



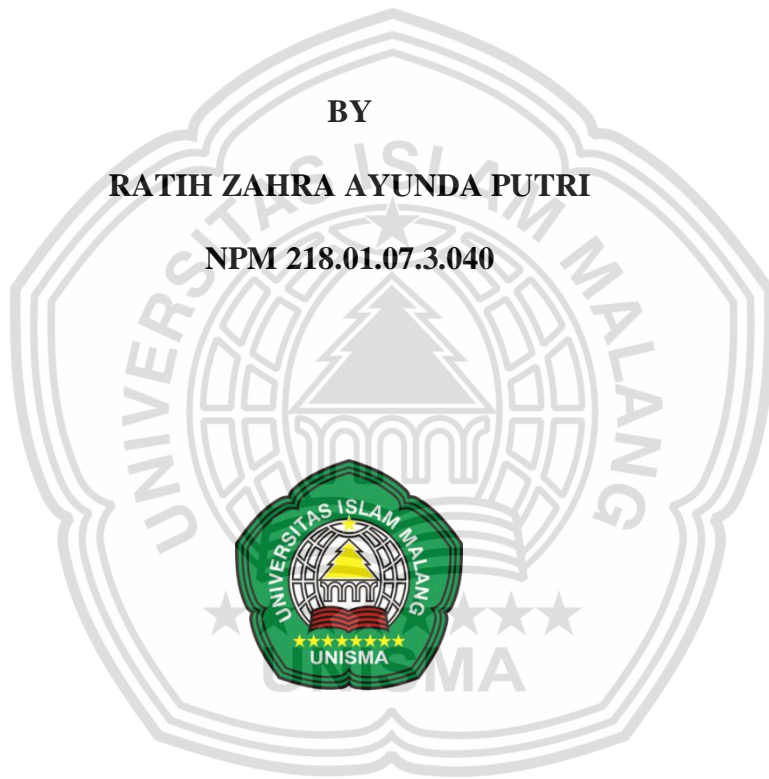
**THE EFFECT OF ENGLISH SONG ON STUDENTS LISTENING SKILLS  
AT MTS HASYIM ASY'ARI KOTA BATU**

*SKRIPSI*

**BY**

**RATH ZAHRA AYUNDA PUTRI**

**NPM 218.01.07.3.040**



**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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**THE EFFECT OF ENGLISH SONG ON STUDENTS LISTENING SKILLS AT MTS**

**HASYIM ASY'ARI KOTA BATU**

**SKRIPSI**

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**BY**

**Ratih Zahra Ayunda Putri**

**21801073040**

**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

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## ABSTRACT

**Putri**, Ratih Zahra Ayunda. 2023. *The Effect of English Song on Student Listening Skills at MTS Hasyim Asy'ari Kota Batu*. Skripsi, English Education Department Faculty of Teacher and Education University of Islam Malang, Advisor I: Nuse Aliyah Rahmati, SPd., M.A TESOL; Advisor II: Mochammad Imron Azami, M.Ed.

**Keywords:** Effect, English song, listening skills

This study aims to determine the effect of listening skills. Songs can be used as one of several listening skills strategies. English songs offer several possibilities for further listening practice for many students, both inside and outside the classroom. English songs give students the opportunity to practice listening skills on their own time and at their own pace. Learning English songs can be a great way to practice listening skills with English songs. Songs are also fun for students because they feel more comfortable learning English because listening to songs is very enjoyable. Learning media are materials, and everything that can convey messages to students, so that learning can take place effectively and efficiently.

This study aims to determine whether there is an effect of listening to English songs on the listening skills of MTs Hasyim Asy'ari students and whether the average score of the experimental class is higher than the average score of students in the control class at MTs. Hasyim Asy'ari. This study used a quantitative approach and quasi-experimental research design to find out the results and the research instruments used were pretest, treatment and posttest. The population used in the control group was 28 students from class 9I and the experimental group was 29 students from class 9H. Analyzed pretest and posttest using normality test, homogeneity test, and Mann Whitney test.

