# THE EFFECTIVENESS OF USING ENGLISH POP SONG  TO TEACH  LISTENING COMPREHENSION AT THE TENTH GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL OF MUHAMMADIAH 03 SUKARAJA

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**Abstract:** The objective of  the study  was to " find out whether or not using English Pop Song is effective to teach Listening Comprehension at the tenth grade Students of Vocational High School of Muhammadiyah 03 Sukaraja". In this study, experimental method  was used by using quasy experimental design. The population was all of the tenth grade students of  Vocational High School of Muhammadiyah 03 Sukaraja, with the total number of the students 133 students. The sample was 64 students taken through purposive sampling, consisting of  32 students as the experimental group and 32 students as the control group. The data was analyzed by using Matched t-test. The result of calculation in the Matched T-tes  was 7,157.  The t-obtained was higher than t-table 1,998. It  means that Ho was rejected and Ha was accepted. In the other word, the result of the study showed that it was effective teaching listening comprehension by using English Pop Song at the tenth grade students of Vocational High School of Muhammadiyah 03 Sukaraja.

**Keywords** : *Teaching, Listening Comprehention, and English Pop Song*.

Listening is very important to young learner because it is the receptive use of language, and the goal is to make sense of the speech, the focus is on meaning rather than language (Cameron 2001 :5). So it is indeed the most basic skill in any language learning process, be it language acquisition or foreign language learning. Claudia, S in Niar (2010:73) state that songs as a language learning tool are only recently being recognized as a methodology to be used in the foreign language classroom on all levels.

Lynch states that music is prevailing in different media such as TV, movie, nightly news and in different occasions such as when people do excise, are at work, play, and worship *(*Lynch in Kayyis ( 2005:5)*).* Because of their popularity, it is beneficial to involve pop songs in language teaching and  learning. According to Richard (2002:24) a song is a relatively short musical composition for the human voice, which features words or lyrics. Sometimes it has rhymes and uses a language style that is different from the language style which is used in a scientific or formal text. The words within a song are sung in particular tones, rhythms, speed and style.

According to Harmer (2000: 242),  music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. associated to the meaning. Third, they are good to introduce suprasegmental phonetics (stress, rhythm and intonation). Fourth, students play a participative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth, there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

There are  three kinds of teaching listening use pop song.( Kingsbury, Roy et. al. (1992).

a. **Gap Filling**

This is the most typical kind. Teacher  prepare the lyrics, then remove part of the word that teacher  make learning goals hear. Replace it with a blank line. Student task is to hear the song and fill in the blank while hearing the song.( Kingsbury, Roy et. al. (1992)).

b. **Jumbled Text**

Firstly, do random sentences at the original lyrics text. Note, only imposed random sentences line by line. Not the whole text start top to bottom. At- firstly ask students to try to reorder the word on ech line without hearing the song in advance, by writing the result rearrange it behind the equal sign (=).

When you are finished with the experiment rearrange it. Clever students can usually either reorder the correct word based on the logic of the structure of the language. Students are often heard this song before going to easily reorder. Who would have difficulty is that students who are not provicient structure and had never heard this song before.

c. **Error Recognation**

As the title indicates, this time our activities focus on efforts to identify the wrong word, at first prepare a song, and change the target word with another word or words that are similar in other words (rows one word in the dressing). Share and students worksheet and tell the student that eachline of the song that has the word that is not the same as the lyrics of the original song . students task is to determine which one is the wrong words, then crossed out the word and replacewith the correct one. Rotate two to three times, then check the result of their work, and also convey the correct word. .( Kingsbury, Roy et. al. (1992).

**Teaching Listening Using Songs.**

In teaching foreign language learners, there is often a transfer of materials and activities from general primary practice because primary practice has some genuinely good techniques and ideas that work well with children. One of the techniques teaching listening is songs. Besides, songs are considered as appropriate for age related language learning and hence are referred as good practice and central to early language teaching.

