

**THE EFFECT OF USING SONG ON LISTENING  
COMPREHENSION AT THE TENTH GRADE  
STUDENTS OF MAS NU BATANGTORU**



**Thesis**

*Submitted to the English Educational Department of State Islamic  
University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment  
of the Requirement for the Graduate Degree of Education (S.Pd) in  
English Department*

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**STATE ISLAMIC UNIVERSITY OF**

**SYEKH ALI HASAN AHMAD ADDARY**

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## LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher  
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Padangsidempuan

Assalamu 'alaikumwarohmatullahwabarokatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ayu Ashari**, entitled "**The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

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## DECLARATION OF THESIS COMPLETION

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### LEGALIZATION

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## ABSTRACT

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The Tenth Grade Students of MAS NU Batangtoru

This research focussed on the effect of using song on listening comprehension at the tenth grade students of Mas Nu Batangtoru. The problem that faced by students in listening comprehension were: the students got very less listening experience in the classroom and did not use attractive listening materials and tools, the students had difficulties in understanding the meaning of what they listened, the students easily got tired and bored when listening to a repetitive listening material. The purpose of this research was to examine that using song significantly affects on listening comprehension at the tenth grade students of Mas Nu Batangtoru. Quantitative research with experimental by using pretest-posttest control group design was the method of the research. The data were collected through pre-test and post-test in multiple choice and analyzed by using independent sample T-test. Next, the result of this research showed that mean score of experimental research was higher than mean score of control group after using song. The mean score of experimental research in pre-test was 62.04 and mean score of experimental class in post-test was 82.22. It can be concluded that song is very useful on listening comprehension. In addition,  $t_{count} > t_{table}$  ( $2.453 > 2.00665$ ). So,  $H_a$  was accepted and  $H_0$  was rejected, it means song significantly affects on listening comprehension at tenth grade students of Mas Nu Batangtoru.

*Key Words : Song, Listening Comprehension*

## ABSTRAK

Nama : Ayu Ashari  
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Judul Tesis : Pengaruh Penggunaan Lagu terhadap pemahaman Mendengar Siswa di Kelas Sepuluh Mas Nu Batangtoru

Penelitian ini berfokus pada pengaruh penggunaan lagu terhadap pemahaman mendengarkan pada siswa kelas sepuluh Mas Nu Batangtoru. Permasalahan yang dihadapi siswa dalam pemahaman menyimak adalah: siswa kurang mendapatkan pengalaman menyimak di kelas dan tidak menggunakan bahan dan alat menyimak yang menarik, siswa kesulitan dalam memahami makna dari apa yang didengarkannya, siswa mudah lelah dan bosan ketika mendengarkan materi yang didengarkan secara berulang-ulang. Tujuan dari penelitian ini adalah untuk menguji apakah penggunaan lagu berpengaruh secara signifikan terhadap pemahaman mendengarkan pada siswa kelas sepuluh Mas Nu Batangtoru. Penelitian kuantitatif bersifat eksperimental dengan menggunakan pretest-posttest control group design sebagai metode penelitiannya. Data dikumpulkan melalui pre-test dan post-test dalam bentuk pilihan ganda dan dianalisis dengan menggunakan uji T-test independen. Selanjutnya hasil penelitian menunjukkan bahwa rata-rata skor penelitian eksperimen lebih tinggi dibandingkan rata-rata skor kelompok kontrol setelah menggunakan lagu. Nilai rata-rata penelitian eksperimen pada pre-test adalah 62,04 dan nilai rata-rata kelas eksperimen pada post-test adalah 82,22. Dapat disimpulkan bahwa lagu sangat berguna dalam pemahaman mendengarkan. Selain itu,  $t_{count} > t_{table}$  ( $2,453 > 2,00665$ ). Jadi,  $H_0$  diterima dan  $H_1$  ditolak, artinya lagu berpengaruh signifikan terhadap pemahaman mendengarkan siswa kelas sepuluh Mas Nu Batangtoru.

*Key Words : Song, Listening Comprehension*

## خلاصة

اسم : ايو اسهاري  
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رئيسي : كلية التربية وتدريب المعلمين  
عنوان الأطروحة : أثر استخدام الأغاني على القدرة على الاستماع لدى طلاب الصف العاشر ماس نو باتانكتورو

يركز هذا البحث على تأثير استخدام الأغاني على قدرات الاستماع لدى طلاب الصف العاشر ماس نو باتانكتورو. المشاكل التي يواجهها الطلاب في مهارة الاستماع هي: (١) يفتقر الطلاب إلى خبرة الاستماع في الفصل ولا يستخدمون مواد وأدوات استماع مثيرة للاهتمام. (٢) يواجه الطلاب صعوبة في فهم معنى ما يسمعون. (٣) يشعر الطلاب بالتعب والملل بسهولة عند الاستماع إلى المواد المستمعة بشكل متكرر. الغرض من هذا البحث هو معرفة أن استخدام الأغاني له تأثير كبير على قدرة الاستماع لدى طلاب الصف العاشر في مدرسة ماس نو باتانكتورو. العينة هي X ءيفا ١ كمجموعة تجريبية كاملة ٢٧ طالبًا و X ءيفا ٢ كمجموعة ضابطة بلغ عددها ٢٧ طالبًا. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في نموذج الاختيار من متعدد وتحليلها باستخدام اختبار T مستقل. علاوة على ذلك، أظهرت نتائج البحث أن متوسط قيمة البحث التجريبي أعلى من متوسط قيمة المجموعة الضابطة بعد استخدام الأغنية. وكان متوسط درجات البحث التجريبي بعد استخدام الأغاني ٨٢.٢٢ ومتوسط درجات البحث الضابط ٧٦.٣٠. ويمكن الاستنتاج أن الأغاني مفيدة جدًا لقدرات الاستماع لدى الطلاب. بالإضافة إلى ذلك،  $t_{count} > t_{table}$  (٢،٤٥٣ < ٢،٠٠٦٦٥). إذن، يتم قبول  $h_a$  و  $h_0$  مرفوض، مما يعني أن للأغاني تأثير كبير على قدرة الطلاب على الاستماع في الصف العاشر ماس نو باتانكتورو .

الكلمات المفتاحية: الأغنية، الاستماع

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I realize that there are still many shortcomings in this thesis. Therefore, I would be grateful for correction to level up this thesis.

Padangsidimpuan, December 2023  
Researcher

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# CHAPTER I

## INTRODUCTION

### A. The Background of The Problem

Listening is the activity that people do in every situation to pay any attention to the speaker and attempt to find out the aim and the meaning of what the speaker says. Listening also the most important lesson that should we learn. It is also a portion of communication, without listening people can share their ideas to others people while they are talking.<sup>1</sup> It is the activity that people usually do in their daily activity. People do the listening is not just for heard someone voice, but it includes for all the sound that can be heard it in this earth. Such as animal, public noisy sounds, water's sound and so on.

Listening is one of the four part in basic English learning. In simply, listening is what we heard come from a mouth or some sounds through our hear than take the definition of what we heard before. listening is the first lesson that people know from the start of live. It is because, the thing that people do when they born were listen to something that they have heard.

Listening is taken into consideration as a critical capacity that must be mastered. How properly a person listens has a prime effect at the pleasant in their dating with others. Listening capacity is likewise critical to be mastered for its gain in constructing an excellent conversation. In

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<sup>1</sup> Jhon A. Kline, *Listening Effectively*, Air University Press Maxwell Air Force Base, Alabama, 1996, p., 4.

constructing an excellent conversation with others, people ought to apprehend the which means of the messages conveyed via way of means of their companions once they have a conversation.<sup>2</sup>

It is a key component of language learning and teaching because in class, students do more listening than speaking or other activities. Teachers often explain material by conversing and linking badly to ensure that students get what they mean, which is why good listening is the most important part of building a literary learning style. effective downstream. It is also to build a good communication in class between teachers and students.

The students who lack the elegance of listening at their school may have problems with pronunciation and listening comprehension. Therefore, putting pressure on listening while teaching English is very necessary so that students can become a very good speaker. Basically, if students eventually become good speakers, they must first learn how to be good listeners. This is why listening is the focus of this study, which aims to improve students' listening ability through songs in English.<sup>3</sup>

There are only a handful of schools that practice intense weekly listening in their schools and practice listening in language labs and using a few different media. As a result after the researcher made observations in

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<sup>2</sup> Rahmat Setiawan Harefa, "The Effect Of Song On The Students' Ability In Listening Skill At The Eighth Grade Of SMP N. 1 Bawolato," *Ilmiah Pendidikan, HUmaniora, Sains Dan Pembelajaran*, Volume. 15, no. 2, Oktober 2021, hlm. 1–12. <https://ojs.ikipgunungsitoli.ac.id/index.php/dk/article/view/119/102>.

<sup>3</sup> Ira Elpriana Girsang, *Listening Ability Through english Songs: A Case Study of Ten Grade Students in SMA Yayasan Perguruan Indonesia Membangun (Yapim) Taruna Merak, Thesis*, (Medan : Universitas Sumatera Utara : 2017), hal 2-3. <https://repositori.usu.ac.id/handle/123456789/4050?show=full>.

MAS NU Batangtoru the researcher found that students have a difficult in understanding listening practice, the students also have a minim listening practice in the classroom, and there are not enough media to support students' listening practice in the classroom or in the language labs. Maybe the students' failure in English effective can be by the teachers' way in listening. In this goal the teacher usually teaching the students less of media. It is made sense for the students they don't have good understanding because the teacher gives them very limited technique in learning listening.

So that is why, the researcher though there were many effective ways of teaching especially in listening, and the researcher have read a journal that published in internet one of them saying that listening can be teaching by some media such as song, talk show, you tube, broadcasting, movie and anything else. In another hand, the researcher have read that some of the journal saying that listening can be improve by doing this song, because song has an effective ways in listening practice including it can make students feel comfortable in leaning process, built students interest in learning listening, also make students enjoy the listening process. Another researcher also investigates the effectiveness on students listening ability and the result the song can increase the student listening ability significantly.

Next, there is the theory about song in listening practice purpose by Murphey Tim which say that how the music and the lyrics of songs can be

used in a classroom or language laboratory. Even though it is difficult and rather unnatural to take the activities of this section and separate them into conventional skills categories of reading, writing, speaking, and listening, since we often exercise several of these skills at once, the activities in this section have been divided for the sake of convenience into two categories. Firstly, those which start with reading and writing and move on to listening or singing, and secondly those activity which start with listening, speaking, and singing, and then proceed to reading and writing.

According to Acqueline, et.al., listening skills are developed mainly from repeated listening to songs, with the ear gradually adapting to the various phonemes of the language and at the same time preparing for the development of various exercises, which usually requires constant repetition of sections or verses to work on identification exercises that include : words or phrases, ordering parts of a song, distinguishing words based on their rhyming or homophonic characteristics, and more.<sup>4</sup>

According to Žogota, Music is a wonderful language bundle that bundles culture, vocabulary, listening and a number of different language talents only a few rhymes. Music also can offer a comfortable lesson on a warm uninteresting day. It also can be the idea for plenty lessons. Songs are one of the maximum captivating assets that the trainer can use in verbal exchange classroom. Use of poetry and tune may be an essential adjunct to any mounted direction even as supplying our language rookies

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<sup>4</sup> Lic Brigita and Valerina Ledesma, "*Working With Songs in the Classroom*" (Milagro, Ecuador: Universidad Estatal de Milagro – UNEMI, 2017), hlm 8.

with innumerable advantages so long as we do not no longer educate a music or poem the content material of that is past the learner's comprehension.<sup>5</sup>

So from the definitions above, song can make students enthusiastic in leaning listening especially if the song is a popular song among the students, they will comprehend and trying to more focus in the learning process. That is why, the researcher chooses Saif Adam song as the media because Saif adam's song has an Islamic genre, a lot of vocabulary and easy to be understand.

The aim of this research is to examine while does song significantly effect on listening comprehension at X grade students of MAS NU Batangtoru and to prove this effect to the readers. Then, the researcher hopes this researcher will help the other researchers to find out an easy way while read this to build a new research which has a same tittle with this.

## **B. The Identifications of the problem**

Based on the background above problem that consist in listening comprehension at MAS NU Batangtoru were:

1. The students got very less listening experience in the classroom because of the less listening practice from the teacher.

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<sup>5</sup> Nellija, *Using Songs, Music and Lyrics in English Teaching*, (Rogovka : The Teacher of English 2011), hlm 2-3. <https://silo.tips/download/u-sing-songs-in-e-nGLISH-teaching-a-reference-book>.

2. The students had difficulties in understanding the meaning of what they listened.
3. The students easily got tired and bored when listening to a repetitive listening material.
4. The teacher usually used a traditional method while conducting listening activity, such as speak it out and ask the students to pay attention of the teacher said.
5. The teacher did not use attractive listening materials and tools.