The results on the hypothesis testing criteria, Significance =  $0.000 < \alpha = 0.05$  means that  $H_01$  is accepted and  $H_{a1}$  is rejected. Based on the results of the test using Whitney, a significance of  $0.61 > 0.05$  means that there is no effect of listening to English songs on students' listening skills. Based on the hypothesis testing criteria, Significance =  $0.000 < \alpha = 0.05$  means that  $H_02$  is accepted and  $H_{a2}$  is rejected. Furthermore, based on the test results using Whitney, a significance of  $0.61 > 0.05$  means that the experimental class average is lower than the control group class.

From the results of the study, it shows that there is no effect of listening to English songs on students' listening skills. Listening to English songs is not beneficial for students because of the lack of focus on students understanding the contents of the song being conveyed to find out the content of the material that has been delivered. From this study, the researcher found that there was no effect of listening to English songs on students' listening skills. Future researcher could investigate students from different characteristics and backgrounds. It is also important for the future researcher to try the English song method in more than three days meeting

## ABSTRAK

**Putri**, Ratih Zahra Ayunda. 2023. *The Effect of English Song on Student Listening Skills at MTS Hasyim Asy'ari Kota Batu*. Skripsi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang Pembimbing I: Nuse Aliyah Rahmati, SPd., M.A TESOL; Pembimbing II: Mochammad Imron Azami, M.Ed.

**Kata kunci:** Efek, lagu berbahasa Inggris, keterampilan menyimak

Penelitian ini bertujuan untuk mengetahui pengaruh keterampilan menyimak. Lagu dapat digunakan sebagai salah satu dari beberapa strategi keterampilan mendengarkan. Lagu bahasa Inggris menawarkan beberapa kemungkinan untuk latihan mendengarkan lebih lanjut bagi banyak siswa, baik di dalam maupun di luar kelas. Lagu bahasa Inggris memberi siswa kesempatan untuk melatih keterampilan mendengarkan pada waktu mereka sendiri dan dengan kecepatan mereka sendiri. Mempelajari lagu bahasa Inggris bisa menjadi cara yang bagus untuk melatih keterampilan mendengarkan dengan lagu bahasa Inggris. Lagu juga menyenangkan bagi siswa karena mereka merasa lebih nyaman belajar bahasa Inggris karena mendengarkan lagu sangat menyenangkan. Media pembelajaran adalah bahan, dan segala sesuatu yang dapat menyampaikan pesan kepada siswa, sehingga pembelajaran dapat berlangsung secara efektif dan efisien.

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh mendengarkan lagu berbahasa Inggris terhadap keterampilan menyimak siswa MTs Hasyim Asy'ari dan apakah nilai rata-rata kelas eksperimen lebih tinggi dari nilai rata-rata siswa kelas kontrol di MTs. Hasyim Asy'ari. Penelitian ini menggunakan pendekatan kuantitatif dan desain penelitian eksperimen semu untuk mengetahui hasil dan instrumen penelitian yang digunakan adalah pretest, treatment dan posttest. Populasi yang digunakan pada kelompok kontrol sebanyak 28 siswa dari kelas 9I dan kelompok eksperimen sebanyak 29 siswa dari kelas 9H. Analisis pretest dan posttest menggunakan uji normalitas, uji homogenitas, dan uji Mann Whitney.

Hasil pada kriteria pengujian hipotesis, Signifikansi =  $0,000 < \alpha = 0,05$  artinya  $H_0$  diterima dan  $H_{a1}$  ditolak. Berdasarkan hasil uji menggunakan Whitney diperoleh signifikansi  $0,61 > 0,05$  artinya tidak ada pengaruh mendengarkan lagu berbahasa Inggris terhadap keterampilan menyimak siswa. Berdasarkan kriteria pengujian hipotesis, Signifikansi =  $0,000 < \alpha = 0,05$  artinya  $H_0$  diterima dan  $H_{a2}$  ditolak. Selanjutnya berdasarkan hasil pengujian dengan menggunakan Whitney diperoleh signifikansi  $0,61 > 0,05$  artinya rata-rata kelas eksperimen lebih rendah dari kelas kontrol.

