

CHAPTER I

INTRODUCTION

1.1 Background

Education is a conscious and planned effort to create a pleasant learning and learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society (Pristiwanti et al, 2022). Number 20 of 2003 namely: The development of students so that they become human beings who have faith and piety to God Almighty, have a noble character, be healthy and knowledgeable, competent, creative, independent, and become democratic citizens as well responsible (Noor, 2018).

The English Language has been seen as a good medium of communication in Indonesia. Apart from the fact that it has been adopted as a teaching language in higher Institutions of learning, it is also being considered as an enhancement for social status. All in all English language has been seen as a de facto standard medium of communication all over the world and Indonesia cannot be left out. In some way or another, teaching and learning of English Language can be considered to be an integral part of the Indonesian educational system for a long time now (Mappias & Sihes, 2014). Nowadays, English is one of the most important languages to master. English is the language commonly used in government, business, and entertainment. Old or young, requires us to know at least the general sentences used in interacting. Students start to know English not only from school but also outside the school environment. English is even in every product, for example, how to operate or present something, and many songs from different countries have some lyrics in English.

There are 4 skills in English, namely listening skills, speaking skills, writing skills, and reading skills. These skills are connected. To be able to master English well, every skill must be mastered. By mastering skills in English, your ability to speak English will also be good so you don't experience difficulties in every aspect of English.

Listening is one of the skills in speaking English. Listening is the main skill in speaking English so to get to the next skill, the first thing we have to master is listening. A baby learns to listen even before they learn how to speak. After listening, children will learn to speak, read, and write. Listening is the activity of listening to a speaker. not just listening, but also engaging with the speaker to create interaction. According to Alan Maley (2016:13), listening is also closely connected with speaking. Being a good listener involves collaborating with speakers and taking an active role in asking for clarification when you do not understand. Effective listening also involves empathizing with the speaker and trying to see things from his/her point of view.

According to Murcia (Solihat& Utami, 2014), listening is the language skill used most in life and needs to be a central focus-all day, every day limited only by the availability of the target language in the school, the community, and the media. Also, Murcia (Solihat& Utami, 2014) says that the media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communication context.

The researcher discovered from preliminary observations and interviews with students that they were unenthusiastic about learning English and dissatisfied with the challenging course material. Even when learning English, students occasionally become disinterested in their studies out of boredom and choose to play and chat with their peers instead. Students cannot develop other talents because they lack the ability to listen. In order for students to listen, teachers must be adept at inspiring a passion for learning in them.

Thus, the researcher tried to find a solution to foster students' interest in learning by using English songs. Because songs can make listeners interested and from English song lyrics, there is a lot of vocabulary and good grammar. By listening to English songs, the students will also get to the words spoken by the singer so that the students can speak with good pronunciation and be able to communicate. According to Masrawati (2021), when listening to a song, you will pick up new words that you have not 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. Singing is great for learning the rhythm of a language. It helps us learn how words are linked together in connected speech. When you learn a new language, there are lots of unusual sounds your mouth isn't used to making. Singing helps our mouths to form the right shapes and make these sounds loudly and clearly. Singing also helps us be pronounced differently in English (Cambridge, 2022).

Based on the background above, the researcher is interested in conducting research that is applied to the title “Increasing Students' Listening Ability in Solving Sentence Completion Test Through English Songs at SMKN 3 Luwu”.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statement, is the use of English songs can increase students' listening ability in solving sentence completion test?

1.3 Objectives of the Research

Related to the problem statement above, the researcher formulated the objectives of the research to find out the increasing students' listening ability in solving sentence completion test through English songs at SMKN 3 Luwu.

1.4 Significances of the Research

The benefits expected from the results of this research are as follows:

1. Theoretical Benefit

In general, the results of this research are expected to contribute to learning English, especially in increasing students' listening ability in solving sentence completion test through English songs at SMK Negeri 3 Luwu.

2. Practical Benefits

a. Teachers

- 1) Provide insight to teachers about improving students' listening ability in solving sentence completion test through English songs.
- 2) Teachers can be more creative in organizing the learning process.

b. Students

- 1) Students are more interested in learning English
- 2) Students can understand the messages conveyed using English

c. Researcher

- 1) New knowledge material for researchers
- 2) As a reference material for further research.

1.5 Scope of the Research

This research focuses on students' listening ability in solving sentence completion test through English songs at SMK Negeri 3 Luwu. The English songs used in this research are songs in the pop genre with the title Memories by Maroon 5, Faded by Alan Walker, count on Me by Bruno Mars, my love by Westlife, and Talking to the Moon by Bruno Mars.