#### **C. The Limitations of the problem**

Based on the background above, the researcher focuses on using song as a media in listening comprehension at X grade students of MAS NU Batangtoru in the IPA class that will be find out some verb, noun, and the adjective of the song and the students' comprehension in listening to song. Also, to know whether song significantly effect on students listening comprehension in MAS NU Batangtoru or not.

#### **D. The Formulation of the Problem**

Based on the background of this title above, this research formulation of the problem is: Does song significantly affect listening comprehension at X grade students of MAS NU Batangtoru?

#### **E. The Objective of The Research**

From the formulation above, the researcher determine that the purpose of the research is : To examine that song significantly affect listening comprehension at X grade students of MAS NU Batangtoru.

## **F. The Significances of the Research**

The significant of the research are:

1. Theoretically, the result of the research theoretical. It expressed to be useful as new information for science or knowledge especially in teaching media for listening subject.
2. Practically, this research is expected to be useful at least for four targets they are:

- a. For the head master of MAS NU Batangtoru.

The useful thing from this research to the head master of the school is to increase English subject to be more efficient, greatly and also the head master can inform to the English teacher to move on the traditional lesson to modern lesson by using a media.

- b. For the English Teacher

This research will help the English teacher of MAS NU Batangtoru to teach listening subject easier, efficient, and interesting, while this is research also can be the great movement of the English teacher to start leaning the lesson by media and create a fun and students' canter in learning it.

- c. For the Students

For the students, this research will be useful as their references in learning listening while finding the verb, noun, and adjective by a song as the media for learning can make the student easier to comprehend the listening subject.

d. For the Researcher

For the researcher, this research will help the others research to finding more references in making listening research and this research also will give the other research known deeply about the effect of song in listening ability.

### **G. The Definition of Operational Variables**

To avoid the ambiguity, this research consists of two variables, they are variable X and variable Y. So, the definition of the variables can be described as follow:

#### **1. Song**

A song is a poem that is performed according to a specific tone, rhythm, time and melody to create harmony. A song is a story that you hold in your body and call with your soul into the flesh and bones of your being and out like waves that move other flesh and bone. Even walls, furniture and certainly the ground can hear.<sup>6</sup>

So, a little lyric or ballad that be sung aloud or that ha a tune that can be placed to music an instrumental piece with the comparable structure and character that features is a song. So, song can be the greatest alternative to express feeling, communicate, and also to telling some experience of people self.

#### **2. Listening Comprehension**

Listening comprehension is an active process that takes

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<sup>6</sup> Gey Pin Ang, et., al., What is Song, Journal of The Performing Arts, 29 April 2019. <http://doi.org/10.1080/13528165.2019.1601945>.

concentration, language expertise, and effective listening skills to interpret aural data. Although the word listening comprehension is commonly used to refer to all aspects of listening, comprehension is frequently seen as the first order goal of listening, the listeners' top priority, and the only reason to listen.<sup>7</sup>

Listening comprehension also can make someone communicate easily to connected with the speaker said. By paying attention, examine and focus on word by word that coming out of the speaker.

#### **H. The Outline of the Thesis**

The following are the specifics of each of the five chapters that make up this study's systematic division into subchapters:

The first chapter contains an introduction. The purpose of the research, its significance, and the definition of operational variables are discussed in this chapter, in addition to the general background of the thesis problem. The problems found in the field of research, the research questions, and the research's goal are discussed in this chapter.

The theoretical description, conceptual framework, and hypothesis are discussed in detail in chapter two. The theory of the song effect on listening comprehension and the temporary assumption of research are discussed in theoretical, which includes a description of listening and the song.

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<sup>7</sup> Siti Khadijah and Shalawati, "Listening Comprehension Strategies Applied by English Language Learners", *Jurnal Pendidikan*, Volume 05, no. 01, February 2018.

It consists of research methodology in chapter three. The research design, the location and schedule of the study, the total population and sample, instruments, the method of data collection, and the final method for data analysis are discussed in this chapter.

Teaching listening in the pre-test, teaching listening using song in the post-test, hypothesis testing, discussion, and the findings of the research are all discussed in chapter four, which is about the results of the research in addition, the conclusion and a suggestion are included in the final section of chapter five.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Listening Comprehension

###### a. Definition of Listening Comprehension

Listening is a crucial part of daily communication in any language. It accounted for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. It is also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other.<sup>1</sup>

Listening is conditioning of paying attention, grasp. And understand the simple oral textbook and meaning of commodity what others are saying and active process in which listener plays every active part in constructing the overall communication between the listener and speaker. It also gives to admit information by orally from speaker to listener.<sup>2</sup>

Listening comprehension is an understanding what is related to the language heard in one experience or the outside world, as well as understanding how the new language reinforces

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<sup>1</sup> Ekaterina Nemtchinova, *Teaching Listening Outlines*, ed. Thomas S. C. Farrell (Maryland USA: TESOL International Association, 2013), hlm 1. <https://essentialsoflanguageteachingnet.files.wordpress.com/2018/08/teaching-listening.pdf>.

<sup>2</sup> Fitri Khoirunnisa, et.al., "Improving Listening Mastery by Using Dictogloss Technique at The VII Grade Students of SMP Negeri 2 Batang Angkola", *English Education: English Journal for Teaching and Learning*, Volume 06, no. 02., December 2018, hlm 220-221. [Jurnal.iain-padangsidempuan.ac.id](http://Jurnal.iain-padangsidempuan.ac.id).

or compares with what is already known, are experiences that form understanding in relation to reading language. The term complete comprehension then describes the listener's ability to remember every reference made by the speaker, even if the reference is not the same as the reference that the speaker can remember.<sup>3</sup>

Listening comprehension is an active process that calls for focus, language proficiency, and listening technique in order to extract or decipher information from the auditory input. Gathering or interpreting information from auditory input needs listening comprehension.<sup>4</sup>

In the sense that the several types of information required to understand language can be applied in any sequence, even simultaneously, and that they can all interact and influence one another, listening comprehension is a top-down process.<sup>5</sup>

Based on the several definitions above, the researcher concluded that listening is one of the four subjects in English learning that must be learned by the students especially in Senior High School. Listening comprehension is really needed to build a connection between someone, and be the activities that is always

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<sup>3</sup> Milestones in ELT, *The Teaching of Listening Comprehension*, (England: The British Council, 1981), hlm. 116.

<sup>4</sup> Siti Khadijah and Shalawati, "Listening Comprehension Strategies Applied By English Language Learners", *Jurnal Pendidikan*, Volume 05, no. 01, February 2018.

<sup>5</sup> Gary Buck, *An Overviews of Listening Comprehension*, Cambridge University Press, hlm. 03.

done by everyone, it is also one of the most common ways of communicating with people, beside that by listening comprehension people will easier to understand what the other person wants or to aim for something and inform people to order what the others said.

#### **b. Types of Listening**

We have known what is listening, and also there are some types of listening, it is divided into four categories, there are:

##### 1. Intensive Listening

Intensive listening is focusing intently on the language in the reading aloud in order to identify key words or phrases, grammatical constructions, phonemes, an intonational patterns.

##### 2. Selective Listening

When you listen selectively, you focus on particular details with a specific goal in mind. Information is typically extracted in response to a specific activity. Selective listening pays attention to vital information while ignoring unimportant details.

##### 3. Interactive Listening

The listener must take part in the conversation by switching between the speaking and listening during interactive listening. In addition to listening, both parties must

produce the language during this back and forth exchange by negotiation meaning, confirming, understanding, taking turns, and responding appropriately.

#### 4. Extensive Listening

The main goal of extensive listening is overall text comprehension. It refers to appreciating the material and understanding its general meaning as opposed to looking for precise answers.

#### 5. Responsive Listening

Responding to the text by voicing a thought, emotions, or point of view helps the listener connect with its content. It evokes attitudes and feeling that are personal rather than being grounded in reality.

#### 6. Autonomous Listening

Autonomous listening describes independent tuning in that's done exterior the classroom. It advances learner information and self-reliance since the choice of materials, comprehension checking, and assignment completion are decided by the audience.<sup>6</sup>

Here can be seen that listening have many kinds, we can distinguish traditional, ready to recognize conventional, customary sees of tuning in from more modern sees.

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<sup>6</sup> Michael Rost, *Teaching and Researching Listening*, (United Kingdom: Pearson Educational Limited, 2011) hlm, 26-28.

Traditionally, listening was related with transmission of data, that is with one way tuning in. This may be seen within the broad utilize of monologs in more seasoned tuning in materials. It come up short to capture the abundance and elements of tuning in because it happens in our regular intelligent. Most modern materials reflect this re-accentuation with a move towards normal sounding exchanges.

### **c. Process of listening**

As an English subject and one of the four skills in English. Listening has process to be learned to get the better understanding while learning it, there are some types of listening process, they are:

#### **1. Bottom-up processing**

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyse as successive levels of organization from sounds, words, clauses, sentences, texts until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

## 2. Top-down processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” – plans about the overall structure of events and the relationships between them.<sup>7</sup>

There are also some types to do the listening process, according to John Field there are three types of listening process, they are:

- a) Pre-listening Pre-teach vocabulary ‘to ensure maximum understanding’
- b) Listening Extensive listening followed by general questions on context Intensive listening followed by detailed comprehension questions

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<sup>7</sup> Jack C Richards, *Teaching Listening and Speaking*, (New York, USA: Cambridge University Press, 2008), hlm 5-7.

- c) Post-listening Teach any new vocabulary Analyse language (Why did the speaker use the Present Perfect here?) Paused play. Students listen and repeat. <sup>8</sup>

#### d. Listening Assessment

Listening assessments are very needed to use especially in learning process. By listening assessment, the teacher will easier to give the value of the students' listening product.

**Table 2.1**

**The Rubric of Analytical Scoring in Listening Assessment<sup>9</sup>**

| No. | Categories    | Description   |
|-----|---------------|---|
| 1.  | Comprehension | a. What are the songs about?<br>b. What is the main idea of the song? |
| 2.  | Vocabulary    | a. Noun<br>b. Verb<br>c. Adjective                                    |

Based on the scoring methods description, the researcher uses analytical scoring, because it is a simple and can make the teacher or the researcher know the students' ability whether their weakness or strengths.

The researcher will use two categories that will look on the students' answer shit, begin to speak with a few words or

<sup>8</sup> Jhon Field, *Listening in the Language Classroom* (Edinburgh, United Kingdom:Cambridge University Press,2009), hlm 14.

<sup>9</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practice* (Logman .com,n.d.),hlm 108.

sentences, using some English phonemes and rudimentary English grammatical forms that can show students' ability in the listening to the song

## 2. Song

### a. Definition of Song

This section looks at how the music and the lyrics of songs can be used in a classroom or language laboratory. Although it is difficult and rather unnatural to take the activities of this section and separate them into conventional skills categories of reading, writing, speaking, and listening, since we often exercise several of these skills at once.<sup>10</sup>

Popular songs, which are composed with lyrics and music are sung in class and serve various educational purposes. Songs have become a true communicative genre with several components that can be adapted for their academic use to increase their value, especially in the field of foreign language teaching. While, listening, singing and learning song in English lessons are exercises of immeasurable didactic value. Lyrics of song give the opportunity to practice various listening and speaking exercise to improve such as fluency, intonation, and pronunciation.<sup>11</sup>

On the other hand, use of songs during an English class gives a certain element of emotion because students are allowed to

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<sup>10</sup> Tim. Murphey, *Music & Song*, ed. Alan Maley (Oxford: Oxford English, 1992), hlm 69.

<sup>11</sup> Brigita and Ledesma, "Working with Songs in the Classroom." hlm 3.

do something different. This tool increases learners' interest helping to get their goals. Through this activity, students definitely increase their fluency and comprehension of English language. Song is a very relevant issue for the success of English class. In this respect, it is sometimes interesting to allow pupils to choose the song or the song they want to work with.<sup>12</sup>

Song can have an important function in the class, because through song and music, children can learn vocabulary, grammatical structures, ordinary expression, and else. Song content common colloquialisms that, once acquired, can be used and reproduced in ordinary speech. Song introduces a huge range of advantages from the learning point of view and they can be a very versatile material, because they allow us to practice the four English skills: listening, speaking, writing, and reading.<sup>13</sup>

Songs are authentic and live oral representations of the language, but by also being written, language learning activities involving songs inevitably integrate and exploit the different language skills. Additionally, because they are simultaneously a spoken and written text, they indicate the sound-spelling

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<sup>12</sup> Alicia Borraz Fabón, “*Take It Easy*”: *Use Songs to Teach English as a Second Language in Primary School*, 2013, <https://doczz.net/doc/4558895/“take-it-easy”--use-songs-to-teach-english-as-a-second-la...>

<sup>13</sup> Karen Borland, “The Use of Songs in the ESL / EFL Classroom as a Means of Teaching Pronunciation: A Case Study of Chilean University Students,” *Thesis*, (Canada : University of Ottawa 2015), hlm 23., file: *///C :/Users /user/Downloads /Borland\_ Karen\_ 2015 \_thesis.pdf*.

correspondence of the phonological and graphic elements of the language.<sup>14</sup>

Song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward.<sup>15</sup>

Based on the explanations above, the researcher can take a note that song is a sound that created by someone that contains an overflowing word, a tool for communicating, or just to relax the body to relieve fatigue and stress. Then, song can be a friend for someone to accompany them to finishing their job or can be flower for sleep in the night.