Dari hasil penelitian menunjukkan bahwa tidak ada pengaruh mendengarkan lagu berbahasa Inggris terhadap keterampilan menyimak siswa. Mendengarkan lagu berbahasa Inggris kurang bermanfaat bagi siswa karena kurangnya fokus siswa dalam memahami isi lagu yang disampaikan untuk mengetahui isi materi yang telah disampaikan. Dari penelitian ini, peneliti menemukan bahwa tidak ada pengaruh mendengarkan lagu berbahasa Inggris terhadap keterampilan menyimak siswa. Peneliti masa depan dapat menyelidiki siswa dari karakteristik dan latar belakang yang berbeda. Penting juga bagi peneliti selanjutnya untuk mencoba metode lagu bahasa Inggris dalam pertemuan lebih dari tiga hari.

## CHAPTER I

### INTRODUCTION

This chapter presents about background of the study, research problem, objective of research, study hypothesis, significance of research, scope and limitation of the research, and definition of key terms.

#### 1.1 Background of the Study

For learning English, people need four skills. To understand English, one must acquire a number of skills. To learn English, one of the skills need to develop is listening. Songs are among the various techniques for enhancing listening skill. Some people take pleasure in listening to song that can their listening skills. When someone listens to song, especially English song, they automatically train their hearing. Additionally, by actively listening to others, they can practice their listening skills while learning English. People who listen to English song can understand the meaning of the text when attending a listening lesson. Songs offer several possibilities for further listening practice for a range of student, both within and outside the classroom. Songs give students the chance to practice listening skills on their own time and at their own pace.

There are four essential English abilities that must be learned. Key language skills include speaking, reading, writing, and listening. According to Hedge (2007), listening is the one of the essential four English language abilities that is utilized the most. It goes on to claim that listening makes up 45% of effective communication. Hearing comes after reading in Muriel's competence, whereas listening comes after reading in academic competence. Regardless of the reason for studying English, listening comprehension is essential. Outside the classroom, listening skills can be trained by doing lots of listening exercises. Songs have developed into a useful instrument for extended listening exercises to L2 listening abilities as a result of the

advancement of mobile technology, the extensive availability of aural input on the internet, and the simplicity with which one may access online platforms. The purpose of this research was to investigate the potential of song in increasing L2 listening abilities outside of the classroom in an EFL context given the significance of listening practice in the development of listening skills and the variety of online audio resources. Listening exercises are also required in educational settings where students are supposed to educate listening appreciation for artistic genius. Concerns about correspondence are managed by the EFL (English as a Foreign Language) students.

These tests are at their best not only because of the teachers but also because their untapped potential. To overcome this hearing skill, it is typically advised to employ a clever listening preparation strategy. Students' use of song to tune in may help by enhancing their listening skill because they have trouble understanding listening skills. This experiment will be concluded with the use of a polling instrument to assess whether melodies assist in the maintenance of their listening skills. English songs could be a wonderful way to practice listening to English in media. These days, English song is gaining popularity. Since English song is so widely available, many youngsters are avid listeners. A song is a form of music that has lyrics that are sung. A song is a type of music that is sung using words, claims Griffee (2001, p. 10). Songs may be composed for a single vocal or multiple voices, and they are frequently sung with musical accompaniment. Songs are brief musical compositions that are equally weighted between the music and the words. They are usually set to poetic texts.

Nowadays, almost everyone enjoys listening to song, especially students who may find it entertaining and helps break up the monotony. Songs can immediately introduce slang and poetic descriptions so that students can quickly grasp the context, start a passionate debate, and inspire students to write creatively in class. Students can strengthen their listening skill by listening to English songs, according to Cahyono (2010). Once they get into the habit of

listening to English music, students will feel at ease with new words they hear because it is likely that they have heard such terms before. When students listen to songs, frequently copy the lyrics and the beat. Since Griffiee (1994, p. 4) notes that sensitivity to rhythm is a key and crucial first step in learning a language, it helps students pick up English words more quickly.

The researcher conducted a study on the topic of students at MTs Hasyim Asy'ari listening to songs. To determine whether listening to song can help students with their listening skills, the researcher visits the class to do a pretest, treatment, and posttest. The majority of students are enthusiastic learners and enjoy listening to songs in English.