1.6 Operational Definition

1. Listening ability is the ability of the listeners to know what the speaker is saying.
2. English songs are someone's expressions that are poured with music and use full words in English and also have a rhythm.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some pertinent ideas, previous studies, and conceptual frameworks.

2.1 Some Pertinent Ideas

1. Definition of Listening Ability

Listening is one of the four skills in English. Every skill in English is very important and cannot be separated from one another. For example, mastering speaking skills means good writing skills, or mastering listening skills means good reading skills. According to Elsa, Yandri, & Tavriyanti (2013), listening is an activation process of constructing meaning from a stream of sounds to get meaning that is exchanged between listener and speaker. Muklim et al (2021) listening is a process of listening to sounds, both non-language sounds and language sounds with full understanding, attention, appreciation, and interpretation, by using ear activity in capturing the message that is heard to obtain information and understand the content conveyed by the sound.

According to Yelnim & Kartawijaya (2021), listening is a process that consists of five elements: hearing, attending, understanding, responding, and remembering. A listener who has poor ability listening will face difficulty to comprehend the messages from the speaker. Listening ability is listening to verbal symbols that are carried out deliberately with full attention accompanied by understanding, appreciation, and interpretation to obtain messages, and information, capture content and respond to the meaning contained there in (Oktariana & Herlina, p.226, 2020). According to Anderson et al in He & Chen (2017) said that listening ability is an integrated cognitive ability presented in specific listening activities such as identifying, retrieving, summarizing, analyzing, critiquing, and evaluating.

Hidayat (Solihat & Utami, 2014) argues that listening ability is also important to be mastered for its benefit in building good communication with others, individuals have to understand the meaning of the message conveyed by their partners when they have a conversation. In comprehending the message

conveyed by others, listening ability is needed. To better understand the material spoken by the speaker, the listener must be a good listener so that communication is established. Students listen more when studying compared to talking. Many students do not understand what the teacher or lecturer is saying, so they do not receive the information properly. This is because students do not know what the teacher is saying because they are not used to hearing these words and rarely or never listen directly to native speakers. English is difficult for many students in Indonesia because it does not have the same tenses and as a difficult pronunciation for the Indonesian tongue.

Based on the explanation above, the researcher concludes that listening ability is the activity of understanding the message conveyed by the speaker and being able to provide feedback on the message so that listeners avoid problems due to their misunderstanding.

a. Strategy of Listening

Ulfah (2019) says that listening strategies are conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding. Also, Vandergrift (Ulfah, 2019) proposes a pedagogic plan for encouraging the use of metacognitive strategies at all proficiency levels. Learners can benefit from training in listening strategies. Two types of useful strategies are:

- 1) Communication strategies- strategies to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, etc.
- 2) Learning strategies- strategies for noticing language forms in the input in their independent listening, for example, negotiating (seeking clarification), listening for patterns, and focused listening.

b. The Listening of Process

According to As Roost (Simanjuntak & Uswar, 2020) shows that listening is important in language class because it provides input for students. Without understanding the proper level of input, learning cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. There is much listening that occurs in five stages. They hear, understand, remember, evaluate,

and respond. Listening does not happen in this way, but there needs to be commitment and energy, and concentration because not everyone else concentrates on listening so that he or she can become a good listener in the stages that are known to be important in listening.

1) Hearing

The listening process refers to responses in the form of verbal and nonverbal messages such as facial expressions and sign language.

2) Understanding

At this stage, the recipient of the message will try to understand or analyze what the speaker said, both the speaker's mind and the intonation that represents the speaker's emotions or stimuli that we feel.

3) Remembering

Remembering is an important listening process because the recipient of information does not only listen but filters out the most important topics in the material we listen to.

4) Evaluation

This stage is usually referred to as the conclusion stage to determine the next step or listener response.

5) Responding

For the final stage of listening is responding to or responding to the speaker. At this stage, the sender of information will receive feedback about the information in sending the message.

c. Kinds of Listening Test

According to IELTS, there are 6 types of listening test such as:

1) Multiple Choice

In multiple choice tasks, there is a question followed by three possible answers, or the beginning of a sentence followed by three possible ways to complete the sentence. Multiple choice questions are used to test a wide range of skills.

2) Matching

Matching test required to match a numbered list of items from the listening text to a set of options on the question paper. The set on options may be criteria of some kind.

