcher gave three repeating times for them to listen while completing the lyric.
3. At the last meeting, students faced the post-test. The form of the test was similar with pre-test, listening cloze test, but had different contains. They also had 40 minutes for the post-test and after that the researcher compared the score result of pre-test and post-test.

RESULT AND DISCUSSION

This is presents data collection of experimental on ten grade of senior high school 2 Majene where pre-test and post-test given. According to results of the inquest, students get various score. The score of pre- test and post- test will be present on the table below. Based on the research, results of pre-test and post-test showed that students get influence of method presented. Some students get well increase of score, and also some of students just a little get increase score, but in other act there are student that still not change score. Although the students get various score, the results showed that average of ability the students pre-test (63,5) to post-test (70,07) given good effect around (6,57). The result shows that there is a significant difference between the score before treatment and the score after treatments.

Table 4.2 Percentage of Pre-test Indicator

No	Score	Frequency	Percentage (%)	Category
1	80 - 90	0	0%	Excellence
2	75 – 79	3	20%	Very good
3	65 – 74	3	20%	Good
4	55 – 64	8	60%	Under
	Total	14	100	

From the table, it showed that the pre-test of this research where the students not got effect yet of the treatment. There were only 20% of students were classified very good, 20% were classified good, 60% classified of under and nothing of students were classified excellence. So, we can say that ability to listening skill the students still low and the students had difficult to get new vocabulary.

Table 4.3 Percentage of post-test Indicator

No	Score	Frequency	Percentage (%)	Category
1	80 - 90	2	15%	Excellence
2	75 - 79	4	30%	Above of good
3	65 - 74	5	35%	Good
4	55 - 64	3	20%	Under
	Total	14	100	

That is results that showed the score of students increased. From the class that consist of 14 students, there were 15% classified Excellence, 30% of students classified very good, 35% classified that good, and the under category 20% of them. There is a change that happen to the students after applied this method. From the percentage degree significant change happen on post-test treatment given a positive effect.

On the pre-test treatment nothing students that got excellence score, only 6 students that got above and good score, and more than those that get under score. After given by post-test treatment, there are some changes that happen to students where the students apply and accept this method well. They enjoy this lesson and don't felt pressured. The result showed that songs can be helped the students improve their vocabulary. Songs can be constructing the student's motivation to learn vocabulary easily.

CONCLUSION

Based on discussion above which showed the increasing attitudes and students learning results, it can be concluded that the use of songs as the media for learning of English is appropriate. Furthermore, they were being motivated to follow the lesson because every activity for ask them to be active and did the best to solve the task given. They loved to complete each other supportively to prove their ability in English material given by the researcher. In addition, the students also had time to have pronunciation practice during listening to a song. Songs also practiced the students to apply the new words in a real context, though were several students that who were able to apply them.

This class action can be said to be successful, and the action chosen is really recommended to be an alternative solution if a similar problem, namely a problem student participation in learning English sentence structure occur inside the same context. The lack of this class action is still lack of active role of teachers in the course of the research activity.

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