Has a pre-research perspective on the listening skills of students listening to English songs at MTs Hasyim Asy'ari. Specifically, the researchers studied an English song listening test to determine whether there was an effect on English song listening skills. Having a pre-research perspective on the effect of listening to English songs at MTs Hasyim Asy'ari, In particular, researchers have conducted research on listening to English songs to find out whether there is an effect of listening skill to students.

## 1.2 Research Problem

Based on the background of the study above, the problem of this research is as follows:

1. Is there any effect of listening to English songs on students' listening skills at MTs, Hasyim Asy'ari?
2. Is the average score in the experimental class higher than the average score in the control class of students at MTs, Hasyim Asy'ari?

## 1.3 Objective of Research

The major goal of this study is to develop a research question to determine whether exposure to English songs has any effect on students' listening skills and whether the average score in the experimental class of students is higher than the average score in the control class of students.

#### 1.4 Study Hypothesis

The following hypothesis are for the study, which is based on the purpose and research question:

1.  $H_0$  ( null hypothesis)
  1. There is no effect of listening to English song on students' listening skill.
  2. The average score in the experimental class is lower than average score in control class.
2.  $H_a$  (alternative hypothesis)
  1. There is effect of listening to English song on students' listening skill.
  2. The average score in the experimental class is higher than the average score in the control class.

#### 1.5 Significance of Research

The goal of this study was to determine whether listening to English songs had an effect on the listening skills and whether the experimental class's average score was higher than the control groups. Because listening to songs for listening skills usually helps them to find out whether the song has an effect or not on their listening skills. The results of this research should be useful to readers, lecturers, and students. to determine what listening techniques pupils should use when listening to songs that are either easy or tough for them. Utilize that tactic to help them develop their listening skills. This study can let students compare their listening skills with songs with easy.

#### 1.6 Scope and Limitation of the Research

This study focuses on knowing the effect of listening to English songs on the listening skills of students in grades 9H and 9I using pretest, treatment and posttest.

This study uses a formal situation where the process of teaching and learning English with procedure text material at MTs Hasyim Asy'ari.



## 1.7 Definition of Key Terms

The researcher focused on whether the song may analyze the listening skills of student MTs Hasyim Asy'ari in order to avoid misunderstandings or obtain a common understanding of the phrases employed in this study. Researchers will provide pretest, treatment and posttest to students at that time. This research was carried out to search out whether songs can help listening skills in class 9 student MTs Hasyim Asy'ari, the following definitions are given:

### a. Effect

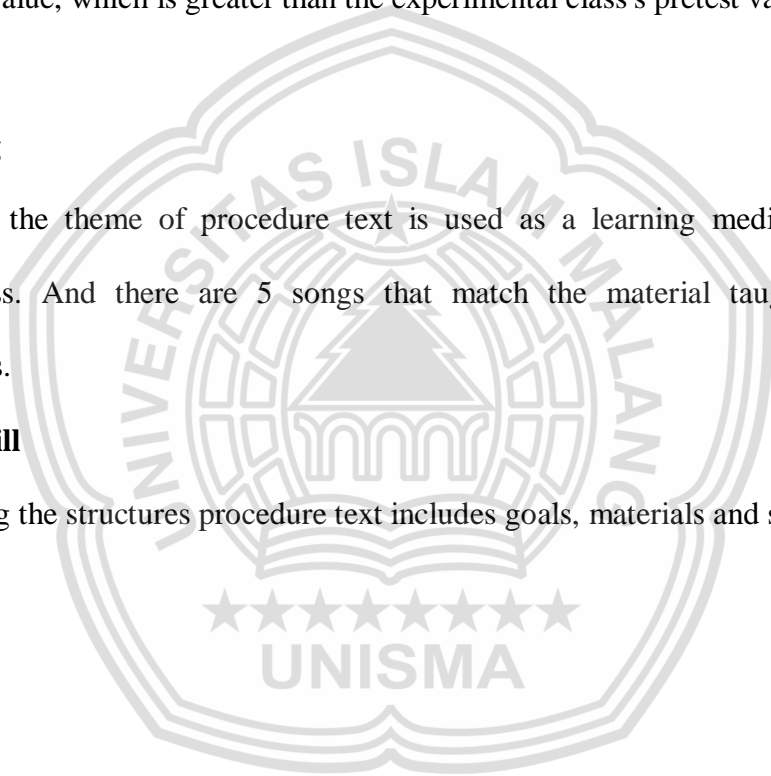
The posttest value, which is greater than the experimental class's pretest value, shows the effect.