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<sup>14</sup> Etty Pratiwi, "Using Song to Enhance Learning in English The Classroom," *Journal of Chemical Information and Modeling* Volume 53, no. 9, Mei 2018, hlm 370, <https://jurnal.univpgr-i-palembang.ac.id/index.php/Prosidingpps/article/download/1935/1750>.

<sup>15</sup> E Afriyuninda and L Oktaviani, "The Use of English Songs to Improve English Students' Listening Skills," *Journal of English Language Teaching and Learning (JELTL)* Volume 2, no. 2, December 2021, hlm 80–85, <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

Then, the researcher had found that song has a connected with the listening comprehension where applying this kind of leaning by using song can increase the capability of students' listening comprehension, and this learning process can increase students' motivation to learn English. It can be seen from the students enthusiastic while they are enjoying the learning process, and got to be easier to answer the question.

**b. The Use of Song in Listening**

According to Brigita Ledesma and Miguel Astudillo, there are steps by step that can be followed to use songs in listening skill and also to get the greatest advantage from the methodology, which are:

- 1) Analyse the songs that contain educational features
- 2) Choose the songs according to the selection criteria
- 3) Analyse the design of the different types of exercises
- 4) Design different worksheets with their corresponding answer keys sequence that is suggested in this methodology
- 5) Evaluate the answers of the exercises
- 6) Give feedback of the exercises
- 7) Assign tasks of writing or grammar according to what the students need to reinforce
- 8) Assign projects to develop or reinforce Human Values based on the topics of the songs

- 9) Control the development of projects about Human Values
- 10) Check the tasks that were assigned about writing and grammar
- 11) Assess the projects of Human Values<sup>16</sup>

**c. The Advantages of Using Song on English Teaching**

Songs are beneficial for various reasons in English classes. According to Griffiee in Nihada Delibegović Džanić, University of Tuzla Alisa Pejić, article there are the beneficial reason that have been identified as below:

- 1) Songs and music reduce anxiety. When introduced in the early years of language learning, songs and music tend to create a pleasant and anxious environment.
- 2) Songs are useful for teaching vocabulary.
- 3) Songs are great listening material.
- 4) Songs can be used as additional texts at the end of the lesson, in special situations or as additional parts for vocabulary.
- 5) Songs and music can be used to support grammar presentation, practice and revision.
- 6) Songs and music bring different cultures into the classroom.<sup>17</sup>

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<sup>16</sup> Brigita and Ledesma, “*Working With Songs in the Classroom.*”, hlm 28.

<sup>17</sup> Nihada Delibegović Džanić and Alisa Pejić, “The Effect of Using Songs On Young Learners and Their Motivation for Learning English,” *NETSOL: New Trends in Social and Liberal Sciences*, Volume 1, no. 2, October 2016, hlm 40–54, <https://doi.org/10.24819/netsol2016.8>.

#### **d. The Procedure of Songs in Teaching Listening Skill**

In concluding the research, the procedure of using song as a media in teaching listening that will use by the researcher are:

##### 1) Pre-listening

a) As a warm-up or schema building activity, ask students what they know about American pop culture: for instance, "Who is the most famous American movie or TV actor/actress in your country?" "Do you have a favorite American singer?" "Do you listen to American pop songs?" "If you do, do you think listening to those songs can help improve your English?" and "In what way, does it help you improve your English skills?" You might also want to bring some pictures or CD's of popular actors or singers to class

b) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

##### 2) While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

### 3) Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.<sup>18</sup>

### 3. The Review of Related Findings

The researcher finds some researches that related to this research. The first research is made by Rahmat Setiawan Harefa with the title *The Effectiveness Of Using English Songs On Students' Listening Ability (A-Quasi Experimental Study At The Eighth Year Students Of "Mts, 2017)*. He concluded that there was a significant effect of Song on the Students' Listening Skill at the Eighth Grade of SMP Negeri 1 Bawolato in 2015/2016. It can be seen from the students' score. Based on the result of the data computation of experimental class, the mean score was 80.92 stated good, while in the control group was 63.89, which is categorized adequate. The data were normal and homogenous. Based on the result of hypothesis testing by using t-independent, the researcher got  $t_{count} \geq t_{table}$  ( $> 1.997$ ). It means,  $H_a$  was accepted and  $H_0$  was rejected.<sup>19</sup>

The second one is Mohammad Alfian Andreanto the research title is *The Effectiveness of English Pop Song To Improve Students'*

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<sup>18</sup> Isaiah WonHo Yoo, "Yoo - Focused Listening with Songs (TESL\_TEFLL)," *TESL Journal* VIII (2002), hlm 7, <http://iteslj.org/Techniques/Yoo-Songs.html>.

<sup>19</sup> Harefa, "The Effect Of Song On The Students' Ability In Listening Skill At The Eighth Grade Of SMP N. 1 Bawolato," hlm 1.

Listening Comprehension At the Eighth Grade 2021. Base on this research the researcher used the Independent sample T-test formula using the SPSS version 25 program to analyze the data. This study indicates that English pop songs effectively improve the listening comprehension of the eighth-grade students at MTs Fathul Hidayah Lamongan. The results can be seen from the statistical test show that the significance value (Sig. 2-tailed) is 0.000, where the value obtained is  $<0.05$ . It concludes that the English pop song effectively improves the listening comprehension of the eighth-grade students at MTs Fathul Hidayah Lamongan and it can be used as an alternative strategy to improve the students' listening comprehension.<sup>20</sup>

The third research is by Agus Prasetya with the title The Effectiveness Of Using English Songs On Students' Listening Ability (A-Quasi Experimental Study at the Eighth Year Students of "MTs. According to his research it can be seen that the researcher used pre-test and post-test as the instrument of the research. In this research, it shows that the use of song is effective to increase listening ability. It can be seen from the calculation that the students' score from experimental class was higher than the control class with the significant level is 5%. It shows that t observation ( $t_o = 1.896$ ) is higher than t table ( $t_t = 1.686$ ). It means there is an effectiveness of

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<sup>20</sup> Mohammad Alfian Andreanto, The Effectiveness Of English Pop Song To Improve Students' Listening Comprehension At The Eighth Grader Of Islamic Junior High School Of Fathul Hidayah Lamongan, *Thesis*, (Malang : UIN Maulana Malik Ibrahim 2021), [Http://Etheses.Uin-Malang.Ac.Id/32080/1/17180004.Pdf](http://Etheses.Uin-Malang.Ac.Id/32080/1/17180004.Pdf).

using song to increase students' listening ability.<sup>21</sup>

The fourth research is made by Nanda Aribah Ridhani, et. al., with the title *The Effect of English Songs to Improve Student's Listening Ability*. They conclude that the data was taken in MTs. Muhammadiyah 13 Tanjung Morawa at students grade VIII .is there is a significant effect of using song on students understanding in learning listening ability. The result of the data analysis by using t-test the calculation showed that t-observed value (5.9) was higher than t-table value (1.68) at  $p = 0.05$ ,  $df = 38$ . 1.). that's proved English song has a significant effect in students listening ability.<sup>22</sup>

The fifth research is made by Nurteteng's, et. al., with the title *The Effectiveness of Using Songs in Teaching Listening Skill At the Second Grade of Smp N 11 Kabupaten Sorong*. According to their research The techniques of data collection used by the researcher are observation, and test (pre-test and post-test).Based on the statistical data, the results of the experimental class which was given treatment using songs as media was 74.583 and control class which did not get treatment by songs as media that was 62.917. Based on the t-test with standard of significant 5%, it was found = 3.213 with t-table= 2.021. it

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<sup>21</sup> Prasetia Agung, *The Effectiveness Of Using English Songs On Students' Listening Ability (A-Quasi Experimental Study At The Eighth Year Students Of Mts, Thesis*, (Jakarta : UIN Syarif Hidayatullah 2017, [https://Repository.Uinjkt.Ac.Id/Dspace/Bitstream/123456789/44295/1/AGUNG\\_PRASETIA-FITK.Pdf](https://Repository.Uinjkt.Ac.Id/Dspace/Bitstream/123456789/44295/1/AGUNG_PRASETIA-FITK.Pdf)

<sup>22</sup> Nanda Aribah Ridhani, Ahmad Muhajir, and Yusnita Nasution, "The Effect of English Songs to Improve Student's Listening Ability," *Educational & Learning*, Volume 2, no. 1 February 2022, hlm 12–15, <https://jurnal.medanresourcecenter.org/index.php/EL/article/download/176/210>.

has been proven that the process of learning Listening using songs as media was effective.<sup>23</sup>

Base on the researcher above, the researcher will do the research by using song. The researcher want to do this research by using this media because the researcher is interest, from all the others research song have a wonderful effect in increasing the learning process especially in listening subject, thus the researcher want to try this media in SMA N 1 Btangtoru to find out is there any significant effect of using song on students' listening ability at tenth grade.

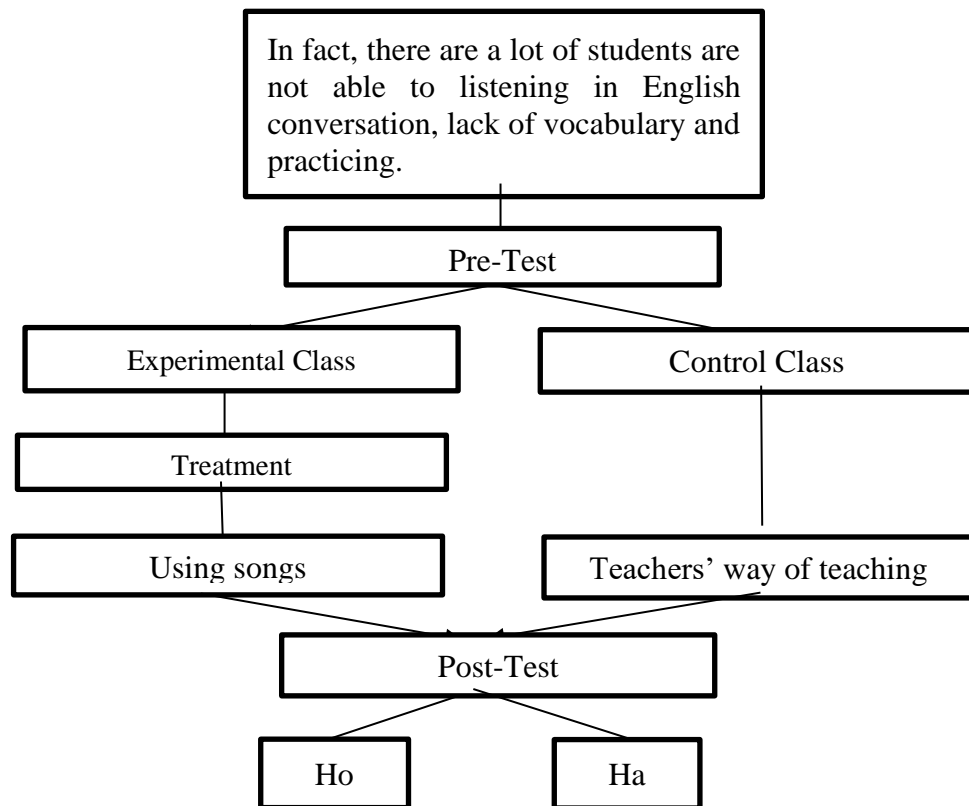
#### **4. The Conceptual Framework**

Listening is one of a communication way between to people or more to get an understanding with what they said. It is also can be defined as an activity to giving some information with someone. There are many ways of teaching listening, to make the effective teaching listening can by making students active by using an interesting ways so they can enjoy and excited their listening process. One of the ways is by applying a song.

There are a lot of students have difficulties in learning listening and to comprehend it. Thus, the researcher would explain how its applying song into the English listening class in conceptual framework below:

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<sup>23</sup> Karolina Feni Kolin, et. al., "The Effectiveness of Using Songs in Teaching Listening Skill At the Second Grade of Smp N 11 Kabupaten Sorong," *INTERACTION: Jurnal Pendidikan Bahasa*, Volume 5, no. 2, October 2019, hlm 68–79, <https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.183>.