3) Plan, Map, Diagram Labelling

Required to complete labels on a plan (eg of a building), map (eg of part of a town) or diagram (e.g. of a piece of equipment). The answers are usually selected from a list on the question paper.

4) Form, Note, Table, Flow-Chart, Summary Completion

Required to fill in the gaps in an outline of part or of all of the listening text. The outline will focus on the main ideas/facts in the text.

5) Short-Answer Questions

Required to read a question and then write a short answer using information from the listening text. Short-answer questions focuses on the ability to listen for concrete facts, such as places, prices or times, within the listening text

6) Sentence Completion

Required to read a set of sentences summarising key information from all the listening text or from one part of it, then fill a gap in each sentence using information from the listening text. According to Andrei Dumitrescu (2023), completion techniques are projective techniques that require the respondent to complete a task based on incomplete stimuli, such as an unfinished sentence or story. Vedavathi Uchula (2021), sentence completion is to fill the blank with a word/phrase or a sentence. It is dealt with intelligence, knowledge, impact of the society that one is dwelling and logic. One can acquire skills in sentence completion following certain strategies. The sentence with a single blank needs good vocabulary and more logic, but, for sentence with double blanks, the information of the second blank depends on the first blank.

According to Helmi Hadiyani (2018) the advantages of sentence completion are as follows:

- a) This model test is very easy to prepare
- b) When compared with other objective tests, this objective test is more save
- c) Because the material presented in this test is quite a lot and varied, then Comprehensive requirements can be met by this model test.

- d) In connection with what is stated in point c) then this test caused to measure various levels of competence of students who with respect to facts, principles, methods or procedures, and simple interpretation of data and not just reveal the level of recognition or just memorize.

Helmi Hadiyani (2018) also states that how to score for complete sentence questions:

- Each correct answer is usually assessed or given a score of one or more, depending on the wishes of the teacher, but generally given a score of one.
- In other words, the score given to the testee is the same as the total correct answer.
- Calculation of the correct answer must be seen based on the number of questions, because in each question there may be more than one blank point.

Example of sentence completion test by Helmi Hadiyani:

In the mouth, food is chewed and mixed with (1) the contains (2) useful for destroying (3) then swallowed through (4) into (5) Here mixed again with (6) and so on.

Based on the listening test above, the researcher focuses on using the sentence completion test because this test will make it easier for students to fill in the gaps or dots in each sentence with the information heard from the audio.

d. Teaching Listening in Indonesia

In Indonesia, English becomes very difficult for Indonesian students to learn. In teaching English there are 4 skills, namely listening, speaking, writing, and reading. Listening is a skill that is difficult for students to understand because they are not used to listening to native speakers.

According to Ulfah (2019), English teaching in Indonesia has been dominated mostly by conventional grammar teaching that emphasizes memorization of language and linguistics rules and conventions. Depdiknas assumed despite several curriculum changes in Indonesia, this approach continues

to prevail in most English classrooms throughout the archipelago. This practice of English language teaching is not without criticism.

Also, Ulfah (2019) said that as one of the receptive skills, which is, influencing the EFL learner's productive skill, listening plays a pivotal role in learning English. The teacher or lecturer needs to try hard enough to enhance the quality of listening of the EFL students. The teacher should figure out the student's listening problem whether is caused by an external factor or an internal factor. The teacher or lecturer should prepare appropriate listening material for the students. The teacher is suggested to use various media and ways of teaching listening, such as technology integration, mobile-assisted language learning, or using Radio.

2. Song

Arsyida (Upa, Ola, & Wahyono, 2021) states that listening to English songs as a routine will help students improve their listening skills. As students make it a habit to listen to English songs, they would be familiar with the new words they hear because they have most likely heard the word before in the songs. She believes that students will develop their vocabularies and pronunciation by listening to Western music regularly because when they hear something new, their brains immediately save the knowledge. If they don't understand what the words in a song mean, they are going to have a reason to look up the meaning of the foreign words and learn how to pronounce them.

According to Satiadarma & Zahra (2004, p. 18), by enjoying music, the child's memory warehouse grows more and more so that the child's memory is getting bigger. Besides, that music can stimulate the learning process of children. for example, children can develop language skills by enriching the vocabulary obtained from the songs they hear. with vocabulary enrichment, the child's ability to capture verbal information and communicate it becomes better. As a result, children's communication skills are getting better.