### b. English Song

A song with the theme of procedure text is used as a learning medium in the experimental class. And there are 5 songs that match the material taught in the experimental class.

### c. Listening Skill

Understanding the structures procedure text includes goals, materials and steps.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The researcher explains two topics in this chapter. first, the researcher explains the conclusion. second, the researcher explains the suggestions.

#### 5.1 Conclusion

Based on the results of the study, the researchers concluded that there was no effect of listening to English songs on students' listening skills. The experimental class assessment showed that there was no significant effect on learning English songs. Both the experimental class and the control class have a significance value of 0.61. As a result, the value between  $0.61 > 0.05$  is in accordance with the hypothesis that  $H_01$  is accepted and  $H_{a1}$  is rejected. This shows the results of the study that there was no effect of listening to English songs on students' listening skills.

While the significance value of the control class is 0.61. The result is a value between  $0.61 > 0.05$  according to the hypothesis that  $H_02$  is accepted and  $H_{a2}$  is rejected. This shows that the average of the experimental class is lower than the control class.

From the results that have been studied, the results and explanations show that there is no effect of listening to English songs on students' listening skills. Listening to English songs is not useful for students because of the lack of focus on students in understanding the contents of the songs being conveyed to find out the contents of the material that has been delivered. From this study, the researcher found that there was no effect of listening to English songs on students' listening skills.

#### 5.2 Suggestion

Based on the results of this study, researchers provide advice to English teachers and further researchers as follows:

1. For students

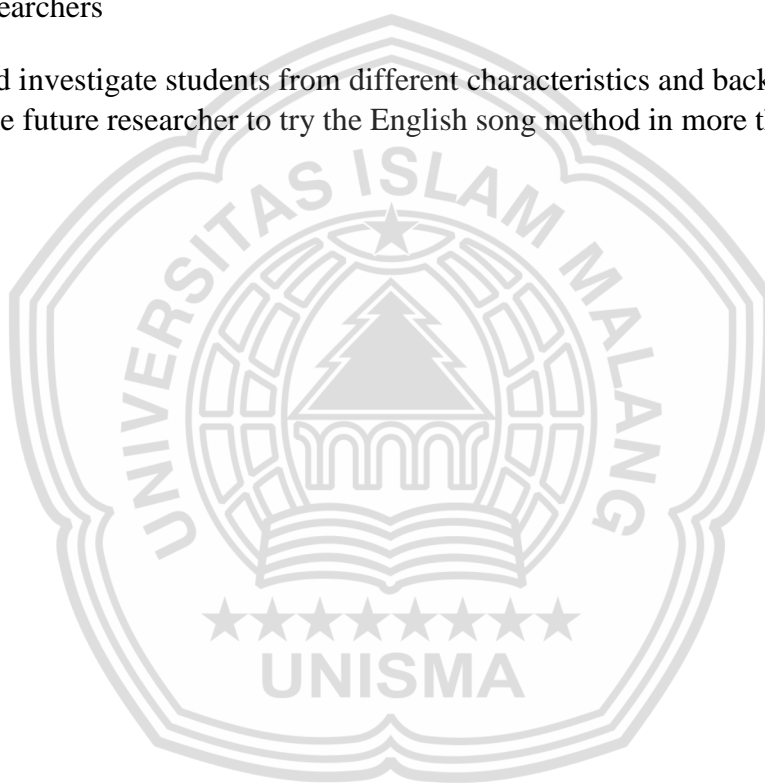
Listening to English song in this specific study not facilitate students' listening skills. Because students were very confused and did not understand what the English song says. The students understood material explained by the teacher by not using songs.

2. For teachers

English teacher is advised to check students learning style. Whether the students are effective in using English songs or after media of learning.

3. For future researchers

Future researcher could investigate students from different characteristics and backgrounds. It is also important for the future researcher to try the English song method in more than three days meeting.



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