**The Prosedure in Teaching Listening by using Pop Song in Experimental Class**

1. **Pre-activities**
   - Do you ever sing an English song ?
   - What is the title of song ?
   - Do you likes sing of song ?

2. **Whilst- activities**
   - Observe :
     - The teacher asks the students to listen the songs,
     - The teacher asks the students to complete the gaps filling, jumbled text and error recognation in the texts song.
   - Ask :
     - The student questioned the difference massages in the song English with Indonesian songs.
   - Explore :
     - The teacher asks the students read the texs song with pronounciations and pressure right words,
     - The teacher asks the students to discuss the message the song is heard,
   - Associate :
     - The teacher asks the students to compare the message contained in some of the songs that are read or heard,
   - Communication :
     - The teacher asks the students to sing the song.

3. **Post-activities**
   - The teacher and the students make conclusion about the material
   - Check the students understanding
   - The teacher give homeworks.

**Method**

*Method of the Study*

Research method was the way that used by writer in collecting the data in the research. In this research, the writer used quasi experimental design, the design involves experimental class and control class. The first step of this study the students were given of both experimental and control group pre-test to know the listening skill before giving treatment. Second step the treatment was given to the experimental group. The students' experimental group was taught by using English pop song media, while control group no treatment. Finally students of experimental group and control group were given post-test to know their listening after giving treatment.

*Population of the study*

Population is a group of elements or cases, weather individual or event that conform to specific criteria and to which we intent to generalize the result of the research. Fathoni (2011:103), states population is the whole of unit element which parameter will be estimated through statistic analysis result which is done to the sample research.

The population of this research was the eighth grade students Tenth Grade Students of Vocational High School of Muhammadiah 03 Sukaraja. There were three classes, namely: X.A,X.B, and X.C. The totals of population are 84 students. The distribution of the population can be seen in table 1.

**Table 1 :** The Population of The Research

| No | Class | Total |
|----|-------|-------|
| 1 | X.A | 24 |
| 2 | X.B | 30 |
| 3 | X.C | 30 |
| **Total** | | **84** |

*Sample of the Study*

In this research, the writer took two classes as the sample of the research in tenth Grade Students of Vocational High School of Muhammadiah 03 Sukaraja.I t was taken by using purposive sampling because two classess chosen had lower result in writing than other. Here, X.B was as experimental group and X.C was as control group. The sample of this study can be seen in Table 2.

**Table 2 :** The Sample of The Research

| No | Group | Class | Total of Students |
|----|-------|-------|-------------------|
| 1 | Experimental | X.B | 30 |
| 2 | Control | X.C | 30 |
| **TOTAL** | | | **60** |

*Technique for Analyzing the Data*
*Technique for Analyzing Data*

Before the experiment was conducted, pre-test was given to the experimental groups. In constructing the test, there were some steps: (1) preparing the test. The test was in the form of multiple choice test, (2) asking the expert judgement on the apropriateness, it was the writer's advisors (3) trying out the test. The try out was done at tenth grade students of SMA Muhammadiah Rawa Bening, where it had the same accreditation score with the tenth grade Students of Vocational High School of Muhammadiah 03 Sukaraja, (4) analyzing the result, whether or not was valid and reliable through KR-21, and (5) producing the final test, (6) conducting the test. In this study, the writer used t-test ( matched t-test) to analyze the data.