According to Simanjuntak & Uswar (2020), "Songs are pieces of music to be accompanied. In song lyrics, it is usually a description of someone's feelings such as when they are happy when they fall in love when they are grieving, and other times. Through song lyrics in the form of messages and spoken words and

sentence structures that describe the listener's imagination and create various meanings. Song also serves as a passionate spirit like in times of struggle, about uniting diversity and instilling attitudes or values that can then be felt by others".

El-Nahhal (Simanjuntak & Uswar, 2020) "Songs can stimulate positive emotional attitudes towards language learning. Meaning that using songs as a medium of learning can provide stimulation and students are motivated to learn. According to Hammer (Anugerah, Hengky, & Ratna, 2018), "Motivation is the biggest single factor affecting students' success. Using music to teach listening attracts students' attention. Their natural admiration for their favorite artist should motivate them to try to understand the lyrics of the song".

a. Song as Media

Shen (Solihat & Utami, 2014) argued that using English songs in EFL (English Foreign Language) classrooms can successfully bring about effective learning by providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests, and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. Using songs in the classroom is a great way to live up to listening activities. It can be a success in the process though to make the listening activities more effective.

Ulfah (2019) said that English song has many genres such as love, ballad, pop, R&B, hip-hop, rock, etc. The love song is one of the most song genres we always listen to everywhere. English songs can be used for a wide variety of ESL learning and teaching activities. They can start discussions on a topic or even become the center of the debate. This is especially true of songs that develop a particular theme. Songs are also great for teaching listening.

b. Kinds of Song

There are 12 kinds of songs proposed by Ahmad (2021), such as follows:

- 1) Classical Song, this genre is defined as a type of music that is intellectual and beautiful and can be enjoyed in almost all eras.
- 2) Jazz songs, musical instruments commonly used in this music are trombone, trumpet, piano, saxophone, and guitar.

- 3) Blues song is a genre originating from the United States both vocal and instrumental music and the application of call and response patterns in the lyrics.
- 4) A country song, the country music genre is a genre of mixture of elements of American music, which is the combination of the Appalachian mountains and the Southern United States. This music has an upbeat tune and a lighthearted, relaxed demeanor.
- 5) Techno uses digital musical instruments such as DJ Maker which is always used to remix existing music into music that has a futuristic theme.
- 6) Reggae, reggae music is based on an accent syncopation or off-beat for a characteristic rhythmic style of music, this is called skank. The tempo of reggae music is usually slower.
- 7) R&B stands for Rhythm and Blues. This music combines several other musical genres, such as the jazz, blues, and gospel genres.
- 8) Rap music is one of the elements of Hip-Hop music.
- 9) Death Metal Music, the distinctive feature of this music is the lyrics, which are general themes of death or violence.
- 10) Dangdut music, the hallmark of this is the playing of drums or tabla instruments.
- 11) Ballad, using poetic lyrics and using slow music.
- 12) Pop, usually the tones and lyrics that are made tend to be simple, and related to everyday life.

c. The Criteria of Song Selection

Lynch (Teppa, Rorimpandey, & Posumah, 2022) identifies three primary song selection criteria, which are as follows:

- 1) When possible, use songs that seem to be popular among the students. Unfortunately, students commonly choose songs for classroom use which is in some way inappropriate, rendering the song unusable.
- 2) Lyrics have to be clear and easy to understand. Song lyrics could have a variety of textual meanings. Nothing is more annoying than a song that no one understands. Try a different song if you're having trouble understanding the lyrics while listening.

- 3) Songs should get a relevant theme. The world already has enough bad news, negativity, and violence. Negative-themed songs must be avoided. Numerous songs are positive, upbeat, and even humorous.

d. The advantages of listening to English Song

According to Hendriani et al (2020) discover some of the benefits of listening to English songs are as follows:

- 1) Development of listening comprehension by listening to English songs repeatedly, the song would be stored in memory. Listening to English songs were certainly very influential in improving the learners' listening skill.
- 2) Improvement of pronunciation. The pronunciations in the songs sometimes had things to do with the recordings that she heard. In other words, the pronunciations of words that the learner hears in English songs are often related to the songs that she hears. Whatever the types of the songs are, whether rap, slow, pop, or jazz, they can train their pronunciation.
- 3) Improvement of vocabulary mastery. When listening to English songs, they got many new words and their English pronunciation got better. It was also noted that the students declare that listening to English songs improved their comprehension. If the learners listened to English songs, they are consciously and unconsciously accustomed to hearing English words. It would make them easier to obtain what the speakers meant.
- 4) Improvement of Knowledge and Confidence. Their confidence to use English slightly increased because she was accustomed to listening to several words, phrases, and sentences in the songs. The learners automatically can use them in their learning activities either for spoken or written language.
- 5) Making Them Calm and Relaxed. Listening to English songs would reduce their anxiety, encourage their motivation and interest, and make them relaxed to learn English. In other words, the learners viewed English songs as entertaining. So far, they felt that learning English independently outside the classroom is. Songs made them calm and relaxed.
- 6) Restoring Their Mood and Focus. Listening to English songs could restore their mood and focus. They acknowledged that when they were in a bad mood, feeling bored and tired due to many tasks, listening to different genres

of songs would refresh their mind and feeling so that their mood will be better.