**Figure 1 Conceptual Framework**

Based on the conceptual framework above, there was a lot of students are not able listening in English conversation, lacks of vocabulary and practicing. The concept of song is to make students easier in understanding and comprehend listening process. The researcher gave a treatment by using song for the experimental class, and the teachers' way of teaching in control class. The last, the researcher gave a post-test to find out the effect of using song on listening comprehension at X grade students of MAS NU Batangtoru. After getting the result from both of class, the researcher formulated that the alternative hypothesis was accepted, it can be seen in the

appendix where that it said song significantly affect on listening comprehension at X grade students of MAS NU Batangtoru.

## **5. Hypothesis**

The hypothesis of this research is there is significant effect of using songs on students' listening ability at X grade on MAS NU Batangtoru ( $H_a$ ).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and Time of The Research

The researcher was done a research in MAS NU Batangtoru which is located at Jalan Sibolga Desa Napa Kec. Batangtoru, Kab. Tapanuli selatan, Prov. Sumatera Utara.

#### B. The Research Design

This research is quantitative research with experimental method. The design of this research is true experimental which is this design statistical approach to establishing between cause and effect. The sample of this research is using random sampling on a specific population by conducting pre-test and post-test for both of group. The researcher used two classes, experimental class and control class. The experimental class was a class that though by using song as the media and the control class as a class that thought by teachers' way of teaching.

**Table 3.1**

**Table of The Design in Collecting Data**

| <b>Class</b>       | <b>Pre-test</b> | <b>Treatment</b> | <b>Post-test</b> |
|--------------------|-----------------|------------------|------------------|
| Experimental Class | Yes             | Song             | Yes              |
| Control Class      | Yes             | -                | Yes              |

### C. Population and Sample

#### 1. Population

The population was the whole students at the tenth grade MAS NU Batangtoru as the subject of this research. The researcher done it at X grade Ipa 1 and Ipa 2 MAS NU Batangtoru. The population of the research consisted of four classes with 27-30 students in each class than the whole students are around 111 persons. It can be seen as the table follow:

**Table 3.2**

**The population of the grade tenth MAS NU Batangtoru**

| <b>No.</b>   | <b>Class</b> | <b>Total Students</b> |
|--------------|--------------|-----------------------|
| 1            | IPA 1        | 27 students           |
| 2            | IPA 2        | 27 students           |
| 3            | IPS 1        | 27 students           |
| 4            | IPS 2        | 30 students           |
| <b>Total</b> |              | 111 Students          |

#### 2. Sample

The sample of this research was taken in IPA 1 and IPA 2 at tenth grade students of MAS NU Batangtoru, the researcher used a random sampling in randomized subjects pre-test and post-test control group design, the researcher taking the population by carried out randomly without regard to the strata that exist in the population.

After randomized, the reseacher got X IPA 1 as the sample of experimental class that consist of 27 students and X IPA 2 as the control class that consist of 27 students. Total of the samples are 54 students.

**Table 3.3**

**Sample of the research**

| <b>No.</b> | <b>Class</b>                | <b>Students</b> |
|------------|-----------------------------|-----------------|
| 1.         | Experimental class/ X IPA 1 | 27              |
| 2.         | Control class/X IPA 2       | 27              |
| TOTAL      |                             | 54 Students     |

**D. The Instrument of Collecting Data**

Instrument is very important to support every research. A research must have an instrument for taking the valid data. In this research, the researcher used listening text to get the data as the instrument of this research. The researcher used 1 valid test question for pre-test and 1 valid test question for post-test, that gave to the experimental class and control class. The indicator of listening focused on students' accuracy of answer and general understanding in listening to the songs.

The test that used in this research are multiple choices that consist of 20 questions that must be answered by the students. The researcher formulated the students' score for each number of items, as shown bellow:

True answer : 5

False answer : 0

So, the total score for all the items are 100 with 20 questions. The test gave for both class experimental and control.

**Table 3.4**  
**The indicators of the listening**

| No.   | Indicators    | Sub indicators  | No items                               | Total of items |
|-------|---------------|---|--|----------------|
| 1     | Comprehention | a. What are the songs about?<br>b. What is the main idea of the song? | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 10             |
| 2     | Vocabulary    | Noun  | 1                                      | 1              |
|       |               | Verb  | 3, 5                                   | 2              |
|       |               | Adjective   | 2, 4, 6, 7, 8, 9, 10                   | 7              |
| Total |               |   |  | 20             |

**Table 3.5**  
**Criteria of Mastery**

| No. | Criteria of Mastery | Level     |
|-----|---------------------|-----------|
| 1   | 86-100              | Very good |
| 2   | 71-85               | Good      |
| 3   | 56-70               | Adequate  |
| 4   | 41-55               | Less      |
| 5   | < 40                | Fair      |

## E. Validity and Reliability Instrument

### 1. Validity Instrument

In this study, to determine whether or not the test questions was valid using SPSS v.20 using *point bicerial* test. The result of the calculation of correlation of correlation coefficient, the question can be declared valid if  $r_{xy} > r_{table}$ , with a significant level of 5%.

The criteria of test validation as below :

- 1). If the Point Bicerial value  $> r_{table}$ , the test is valid.
- 2). If the Point Bicerial value  $< r_{table}$ , the test is not valid.

Based on the provisions in SPSS v.20, the significance value of 0.05 the instrument is said to be valid if the total of items has value  $> r_{table}$ . Based on the analysis of the pre-test validity test which was carried out using the SPSS v.20 with a value  $r_{table} = 0,482$ , there were 20 questions that were valid (the calculation result can be seen in appendix 7). From the table above, it can be seen that 20 questions that met the criteria were valid, so the researcher used 20 questions because they have been tested.

Then, post-test also has been validated, it has been tested to students and counted by using SPSS v. 20. Based on the provisions in SPSS v.20, the significance value of 0.05 the instrument is said valid if the total of items has value  $> r_{table}$ . Based on the analysis of the pre-test validity test which was carried out using the SPSS v.20 with a value  $r_{table} = 0,482$ , there were 20 questions that were valid.

## 2. Reliability Instrument

Reliability instrument was tested by using *Cronbach's Alpha*, it was because the result of the calculation was more accurate and can approach the actual result. Testing the reliability of test devices in the form of multiple choice and completion using *Cronbach's Alpha*  $> 0.60$  (high reliable). If the value of *Cronbach's Alpha*  $< 0.60$ , the test items are not reliable.

Based on the result of the pretest reliability test using SPSS v20, the *Cronbach's Alpha* ( $r_{\text{count}}$ ) value of 0.969 was obtained. So it can be concluded that *Cronbach's Alpha*  $> 0.60$  ( $0.969 > 0.60$ ). It can be proven that the test of the pre-test reliable instrument is very high category.

Based on the results of the post-test reliability test using SPSS V.20, the *Cronbach's Alpha* ( $r_{\text{count}}$ ) value of 0.952 was obtained. So it can be concluded that *Cronbach's Alpha*  $> 0.60$  ( $0.952 > 0.60$ ), it can be proven that the post test reliable instrument test very high category.

## F. The Technique of Collecting Data

To get the research data from the students. The researcher collected by giving test. The test were pre-test, treatment, and post-test pertaining to the procedure of collecting the data in this study, they were:

## 1. Pre-test

The pre-test was given to both of classes (experimental class and control class) to know the students' listening ability in basic one by giving a song as the media for the experimental class and the teacher media in control class. The steps of giving pre-test as follows:

- a. The researcher prepared the multiple choices test the song
- b. The researcher handed out the paper of the test and the answer sheet to students for both of classes
- c. The researcher explained what the students will do
- d. Then, the researcher played the audio
- e. The researcher set the time limit for the students to do the test
- f. The students did their work
- g. The students collected the answer
- h. The last, the researcher checked the students' answer sheet and counted their score.

## 2. Treatment

The experimental class and the control class will give the same topic that is about listening. The experimental class will give the treatment by using the song as a media in answered the test. The control class only do the listening without song or usually teacher used to give the test in the classroom, which the treatments are:

a. Pre-listening

1). As a warm-up the researcher asked the students what they know about English song, do you listen to the English song, and do you think English song can help to improve your English

2). The researcher distributed the worksheet and asked the students to read the lyrics and figure out what the missing words might be.

b. While-listening

The researcher asked the students pay attention and listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

c. Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words.

3. The post-test

The last test that done in this research. It gave to both of the classes (experimental class and control class) after execution the song for the experimental class and teacher's media for control class in order to know the students' ability in listening after done with the treatment. As the last test in this research to measuring is there any

significant effect or not. There are some procedures that researcher will do in doing post-test, they are:

- a. The researcher prepared the song for the test
- b. The researcher handed out the paper of the test and the answer sheet to students for both of classes
- c. The researcher explained what the students will do
- d. The researcher played the song
- e. The researcher set the time limit for the students to do the test
- f. The students do their work
- g. The students collecting the answer
- h. The last, the researcher checked the students' answer sheet and counted their score.

### **G. The Technique of Analysing Data**

After doing tests, data were collected. To analyze the data, independent sample t-test was used. There were two tests that had been done before analyzing the data. They are normality test and homogeneity test.

#### **1. Normality Test**

A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.20 using the *Shapiro-Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant ( $\text{sig} > 0.05$ ), the students' pre- test and post-test were normally distributed. If the significant value ( $\text{sig} <$

0.05, the students' pretest and post- test were not normally distributed.

## 2. Homogeneity Test

Homogeneity test was used to see the data from two classes was same or different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS V. 20 to calculate the data.

The test Criteria are:

- a) If the significance value (sig)  $> 0.05$ , the the data variance of the two classes is homogeneous ( accept  $H_0$ ).
- b) If the significance value (sig)  $< 0.05$ , the data variance of the two classes is not homogeneous ( accept  $H_a$ ).

## 3. Hypothesis Test

T-test was used to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.20. The result can be seen from the mean of score. The mean score score would show whether there is the difference between mean score of control group and mean score of experimental group. The researcher made the hypohthesis from the data that have been analyzed by looking at the  $t_{count}$  and compare it to  $t_{table}$ .

The test Criteria are:

- a)  $H_0 : \mu_1 = \mu_2$  (hyphothesis was accepted if  $t_{\text{count}} < t_{\text{table}}$  or  $\text{Sig.}(2\text{-tailed}) > 0.05$ ), it means there is no significant effect of song on students' listening ability at X grade MAS NU Batangtoru)
- b)  $H_a : \mu_1 \neq \mu_2$  (hyphothesis was accepted if  $t_{\text{count}} > t_{\text{table}}$  or  $\text{Sig.}(2\text{-tailed}) < 0.05$ ), it means there is a significant effect of using song on students' listening ability at X grade MAS NU Batangtoru.

## CHAPTER IV

### THE RESULT OF RESEARCH

This chapter is presenting the research result. It is talking about the effect of song in students' listening ability. The data using pre-test and post-test had been calculated. Quantitative research was used in this research and to test the hypothesis used the formulation of t-test.

#### A. Description of Data

##### 1. Data Description of Pre-test Experimental Class

Class X IPA 1 was as experimental class in this research. Based on the students' performance in pre-test, the students' score has been calculated as the table below:

**Table 4.1**  
**The score of Experimental Class in Pre-test**

| <b>Description</b> | <b>Pre-Test</b> |
|--------------------|-----------------|
| Total Score        | 1675            |
| Highest score      | 75              |
| Lower score        | 45              |
| Mean               | 62.04           |
| Median             | 60.00           |
| Modus              | 60              |
| Range              | 30              |
| Interval           | 5               |
| Standard deviation | 8.799           |
| Variant            | 77.422          |

Total score is the total of points that is got by students, more than 1600 total of score in pre-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. From the data in the table it can be seen that the highest score done by the students was 75 and the lower score was 45. The difference between the highest and the lower score was 30. It is also proven that the students

listening ability in experimental class before using song was adequate. Because the mean in this score was 62.04 that is lower than the standard of the minimum competence (kkm) where the kkm is 75. Then, most of students got 60 in this test, there are 8 students' out of 27, it is about 30%. Next, the data above is safe because the standard deviation it is around 8 which is far from the mean score. It is also have many variants around 77 so that the data is true.

For frequency distribution of experimental class in pre-test can be seen in the table below.