**Result and Discussion**
**The Students' Score in the Pre-Test of Experimental Group**

From the calculation, it was gotten that there were 3 students (10%) who got good score criteria, there were 8 students (26.67%) who got moderate score criteria, there were 12 students (40%) who got enough score, and the last there were 7 students (23.33%) who got low score. For the criteria of excellent, very good, and poor score were not students got it.
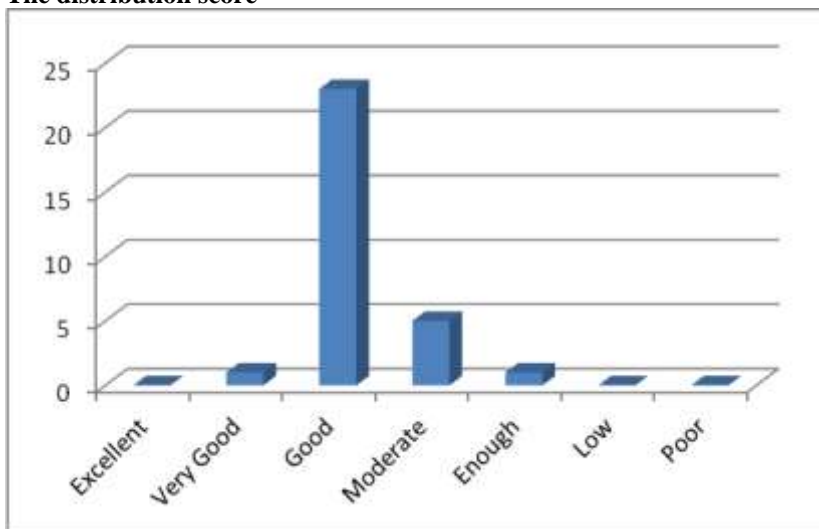
**The distribution score**
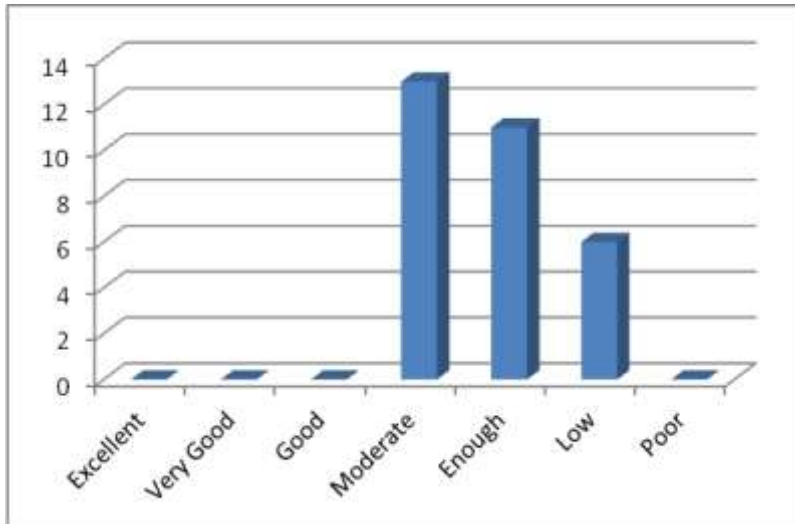
**Figure 1. The Students' Score in the Post-Test of Experimental Group**

From the calculation, it was gotten that there was 1 student (3.33%) who got very good score criteria, there were 23 students (76.67%) who got good score, there were 5 students (16.67%) who got moderate score and the last there were 1 students (3.33%) who got enough score. For the criteria of excellent, low, and poor score were not student got it.
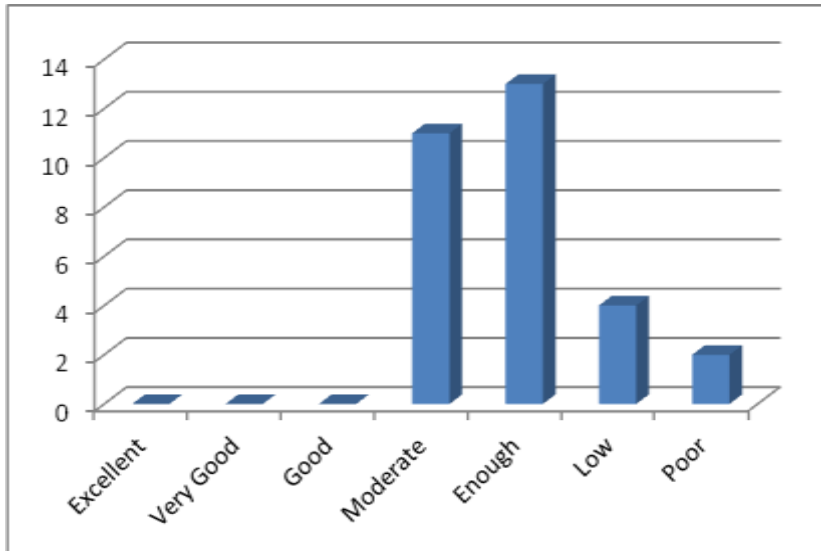
**The distribution score**