2.2 Previous Studies

Some studies that are relevant to this research are as follows:

1. Yuliarini (2022) in her research entitled "the use of song in improving students' listening skill" stated that the use of songs can improve the listening skill of second-year students at SMA Muhammadiyah. The use of songs in improving students' listening skills does have many benefits for learning such as making the process more attractive. It means the use of English songs has a significant effect on students' listening skills. This song media can help students in the listening class.
2. Kartawijaya (2021) in his research entitled "Improving students' listening skill by using the song in the second semester of STIE-SAK academic year 2021/2022" found that the use of songs in teaching listening during the second semester of STIE-SAK academic year 2021/2022 could improve the students' listening skill. It could be seen from the students' mean score in every cycle, in the first cycle, the students' mean score was 56,37%. In the second cycle, the students' mean score was 69,19%. In the last cycle, it raised to 12,82%. It could be seen based on the result in every cycle. Teaching listening by using songs could involve the students in the process of teaching and learning activities. This technique made them fun in the teaching-learning process. In this research, there was a good improvement in the student's activities and the students' listening tests. This good result was improved by several factors namely song as media improves the students' interest and motivation, song as teaching media can be implemented with various techniques in the teaching-learning process, and the song develops students' background knowledge and teaching activities. It is proven that using songs can improve students' listening skills.
3. Teppa, Rorimpandey, & Posumah (2022) in their research entitled "Improving Students' listening skill by using songs' lyrics a study conducted at SMAN 1 Melonguane" based on the results which included calculations of frequency distribution, mean, and standard deviation for both pretest and

posttest data, show that in the pretest, the highest score was 8, and the lowest score was 5, whereas in the posttest, the highest score was 9, and the lowest score was 6. The mean of the pretest was 6,36 whereas, in the posttest, the mean was 8,08. This indicated that the students' performances in the posttest were better than in the pretest or before being exposed to the treatment. In other words, means that used songs' lyrics were effective to improve students' listening skills.

Based on the findings above, using song media in class has several benefits such as a more attractive learning process, increased student interest, and motivation. So that it is effective to use songs to improve students' listening abilities. The difference between the research above and this research lies in the school and the time of the research and the location of the different cultures.

2.3 Conceptual Framework

Understanding English learning material, especially listening ability which are taught to students, is the initial capital for success in learning English. English is about abstract concepts arranged hierarchically. When compared to other subjects taught in schools, the results of learning English are consistently poor.

It is very appropriate if the delivery of English material uses media that can pique their interest and are more conducive to developing their abilities. This is especially true given the characteristics of English subjects that are still perceived as being difficult, the lack of interest among students in learning English, as well as the increasingly modern flow of globalization. Based on the study of the theory, a framework can be developed to obtain temporary answers to the problems that arise. The researcher will next use English songs to strengthen their listening skills.

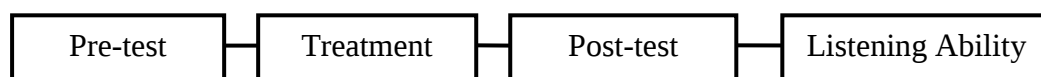


Figure 1. Frame of mind

2.4 Hypothesis

The researcher formulated the hypothesis as follows:

1. H_0 = There is no increase in students' listening ability in solving sentence completion test through English songs.
2. H_1 = There is an increase in students' listening ability in solving sentence completion test through English songs.

To test the hypothesis, the researcher used the t-test. The significant level of used (α) is 0.05 or 5%. The data obtained from the tests given after the research were analyzed manually and used SPSS to provide conclusions on the hypotheses that had been formulated (Tiara, 2017). The test rules are as follows:

1. H_0 is accepted if the probability value ≥ 0.05 ($p \geq \alpha$)
2. H_0 is rejected if the probability value < 0.05 ($p < \alpha$)