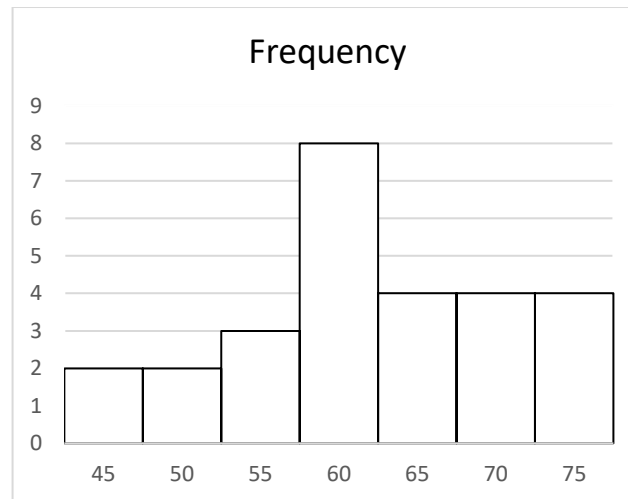
**Table 4.2**  
**Frequency Distribution of Experimental Class in Pre-test**

| No | Interval Class  | Frequency | Percentages |
|----|-----------------|-----------|-------------|
| 1  | 45-49           | 2         | 7,4%        |
| 2  | 50-54           | 2         | 7,4%        |
| 3  | 55-59           | 3         | 11,1%       |
| 4  | 60-64           | 8         | 29,6%       |
| 5  | 65-69           | 4         | 14,8%       |
| 6  | 70-74           | 4         | 14,8%       |
| 7  | 75 (lainnya...) | 4         | 14,8%       |
|    | $i=5$           | 27        | 100%        |

From the table above, it can be seen that the most frequent score in this class is 60 where there are 8 students, it means almost 30% out of 27 students. Then, the least of frequent scores are 45 and 50 where there are 2 students out of 27 students in each number, it is 7%. Then, there are 3 students out of 27 students who got 55 frequent score, it is 11%. Next, there are 65, 70, and 75 frequent scores that gotten by 4 students out of 27 students in each number, it is almost 15%.

To get the clearly and completely data based on the table above, here the researcher presents them into the histogram as a figure below:

**Figure 2: Description Data Pre-Test of Experimental**



## 2. Data Description of Pre-test Control Class

In the control class's pre-test, the researcher calculated the students' scores, which are shown in the table below.

**Table 4.3**  
**The score of Control Class in Pre-test**

| Description        | Pre- Test |
|--------------------|-----------|
| Total Score        | 1625      |
| Highest score      | 75        |
| Lower score        | 45        |
| Mean               | 60.19     |
| Median             | 60.00     |
| Modus              | 60        |
| Range              | 30        |
| Interval           | 5         |
| Standard deviation | 8.490     |
| Variant            | 72.080    |

Total score is the total of points that is got by students, more than 1600 total of score in pre-test control class. The researcher also got the highest score, the highest score is the largest value in the data. From the data in the table it can be seen that the highest score done by the students was 75 and the lower score was 45. The difference between the highest and the lower score was 30. It is also proven that the students listening ability in control class before using song was adequate. Because the mean in this score was 60.19 that is lower than the standard of the minimum completeness (kkm) where the kkm is 75. Then, most of students got 60 in this test, there are 8 students' out of 27, it is about 30%. Next, the data above is safe because the standard deviation it is around 8 which is far from the mean score. It is also has many variants around 72 so that the data is true.

For frequency distribution of control class in pre-test can be seen in the table below.

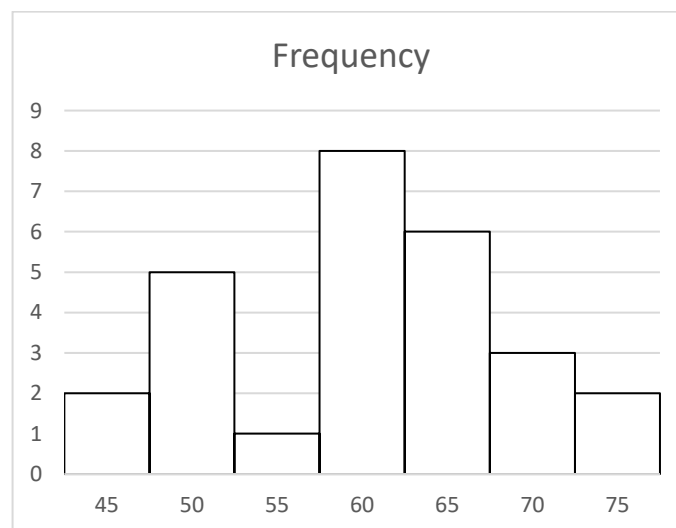
**Table 4.4**  
**Frequency Distribution of Control Class in Pre-test**

| No | Interval Class  | Frequency | Percentages |
|----|-----------------|-----------|-------------|
| 1  | 45-49           | 2         | 7,4%        |
| 2  | 50-54           | 5         | 18,5%       |
| 3  | 55-59           | 1         | 3,7%        |
| 4  | 60-64           | 8         | 29,6%       |
| 5  | 65-69           | 6         | 22,2%       |
| 6  | 70-74           | 3         | 11,1%       |
| 7  | 75 (Lainnya...) | 2         | 7,4%        |
|    | $i=5$           | 27        | 100%        |

From the table above, it can be seen that the most frequent score in this class is 60 where there are 8 students, it means almost 30% out of 27 students. Then, the least of frequent score is 55 which is only one student, in percentage only 4%. Then, the frequent scores of 45 and 75, there are 2 out of 27 students in each number it is 7%. Next, there are 3 out of 27 students who got 70 frequent score, it is 11%. The 50 frequent score gotten by 5 out of 27 students, that is 18%. The last of frequency score is 65 where there are 6 out of 27 students, that is 22%.

To get the clearly and completely data based on the table above, here the researcher presents them into the histogram as a figure below:

**Figure 3: Description Data Pre-Test of Control Class**



### 3. Data Description of Post-test Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by spelling bee game. It can be seen in table 4.5.

**Table 4.5**  
**The score of Experimental Class in Post-test**

| <b>Description</b> | <b>Post-Test</b> |
|--------------------|------------------|
| Total Score        | 2220             |
| Highest score      | 95               |
| Lowest score       | 65               |
| Mean               | 82.22            |
| Median             | 80.00            |
| Modus              | 80               |
| Range              | 30               |
| Interval           | 5                |
| Standard deviation | 8.473            |
| Variant            | 71.795           |

Total score is the total of points that is got by students, more than 2200 total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. From the data in the table it can be seen that the highest score done by the students was 95 and the lower score was 65. The difference between the highest and the lower score was 30. It is also proven that the students listening ability by using song in experimental class is good. Because the mean in this score was 82.22 that higher than the standard of the minimum completeness (kkm) where the kkm is 75. Then, most of students got 80 in this test, there are 8 students' out of 27, it is about 30%. Next, the data above is safe because the standard deviation it is

around 8 which is far from the mean score. It is also has many variants around 71 so that the data is true.

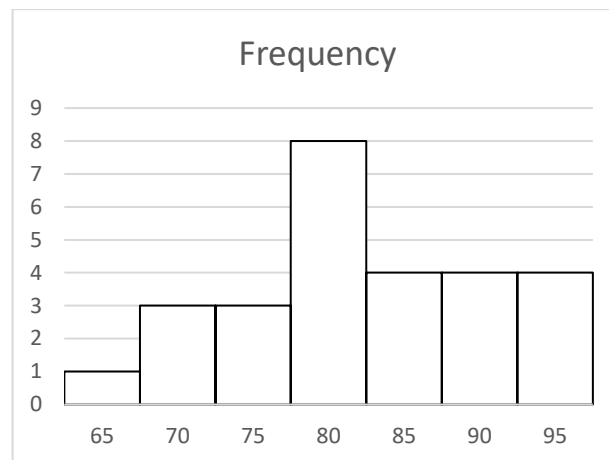
For frequency distribution of experimental class in post-test can be seen in the table below.

**Table 4.6**  
**Frequency Distribution of Experimental Class in Post-test**

| No | Interval Class  | Frequency | Percentages |
|----|-----------------|-----------|-------------|
| 1  | 65-69           | 1         | 3,7%        |
| 2  | 70-74           | 3         | 11,1%       |
| 3  | 75-79           | 3         | 11,1%       |
| 4  | 80-84           | 8         | 29,6%       |
| 5  | 85-89           | 4         | 14,8%       |
| 6  | 90-94           | 4         | 14,8%       |
| 7  | 95 (lainnya...) | 4         | 14,8%       |
|    | $i=5$           | 27        | 100%        |

From the table above, it can be seen that the most frequent score in this class is 80 where there are 8 students, it means almost 30% out of 27 students. Then, the least of frequent score is 65 which is only one student, in percentage only 4%. Then, there are 70 and 75 frequent scores there are 3 out of 27 students in each number, it is 11%. Next, there are 65, 70, and 75 frequent scores that gotten by 4 out of 27 students in each number, it is almost 15%.

To get the clearly and completely data based on the table above, here the researcher presents them into the histogram as a figure below:

**Figure 4: Description Data Post-Test of Experimental Class**

#### 4. Data Description of Post-test in Control Class

The calculated results from the control class's tests with students who had been taught vocabulary using traditional methods can be seen as below:

**Table 4.7**  
**The score of Control Class in Post-test**

| <b>Description</b> | <b>Post-Test</b> |
|--------------------|------------------|
| Total Score        | 2060             |
| Highest score      | 90               |
| Lowest score       | 60               |
| Mean               | 76,30            |
| Median             | 75,00            |
| Modus              | 75               |
| Range              | 30               |
| Interval           | 5                |
| Standard deviation | 9.260            |
| Variant            | 85.755           |

Total score is the total of points that is got by students, more than 2000 total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. From the

data in the table it can be seen that the highest score done by the students was 90 and the lower score was 60. The difference between the highest and the lower score was 30. It is also proven that the students listening ability in control class by using song was adequate. Because the mean in this score was 73.30 that was highest than the standard of the minimum completeness (kkm) where the kkm is 75. Then, most of students got 75 in this test, there are 7 students' out of 27, it is about 26%. Next, the data above is safe because the standard deviation it is around 9 which is far from the mean score. It is also has many variants around 85 so that the data is true.

For frequency distribution of experimental class in post-test can be seen in the table below.

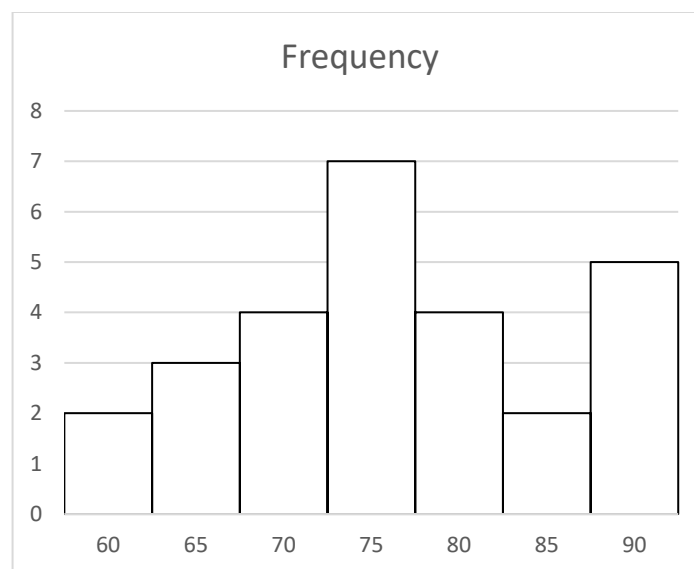
**Table 4.8**  
**Frequency Distribution of Control Class in Post-test**

| No | Interval Class  | Frequency | Percentages |
|----|-----------------|-----------|-------------|
| 1  | 60-64           | 2         | 7,4%        |
| 2  | 65-69           | 3         | 11,1%       |
| 3  | 70-74           | 4         | 14,8%       |
| 4  | 75-79           | 7         | 25,9%       |
| 5  | 80-84           | 4         | 14,8%       |
| 6  | 85-89           | 2         | 7,4%        |
| 7  | 90 (lainnya...) | 5         | 18,5%       |
|    | $i=5$           | 27        | 100%        |

From the table above, it can be seen that the most frequent score in this class is 75 where there are 7 students, it means almost 26% out of 27 students. Then, the least of frequent scores are 60 and 85 where there are 2 students in each number, in percentage only 7%. Then, there are 3 out of 27 students who got 65 frequent score, it is 11%. Next, there are frequent score 70 and 80, where 4 out of 27 students in each number got that score, it almost 15%. The last frequent score is 90, where there are 5 out of 27 students, it is 18%.

To get the clearly and completely data based on the table above, here the researcher presents them into the histogram as a figure below:

**Figure 5: Description Data Post-Test of Control Class**



## B. Data Analysis

### 1. Requirement Test

The purpose of requirement test is to determine the average score of the data and to determine whether the data is homogeneous and normal.

#### a. Pre- Test

##### 1) Normality Test

Data normality of the two groups was calculated using SPSS v.20 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

$H_0$  : The students are not distributed normally.  $H_0$  is accepted when the shapiro-wilk < 0.05.

$H_a$  : The students are distributed normally.  $H_a$  is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.20 it was obtained that the experimental class was 0.114 and the control class was 0.095. In other word,  $0.114 > 0.05$  in experimental class and  $0.095 > 0.05$  in control class.