**Figure 2. The Students' Score in the Pre-test of Control Group**

From the Table 13, it was gotten that there were 11 students (36.67%) who got moderate score criteria, there were 13 students (43.33%) who got enough score, there were 4 students (13.33%) who got low score and the last there were 2 students (6.67%) who got poor score. For the criteria of excellent, very good and good score were not students got it.

**The distribution score**

**Figure 3. The Students' Score in the Post-test of Control Group**

From the Table 15, it was gotten that there were 1 students (3.33%) who got good score criteria, there were 19 students (63.34%) who got moderate score, there were 9 students (30%) who got enough score and the last there were 1 students (3.33%) who got low score. For the criteria of excellent, very good, and poor score were not students got it.

**The distribution score**
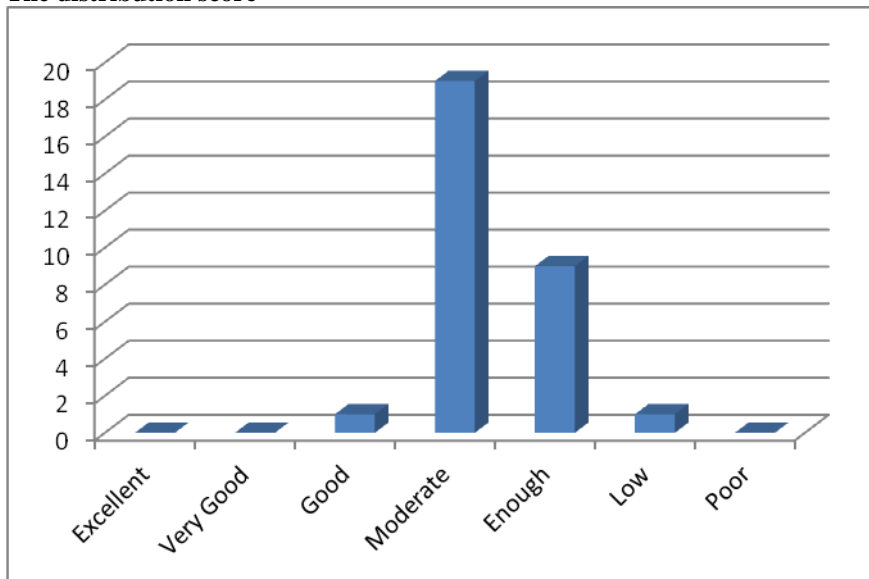


Based on the data analysis, the writer found that was effective to use pop song in teaching listening to the Tenth Grade Students of Vocational High School of Muhammadiah 03 Sukaraja. It was proved by the students' average score in the post-test of experimental group was 73.05, it was higher than the students' average score in the pre-test of experimental group was 56.83, it was also proved by the students' average score in the post-test of experimental group was 73.05, it was higher than the students' average score in the post-test of control group was 63, and from Matched t-test calculation was 7.157 with critical value was 1,998. So, the t-obtained was higher than t-table. From the data, it can be concluded was pop song is effective way in teaching listening to the Tenth Grade Students of Vocational High School of Muhammadiah 03 Sukaraja. It was also found that the students can reduced their problem in listening since song applied in their class.

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