**Table 4.9**  
**Normality in Pre-test**

| Class                                 |                             | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------------------------|-----------------------------|---------------------------------|----|------|--------------|----|------|
|                                       |                             | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Result of students' listening ability | Pre-test Experimental Class | ,149                            | 27 | ,127 | ,939         | 27 | ,114 |
|                                       | Pre-test Control Class      | ,195                            | 27 | ,010 | ,936         | 27 | ,095 |

a. Lilliefors Significance Correction

From the calculation it was found that *Shapiro Wilk* > 0.05.

So it can be concluded that pre-test data in experimental class and control class were normally distributed.

## 2) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.20 calculation (Appendix 16), obtained a significance value (sig) was 0.691. Based on criteria for testing data homogeneity using SPSS v.20 obtained a value significance (sig) based on  $\text{mean} > 0.05$  or  $0.691 > 0.05$  it means the pre-test value of the sample has a homogeneous variance.

**Table 4.10**  
**Homogeneity in Pre-test**

Result of students' listening ability

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,160             | 1   | 52  | ,691 |

**b. Post- Test**

**1) Normality Test**

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

$H_0$  : The students are not distributed normally.  $H_0$  is accepted when the shapiro-wilk < 0.05.

$H_a$  : The students are distributed normally.  $H_a$  is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.20 ( appendix 17) it was obtained that the experimental class was 0.139 and the control class was 0.083. In other word,  $0.139 > 0.05$  in experimental class and  $0.083 > 0.05$  in control class.

**Table 4.11**  
**Normality in Post-Test**

**Tests of Normality**

| Class                                 | B                            | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------------------------|------------------------------|---------------------------------|----|------|--------------|----|------|
|                                       |                              | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Result of Students' listening ability | Post-test Experimental Class | ,159                            | 27 | ,078 | ,942         | 27 | ,139 |
|                                       | Post-test Control Class      | ,148                            | 27 | ,132 | ,933         | 27 | ,083 |

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

**2) Homogeneity Test**

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.20 calculation (Appendix 18), obtained a significance value (sig) was 0.689. Based on criteria for testing data homogeneity using SPSS v.20 obtained a value significance (sig) based on  $\text{mean} > 0.05$ , or  $0.689 > 0.05$  it means the post-test value of the sample has a homogeneous variance.

**Table 4.12**  
**Homogeneity of Post-test**  
 o **Test of Homogeneity of Variances**  
 Result of Students' listening ability

| m | Levene Statistic | df1 | df2 | Sig. |
|---|------------------|-----|-----|------|
|   | ,162             | 1   | 52  | ,689 |

From the calculated above the data of pre-test and post-test were normal and tested homogen, that is why the Hypothesis of statistic parametric can be done.

### C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.20. The hypothesis that was tested as follows:

If  $H_0 : \mu_1 = \mu_2$  means there is no significant effect of using song on students' listening ability at X grade of MAS NU Batangtoru.

If  $H_a : \mu_1 \neq \mu_2$  means there is significant effect of using song on students' listening ability at X grade of MAS NU Batangtoru..

**Table 4.13**

#### The result of T-test from in Post-test

| Post-test   |             |
|-------------|-------------|
| $t_{count}$ | $t_{table}$ |
| 2.453       | 2.00665     |

Based on the calculation in Post-test, it was found that  $t_{count} > t_{table}$  or  $2.453 > 2.00665$  or looking at  $Sig.(2-tailed) < 0.05$  (The calculation in

Appendix 21). Based on the test criteria,  $H_0$  is rejected and  $H_a$  is accepted. So that is why  $H_a : \mu_1 \neq \mu_2$ , it can be concluded that “Song is significantly affects on listening comprehension at X grade students of MAS NU Batangtoru

#### **D. Discussion**

Based on the data analysis, the researcher discussed the result of this research on the effect of using song on listening comprehension at the tenth grade students of MAS NU Batangtoru. The result of the mean score in the experimental class was higher than the mean score in the control class, the research counted the data for the post-test of experimental class was 82.22 and control class was 76.30. that is mean there is significant effect of using song on listening comprehension at the tenth grade students of MAS NU Batangtoru.

It also proved by hypothesis that showed  $t_{hitung} = 2.453$ , significance value (sig)  $\alpha = 0,05$  and  $dk = n_1 + n_2 - 2 = 52$  with  $t_{tabel} = 2.00665$ , it means  $t_{hitung} > t_{tabel}$ . It was also sharpened by looking at  $\text{Sig. (2-tailed)} < 0.05$  ( $0.01 < 0.05$ ). So, it can be concluded that song is significantly affects listening comprehension at X grade students of MAS NU Batangtoru.

The researcher also provided the similar case with this research. The first, researcher was conducted by Maria ulfa examining the effectiveness of using English song to teach listening skill of senior high

students in Samarinda<sup>1</sup>. The finding of her study said if the English song tool can increase students' in teaching listening skill. Where it found out that the  $t_{\text{calculated}} > t_{\text{table}}$  ( $24,767 > 2,030$ ) while the  $H_a$  was accepted.

The second researcher was conducted by Hatifa examining the effectiveness of English video song in improving listening ability at the eleventh year students of SMK Negeri 2 Walerang<sup>2</sup>. The finding of the research was the result of using English video song was improve listening ability of the students that can be seen from the mean score in pre-test is 10.95 and mean sore in post-test is 17.1. it shows that using English video song is effective in improving the students' ability in listening.

In conclusion using song gave a significant effect on listening ability. The song can be used in increasing students' listening ability, it was supported from discussion above that using song is suitable and good for students' listening ability.

#### **E. Limitation of The Research**

During the course of this study, the researcher came to the realization that the research presented a number of risks, beginning with the title an continuing through the metod for analyzing the data and the arrangement of the proposal to the completion of the thesis. As a result, the research recognized that the thesis was far from being of high quality.

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<sup>1</sup> Maria Ulfa, "The Effectiveness Of Using English Songs To Teach Listening Skill of the Senior High Students in Samarinda," *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 5, no. 1 (2020): 37–47, <https://doi.org/10.21462/educasia.v5i1.46>.

<sup>2</sup> Hatifa, "The Effectiveness of English Video Song in Improving Listening Ability At the Eleventh Year Students of Smk Negeri 2 Walenrang," 2014, <http://repository.iainpolopo.ac.id>.

The researcher found the threats of this research as follows:

1. The researcher was unable to control attributive variable because this research was quasi-experimental.
2. This research onlu focuses on students' listening ability in comprehension and can not control the students' listening ability in detail.
3. Because of the singer Saif Adam from English, some students have difficulties in understanding the word with british accent.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on quantitative research result with experimental method, the researcher took some points as below:

1. The effect of using song on listening comprehension at the X grade students of MAS NU Batangtoru is significant, it is performing T-test which shows that  $t_{hitung} = 2.453$ , significance value (sig)  $\alpha = 0,05$  and  $dk = n_1 + n_2 - 2 = 52$  with  $t_{tabel} = 2.00665$ ,  $t_{hitung} > t_{tabel}$ ,  $H_a$  is accepted,  $H_0$  is rejected.
2. Song significantly affects listening comprehension at X grade students of MAS NU Batangtoru, it is proven by mean score of experimental class in post-test was higher than mean score of control class in post-test. Mean score of experimental class in post-test is 82.22, while mean score of control class in post-test is 76.30.

It was concluded that song significantly affects on listening comprehension at X grade students of MAS NU Batangtoru.

#### B. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. To English teachers, especially an English teacher in MAS NU Batangtoru are hoped to use song in teaching listening to increase the students' comprehension.

2. To students, hoped to be more active while learning and can increase learning result in English, especially listening subject.
3. To head master, to pay attention to the facilities needed by educators for the sake of progress and increasing the ability to support learning so that learning can improve students' learning outcomes.
4. To next researchers, to conduct more in depth research while there are not many people want to do listening as the research and people can do it by studying different theories, populations or other English competencies.

### **C. Implication**

The implication of this research is to know whether using song is useful to improve students' listening comprehension. These findings suggest that song can be used as one of the teaching and learning media to improve the students' listening comprehension. Furthermore as this research has explained in the previous chapters, song also become a powerful tool to not only improve the students' listening comprehension but can also advantageous to student's analysis of the literature and reinforce the power of words. This not only aids in development of listening for students in earlier grades, but allows advanced students to visualize the story and the characters. It is also said and proved as the related findings explained that the researcher used to support this research that song also benefits to improve other skills for the students. As previously noted, the effect of using song has been prove by this research

and it is hoped to help and give support for the other research interested in this area of study.

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## **Apendix I**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **Control Class**

|                  |                          |
|------------------|--------------------------|
| Sekolah          | : Mas Nu Batangtoru      |
| Mata Pelajaran   | : Bahasa Inggris         |
| Kelas / Semester | : X/ Semester 1          |
| Alokasi Waktu    | : 2 x 35 menit           |
| Materi Pokok     | : Listening              |
| Sub Materi       | : Listening to the story |

#### **A. Kompetensi Inti**

1. KI-1 Menghargai dan menghayati ajaran agama yang dianutnya
2. KI-2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. KI-3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniorahumaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. KI-4 Mengolah, menalar, dan mengkaji dalam tanah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7. Memahami pesan dalam cerita bahasa Inggris

4.9. Menangkap pesan dalam cerita bahasa Inggris

## **C. Indikator Pencapaian**

3.7.1 Mengidentifikasi pesan yang terkandung dalam cerita Bahasa Inggris

3.7.2 Mengidentifikasi kosakata yang terdapat dalam cerita Bahasa Inggris, yang sesuai dengan apa yang diucapkan oleh native speaker

## **D. Tujuan Pembelajaran**

Melalui kegiatan belajar berbasis Teks, peserta didik dapat memahami pesan dari cerita berdasarkan fungsi sosial dan unsur kebahasaan sesuai dengan konteks penggunaannya, sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianut, mengembangkan sikap jujur, peduli dan bertanggung jawab, serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi dan kreatif

## **E. Sumber Belajar**

- Youtube/Internet

## F. Media/alat

Media : Smartphone/leptop, loudspeaker

Alat : Boardmarker, papan tulis, worksheet, pulpen

## G. Model Pembelajaran

- Ceramah

## H. Langkah – langkah Pembelajaran

| <b>Kegiatan Pendahuluan (15 menit)</b>   |   |
|--|---|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.  |   |
| Warming up untuk menarik perhatian dan kefokusn siswa sebelum pembelajaran dimulai agar siswa lebih relax dalam proses pembelajaran  |   |
| Brain storming dengan memberikan beberapa pertanyaan terkait materi dan mengaitkan materi/ tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema/ kegiatan sebelumnya serta mengaitkannya dengan kegiatan selanjutnya. |   |
| Menyampaikan motivasi tentang apa yang dapat diperoleh dalam mempelajari listening melalui lagu  |   |
| <b>Kegiatan Inti (40 menit)</b>  |   |
| Kegiatan Literasi  | Peserta didik diberi motivasi dan arahan untuk melihat, ,mendengar membaca dan menulis mengenai apa yang akan mereka lakukan dalam proses pembelajaran.   |
| Critical Thinking  | Guru membagikan worksheet kepada para peserta didik, dan memberi kesempatan kepada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan listening serta cerita Bahasa Inggris yang telah dibagikan beserta beberapa kata yang hilang yang akan mereka lengkapi. |
| Collaboration  | Peserta didik diberi tugas secara individu untuk menulis melengkapi missing word yang terdapat pada worksheet dengan memilih jawaban yang benar yang telah disediakan.  |
| Communication  | Peserta didik melafalkan missing word yang telah mereka lengkapi bersama-sama.  |
| Creativity   | Guru dan peserta didik membuat kesimpulan tentang hal –hal yang telah dipelajari terkait materi listening to the history.   |

|   |   |
|---|---|
|   | Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal –hal yang belum dipahami. |
| <b>Kegiatan Penutup (15 menit)</b>  |   |
| Peserta didik membuat rangkuman atau kesimpulan pelajaran. Tantang poin – poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. |   |
| Guru membuat rangkuman atau kesimpulan pembelajaran. Tantang poin –poin penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.        |   |

#### I. Penilaian Hasil Pembelajaran

1. Technique : Listening Test
2. Form : Multiple choices
3. Instrument :
  - a. Completed the missing words by hearing the story and identify the correct choices
  - b. Choose the correct answer from statements that written based on what you listen from the story that played by your teacher. Good luck!

Dalam pengambilan jawaban yang benar dan yang salah, peneliti memberikan rumusan score siswa pada setiap item soal, dimana:

Jawaban benar : 5

Jawaban salah : 0

Kriteria ketuntasan minimal : 75

Kemudian mengkriterikan nilai keseluruhan sebagai berikut:

$$Mark = \frac{Obtained\ Score}{Maximum\ Score} \times 100$$

| No.          | Indicators    | Sub indicators  | No items                               | Total of Items |
|--------------|---------------|---|--|----------------|
| 1.           | Comprehension | c. What are the songs about?<br>d. What is the main idea of the song? | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 10             |
| 2.           | Vocabulary    | Noun  | 1                                      | 1              |
|              |               | Verb  | 3,5                                    | 2              |
|              |               | Adjective   | 2, 4, 6, 7, 8, 9, 10                   | 7              |
| <b>Total</b> |               |   |  | <b>20</b>      |

#### Criteria of Mastery

| No. | Criteria of Mastery | Level     |
|-----|---------------------|-----------|
| 1   | 86-100              | Very good |
| 2   | 71-85               | Good      |
| 3   | 56-70               | Adequate  |
| 4   | 41-55               | Less      |

|   |      |      |
|---|------|------|
| 5 | < 40 | Fair |
|---|------|------|

Batangtoru, Oktober 2023

Mengetahui,

Guru Mata Pelajaran

Researcher

Ahmad Mursidi Dly. S.Pd.

Ayu Ashari

## **Appendix II**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

#### **Experimental Class**

|                  |                               |
|------------------|-------------------------------|
| Sekolah          | : Mas Nu Batangtoru           |
| Mata Pelajaran   | : Bahasa Inggris              |
| Kelas / Semester | : X/ Semester 1               |
| Alokasi Waktu    | : 2 x 35 menit                |
| Materi Pokok     | : Listening                   |
| Sub Materi       | : Listening through the songs |

#### **A. Kompetensi Inti**

5. KI-1 Menghargai dan menghayati ajaran agama yang dianutnya
6. KI-2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), percaya diri, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. KI-3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya dan humaniorahumaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. KI-4 Mengolah, menalar, dan mengkaji dalam tanah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7. Memahami pesan dalam lagu Bahasa Inggris

4.9. Menangkap pesan dalam lagu Bahasa Inggris

## **C. Indikator Pencapaian**

3.7.3 Memahami pesan yang terkandung dalam lagu

3.7.4 Mengidentifikasi kosakata yang tersirat dalam lagu, yang sesuai dengan apa yang diucapkan oleh native speaker

## **D. Tujuan Pembelajaran**

Melalui kegiatan belajar berbasis Teks, peserta didik dapat memahami pesan dari lirik lagu berdasarkan fungsi sosial dan unsur kebahasaan sesuai dengan konteks penggunaannya, sehingga peserta didik dapat menghayati dan mengamalkan ajaran agama yang dianut, mengembangkan sikap jujur, peduli dan bertanggung jawab, serta dapat mengembangkan kemampuan berpikir kritis, berkomunikasi, berkolaborasi dan kreatif

## **E. Sumber Belajar**

- Youtube
- Internet

## F. Media/alat

Media : Loudspeaker

Alat : Spidol, papan tulis, buku tulis dan pulpen

## G. Model Pembelajaran

Ceramah

## H. Langkah – langkah Pembelajaran

| <b>Kegiatan Pendahuluan (15 menit)</b>   |   |
|--|---|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.  |   |
| Warming up untuk menarik perhatian dan kefokuskan siswa sebelum pembelajaran dimulai agar siswa lebih relax dalam proses pembelajaran  |   |
| Brain storming dengan memberikan beberapa pertanyaan terkait materi dan mengaitkan materi/ tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi / tema/ kegiatan sebelumnya serta mengaitkannya dengan kegiatan selanjutnya. |   |
| Menyampaikan motivasi tentang apa yang dapat diperoleh dalam mempelajari listening melalui lagu  |   |
| <b>Kegiatan Inti (40 menit)</b>  |   |
| Pre-listening  | Sebagai kegiatan pemanasan atau pembangunan skema, guru menanyakan kepada siswa apa yang mereka ketahui tentang budaya pop Amerika: misalnya, "Siapakah aktor/aktris film atau TV Amerika yang paling terkenal di negara Anda?" "Apakah Anda memiliki penyanyi Amerika favorit?" "Apakah Anda mendengarkan lagu-lagu pop Amerika?" "Jika ya, apakah menurut Anda mendengarkan lagu-lagu itu dapat membantu meningkatkan bahasa Inggris Anda?" dan "Dengan cara apa, apakah itu membantu Anda meningkatkan kemampuan bahasa Inggris Anda?" Anda mungkin juga ingin membawa beberapa foto atau CD aktor atau penyanyi populer ke kelas. |
| While-listening  | Siswa mendengarkan kata yang hilang. Kemudian guru memutar music sekali lagi, dan bertanya kepada siswa apakah mereka kurang jelas dan ingin mendengarkannya lagi. Jika ya, maka putar music sekali lagi.   |



**The indicators of the listening**

| <b>No.</b>   | <b>Indicators</b> | <b>Sub indicators</b>   | <b>No items</b>                        | <b>Total of Items</b> |
|--------------|-------------------|---|--|-----------------------|
| 3.           | Comprehension     | e. What are the songs about?<br>f. What is the main idea of the song? | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 10                    |
| 4.           | Vocabulary        | Noun  | 1                                      | 1                     |
|              |                   | Verb  | 3,5                                    | 2                     |
|              |                   | Adjective   | 2, 4, 6, 7, 8, 9, 10                   | 7                     |
| <b>Total</b> |                   |   |  | 20                    |

**Criteria of Mastery**

| <b>No.</b> | <b>Criteria of Mastery</b> | <b>Level</b> |
|------------|----------------------------|--------------|
| 1          | 86-100                     | Very good    |
| 2          | 71-85                      | Good         |
| 3          | 56-70                      | Adequate     |
| 4          | 41-55                      | Less         |

|   |      |      |
|---|------|------|
| 5 | < 40 | Fair |
|---|------|------|

Batangtoru, Oktober 2023

Mengetahui,

Guru Mata Pelajaran

Researcher

Ahmad Mursidi Dly., S.Pd.

Ayu Ashari

## **The Transcription of Tangkuban Perahu**

### **The Legend of Tangkuban Perahu**

Long time ago, there lived a beautiful woman named Dayang Sumbi. One day, she was ..... Suddenly, her quilt fell off from her house. She prayed to Gods, "if a man picks up my quilt, he will be my husband. If a woman, she will be my sister". Then, a male dog picks it up. For keeping her words, she married the dog and called him Tumang. She ..... birth to a baby, named him Sangkuriang, but never told him who his father was.

One day, Sangkuriang was ..... with Tumang in the forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big and asked him to go away.

Many years later, Sangkuriang found a house in the forest and a beautiful woman was inside. The woman, Dayang Sumbi, ..... him as Sangkuriang. He fell in love with her without knowing that she was his mother. He ..... her to marry him. Dayang Sumbi could not accept it because they were mother and son.

She asked him an ..... requirement to marry her. He must build a big boat within a night and shall be finished by dawn. Sangkuriang agreed and built it with the help of .....

When he was almost finished, Dayang Sumbi asked women ..... to hit the grains as a fake sign that dawn is coming. The spirits run away and Sangkuriang failed to finish the boat. He was very angry and kicked away the boat upside down and it turned into a ..... called Tangkuban Perahu.

#### **A. Complete d the missing texts by looking at the texts above**

1. One day, she was..... .
9. Quilt

10. Quilted
  11. Quilting
  12. Quilt
2. She..... birth to a baby.
    - a. Give
    - b. Gave
    - c. Given
    - d. Giving
  3. One day, Sangkuriang was ..... with Tumang in the forest and he found nothing.
    - a. Hunting
    - b. Hunt
    - c. Hunted
    - d. Haunted
  4. she hit Sangkuriang's head with a big ..... and asked him to go away.
    - a. Spoons
    - b. Spoon
    - c. Soon
    - d. Soup
  5. The woman, Dayang Sumbi, ..... him as Sangkuriang.
    - a. Recognition
    - b. Recognized
    - c. Recognize
    - d. Recognizes
  6. He ..... her to marry him
    - a. Four
    - b. Punch
    - c. Force
    - d. Forced
  7. She asked him an..... requirement to marry her
    - a. Possible

- b. Impossible
  - c. Import
  - d. Possible
8. Sangkuriang agreed and built it with the help of .....
- a. Spirit
  - b. Spiritual
  - c. Spirits
  - d. Spesies
9. Dayang Sumbi asked women to..... hit the grains as a fake sign that dawn is coming.
- a. Nearby
  - b. Near
  - c. Beside
  - d. Opposite
10. He was very angry and kicked away the boat upside down and it turned into a..... called Tangkuban Perahu
- a. Moon
  - b. Mountain
  - c. Mounting
  - d. Mood

**B. Choose the correct answer**

1. What kind of story above?
- a. Narative text
  - b. Report text
  - c. Descriptive text
  - d. Recount text
2. Why did Dayang Sumbi married Tumang?
- a. Because Tumang had pick up her quilt
  - b. Because Tumang had been Sangkuriang's father

- c. Because Tumang was a handsome man
- d. Because Tumang was her favorite dog

3.

What did Sangkuriang know about Tumang?

- a. Sangkuriang knew Tumang as his father
- b. Sangkuriang knew Tumang as his friend
- c. Sangkuriang knew Tumang as his dog
- d. Sangkuriang knew Tumang as his bodyguard

4. What did happen to Sangkuriang after he killed Tumang?

- a. Sangkuriang was kicked out by his mother
- b. Dayang Sumbi hit Sangkuriang's head and asked him to go away
- c. Dayang Sumbi asked Sangkuriang to go hunting with Tumang
- d. Sangkuriang made a boat for her

5. How did the boat get upside down?

- a. The boat was kicked out by Sangkuriang
- b. Sangkuriang picked up the boat and threw it
- c. Sangkuriang hit the boat
- d. The boat was kicked out by Dayang Sumbi

6. Why did Dayang Sumbi could not marry Sangkuriang?

- a. Because Dayang Sumbi was Sangkuriang's mother
- b. Because Dayang Sumbi was Sangkuriang's girlfriend
- c. Because Sangkuriang was Dayang Sumbi's husband
- d. Because Sangkuriang was Dayang Sumbi's lovely man

7. Why did Dayang Sumbi hit Sangkuriang?

- a. Dayang Sumbi hit Sangkuriang because he had made a boat
- b. Dayang Sumbi hit Sangkuriang because he killed his father
- c. Dayang Sumbi hit Sangkuriang because he would marry her
- d. Dayang Sumbi hit Sangkuriang because he was hunting with Tumang

8. What are the synonyms of spirits?

- a. Soul
- b. Human
- c. Animals

- d. Feel
9. What did Dayang Sumbi do for failed Sangkuriang's boat?
- a. Dayang Sumbi asked woman nearby to hit the grains
  - b. Dayang Sumbi asked woman to kill Sangkuriang
  - c. Dayang sumbi asked Sangkuriang to kicked the boat
  - d. Dayang Sumbi asked Sangkuriang to build with his spirit
10. How many times Dayang Sumbi asked Sangkuriang to make a boat?
- a. Three hours
  - b. A week
  - c. A night
  - d. A day

## APPENDIX IV

### Saif Adam (My Mother)

She's the love of my life  
There's everything with a smile  
She's My Mother, My Sweet Mother  
She can take the pain away with just one look  
That's My Mother, My Sweet Mother

You're the picture in the .....(1)  
with all the..... (2) of the rainbow  
I'm far from ashamed to say I love you so  
And here I..... (3) at home tonight  
It's late but I can't sleep tonight  
Forgive me if I take my time  
But I just have to let you know  
You're so special

She taught me how to pray  
We play games everyday  
With My Mother, My Sweet Mother  
Even if I made no sense you listened ..... (4)  
That's My Mother, My Sweet Mother  
She would sing a sweet song till I shut my eyes  
And..... (5) my head and say goodnight  
And I feel safe with you by my side  
You're there for every step in my life  
I'm sorry if my life is..... (6)  
I just have to let you know  
You're so .....(7)

If only this was true  
I'm in a cold..... (8) wet room  
I was an orphan now I am 22  
I've never known my mum

A picture..... (9) by the sun that's all I have  
Left alone with nothing more but what I am  
It's not..... (10) this life is tough when there is no one  
To call My Mother

My Sweet Mother

My Sweet Mother

**A. Completed the missing lyrics by choosing the correct answer**

1. You're the picture in the ....
  - a. Wall
  - b. Frame
  - c. Door
  - d. Room
2. With all the ... of the rainbow
  - a. Shadow
  - b. Paint
  - c. Colour
  - d. Colours
3. And here I ... at home tonight
  - a. Lay
  - b. Laid
  - c. Lie
  - d. Look
4. Even if I made no sense you listened ....
  - a. Safety
  - b. Practice
  - c. Patience
  - d. Party
5. And ... my head and say goodnight
  - a. Kissed
  - b. Kisses
  - c. Kiss
  - d. Kick
6. I am sorry if my life is ....
  - a. Unkind
  - b. Unknow
  - c. Aunty
  - d. Uncle
7. You're so ...
  - a. Perfect
  - b. Parfum
  - c. Precious
  - d. Preciouses
8. I'm in the cold ... wet room
  - a. Dark
  - b. Light
  - c. Door

- d. Dorm
- 9. A picture ... by the sun that's all I have
  - a. Fade
  - b. Faded
  - c. Face
  - d. Faces
- 10. It's not ... this life is tough when there is no one
  - a. Enough
  - b. Hard
  - c. Good
  - d. Bad

**B. Choose the correct answer by giving X sign on (a,b,c or d)**

- 11. What is the theme of the song?
  - a. My Parents
  - b. My Friends
  - c. My mother
  - d. My life
- 12. What is the message of the song?
  - a. The song tells that we have to give a happiness live for our parents
  - b. We must obey and love our friends who help us while she is alive or not
  - c. We must respect, obey and give the biggest love for our mother who gave birth to us while she is alive or not
  - d. The song tells that we must do a nice attitude for our parents
- 13. What was the mother do to the child everyday?
  - a. Playing games
  - b. Smiling
  - c. Saying I love you
  - d. Take care of our self
- 14. "you're the picture in the frame" means to... the word "sweet" refers to.....
  - a. Father
  - b. Family
  - c. Mother
  - d. Friends
- 15. Does the singer think that the feeling is a dream?
  - a. Yes, he does
  - b. No, he does not
  - c. No, he isn't
  - d. Yes, he is
- 16. What is the singer tell about the song?
  - a. The singer tells about his mother and his dream
  - b. The singer tells how was his life

- c. The singer tells about her sweet friends
  - d. The singer tells about how was his father's life
17. What does the mother teach to the singer?
- a. The mother teaches about paying to the singer
  - b. The mother teaches how to life
  - c. The mother teaches how to playing games
  - d. The mother teaches how to sing
18. Why does the singer feel sad?
- a. Because he is an orphan and all the song's lyric are a dream
  - b. Because he was not able to meet his parents
  - c. Because his parents are live in another country
  - d. Because his parents have been divorced
19. For whom does the singer wrote the song?
- a. The singer's parents
  - b. The singer's mother
  - c. The singer's friends
  - d. The singer's family
20. The word "orphan" in this song means....
- a. A person who does not have mother
  - b. A person who does not have a father
  - c. A person who does not have a friend
  - d. A person who does not have parents

Appendix 5

Data for Validity and Reliability of Pre-Test

| Nama | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Total |
|------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| ADR  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| AA   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 20    |
| AS   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| ES   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 20    |
| NZ   | 0  | 0  | 0  | 1  | 0  | 1  | 1  | 0  | 1  | 1   | 1   | 0   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 12    |
| ES   | 1  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1  | 1   | 1   | 0   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 14    |
| SE   | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 3     |
| RS   | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1   | 1   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 1   | 7     |
| RA   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 20    |
| DZ   | 1  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 0  | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 1   | 0   | 5     |
| AR   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 18    |
| PI   | 0  | 1  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 13    |
| NA   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| MNP  | 1  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1  | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 17    |
| DT   | 0  | 1  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 15    |
| SDN  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| SA   | 0  | 0  | 0  | 0  | 0  | 1  | 1  | 0  | 0  | 0   | 0   | 0   | 1   | 1   | 0   | 0   | 0   | 1   | 0   | 0   | 5     |

Appendix 6

| Data for Validity and Reliability of Post-Test |    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |       |
|--|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Name   | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Total |
| ADR  | 0  | 0  | 0  | 1  | 0  | 0  | 0  | 0  | 1  | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 5     |
| AA   | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 0   | 1   | 0   | 1   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 14    |
| AS   | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 14    |
| ES   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| NA   | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 0  | 0   | 1   | 0   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 8     |
| ES   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 20    |
| SE   | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 16    |
| RS   | 1  | 1  | 0  | 0  | 1  | 1  | 1  | 1  | 1  | 0   | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 15    |
| RA   | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0   | 1   | 1   | 1   | 0   | 1   | 1   | 1   | 0   | 1   | 0   | 12    |
| DZ   | 0  | 0  | 0  | 0  | 1  | 0  | 1  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 3     |
| AR   | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 20    |
| PI   | 1  | 0  | 1  | 0  | 0  | 1  | 0  | 0  | 1  | 0   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 0   | 1   | 0   | 10    |
| NA   | 1  | 0  | 0  | 0  | 1  | 1  | 1  | 0  | 1  | 0   | 1   | 1   | 0   | 0   | 0   | 1   | 1   | 0   | 1   | 0   | 10    |
| MNP  | 1  | 0  | 0  | 1  | 1  | 0  | 1  | 0  | 1  | 1   | 1   | 1   | 0   | 0   | 1   | 0   | 1   | 0   | 0   | 0   | 10    |
| DT   | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 0  | 1  | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 1   | 0   | 1   | 0   | 16    |
| SDN  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0     |
| SA   | 1  | 1  | 0  | 1  | 1  | 1  | 1  | 1  | 1  | 1   | 1   | 1   | 0   | 0   | 1   | 1   | 1   | 1   | 1   | 1   | 17    |

Appendix 7

Validity and Reliability of Pre-Test

|       | Q1    | Q2    | Q3    | Q4    | Q5    | Q6    | Q7    | Q8    | Q9    | Q10   | Q11   | Q12   | Q13  | Q14   | Q15   | Q16   | Q17  | Q18  | Q19  | Q20  | TOTAL |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|------|------|------|------|-------|
| Q1    | 1,000 | 408   | 1,000 | 549   | 408   | 457   | 1,69  | 1,000 | 457   | 310   | 549   | 408   | 457  | 1,69  | 1,000 | 457   | 310  | 549  | 408  | 457  | 701   |
| Q2    | 408   | 1,000 | 408   | 417   | 1,000 | 549   | 528   | 408   | 549   | 417   | 417   | 1,000 | 549  | 528   | 408   | 549   | 417  | 528  | 408  | 549  | 723   |
| Q3    | 1,000 | 408   | 1,000 | 549   | 408   | 457   | 1,69  | 1,000 | 457   | 310   | 549   | 408   | 457  | 1,69  | 1,000 | 457   | 310  | 549  | 408  | 457  | 701   |
| Q4    | 549   | 417   | 549   | 1,000 | 417   | 887   | 764   | 549   | 887   | 764   | 1,000 | 417   | 887  | 764   | 549   | 887   | 764  | 417  | 549  | 887  | 833   |
| Q5    | 408   | 1,000 | 408   | 417   | 1,000 | 549   | 528   | 408   | 549   | 417   | 417   | 1,000 | 549  | 528   | 408   | 549   | 417  | 528  | 408  | 549  | 723   |
| Q6    | 457   | 549   | 457   | 887   | 549   | 1,000 | 789   | 457   | 757   | 887   | 887   | 549   | 757  | 789   | 457   | 757   | 887  | 789  | 457  | 757  | 882   |
| Q7    | 1,69  | 528   | 1,69  | 417   | 528   | 789   | 1,000 | 1,69  | 549   | 417   | 417   | 528   | 789  | 1,000 | 1,69  | 549   | 417  | 528  | 789  | 1,69 | 576   |
| Q8    | 1,000 | 408   | 1,000 | 549   | 408   | 457   | 1,69  | 1,000 | 457   | 310   | 549   | 408   | 457  | 1,69  | 1,000 | 457   | 310  | 549  | 408  | 457  | 701   |
| Q9    | 457   | 549   | 457   | 887   | 549   | 757   | 549   | 457   | 1,000 | 887   | 887   | 549   | 757  | 549   | 457   | 1,000 | 887  | 549  | 887  | 757  | 893   |
| Q10   | 310   | 417   | 310   | 764   | 417   | 887   | 764   | 310   | 887   | 1,000 | 764   | 417   | 887  | 764   | 310   | 887   | 764  | 417  | 310  | 887  | 756   |
| Q11   | 549   | 417   | 549   | 1,000 | 417   | 887   | 764   | 549   | 887   | 1,000 | 1,000 | 417   | 887  | 764   | 549   | 887   | 764  | 417  | 549  | 887  | 833   |
| Q12   | 408   | 1,000 | 408   | 417   | 1,000 | 549   | 528   | 408   | 549   | 417   | 417   | 1,000 | 549  | 528   | 408   | 549   | 417  | 528  | 408  | 549  | 723   |
| Q13   | 457   | 549   | 457   | 887   | 549   | 757   | 549   | 457   | 1,000 | 887   | 887   | 549   | 757  | 549   | 457   | 1,000 | 887  | 549  | 887  | 757  | 892   |
| Q14   | 1,69  | 528   | 1,69  | 417   | 528   | 789   | 1,000 | 1,69  | 549   | 417   | 417   | 528   | 789  | 1,000 | 1,69  | 549   | 417  | 528  | 789  | 1,69 | 576   |
| Q15   | 1,000 | 408   | 1,000 | 549   | 408   | 457   | 1,69  | 1,000 | 457   | 310   | 549   | 408   | 457  | 1,69  | 1,000 | 457   | 310  | 549  | 408  | 457  | 701   |
| Q16   | 457   | 549   | 457   | 887   | 549   | 757   | 549   | 457   | 1,000 | 887   | 887   | 549   | 757  | 549   | 457   | 1,000 | 887  | 549  | 887  | 757  | 893   |
| Q17   | 310   | 417   | 310   | 764   | 417   | 887   | 764   | 310   | 887   | 1,000 | 764   | 417   | 887  | 764   | 310   | 887   | 764  | 417  | 310  | 887  | 756   |
| Q18   | 1,69  | 528   | 1,69  | 417   | 528   | 789   | 1,000 | 1,69  | 549   | 417   | 417   | 528   | 789  | 1,000 | 1,69  | 549   | 417  | 528  | 789  | 1,69 | 576   |
| Q19   | 1,000 | 408   | 1,000 | 549   | 408   | 457   | 1,69  | 1,000 | 457   | 310   | 549   | 408   | 457  | 1,69  | 1,000 | 457   | 310  | 549  | 408  | 457  | 701   |
| Q20   | 457   | 549   | 457   | 887   | 549   | 757   | 549   | 457   | 1,000 | 887   | 887   | 549   | 757  | 549   | 457   | 1,000 | 887  | 549  | 887  | 757  | 893   |
| TOTAL | 7,01  | 7,23  | 7,01  | 8,33  | 7,23  | 8,62  | 8,93  | 7,01  | 8,93  | 7,55  | 8,33  | 7,23  | 8,62 | 8,93  | 7,01  | 8,93  | 7,55 | 8,62 | 8,93 | 7,01 | 1,000 |

|                        |      |
|------------------------|------|
| Reliability Statistics |      |
| Cronbach's Alpha       | .902 |
| N of Items             | 20   |

Appendix 8

Validity and Reliability of Post-Test

|       | Q1    | Q2    | Q3    | Q4    | Q5    | Q6    | Q7    | Q8    | Q9    | Q10   | Q11   | Q12   | Q13   | Q14   | Q15   | Q16   | Q17  | Q18   | Q19   | Q20   | TOTAL |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|-------|
| Q1    | 1,000 | ,358  | ,358  | ,245  | ,673  | ,859  | ,673  | ,358  | ,555  | ,245  | 1,000 | ,555  | ,588  | ,358  | ,381  | ,859  | ,673 | ,358  | ,859  | ,358  | 832   |
| Q2    | ,358  | 1,000 | ,150  | ,167  | ,358  | ,417  | ,358  | 1,000 | ,133  | ,167  | ,358  | ,133  | ,350  | ,150  | ,278  | ,417  | ,358 | 1,000 | ,417  | 1,000 | ,635  |
| Q3    | ,358  | ,150  | 1,000 | ,426  | ,054  | ,417  | ,054  | ,150  | ,417  | ,426  | ,358  | ,417  | ,609  | 1,000 | ,278  | ,417  | ,054 | ,150  | ,417  | ,150  | ,551  |
| Q4    | ,245  | ,167  | ,426  | 1,000 | ,245  | ,091  | ,245  | ,167  | ,609  | 1,000 | ,245  | ,609  | ,181  | ,426  | ,789  | ,091  | ,167 | ,426  | ,091  | ,167  | ,551  |
| Q5    | ,673  | ,358  | ,054  | ,245  | 1,000 | ,555  | 1,000 | ,358  | ,251  | ,245  | ,673  | ,251  | ,311  | ,054  | ,381  | ,555  | ,358 | ,358  | ,555  | ,358  | ,673  |
| Q6    | ,859  | ,417  | ,417  | ,091  | ,555  | 1,000 | ,555  | ,417  | ,433  | ,091  | ,859  | ,433  | ,685  | ,417  | ,247  | 1,000 | ,417 | ,417  | 1,000 | ,417  | ,799  |
| Q7    | ,673  | ,358  | ,054  | ,245  | 1,000 | ,555  | 1,000 | ,358  | ,251  | ,245  | ,673  | ,251  | ,311  | ,054  | ,381  | ,555  | ,358 | ,358  | ,555  | ,358  | ,673  |
| Q8    | ,358  | 1,000 | ,150  | ,167  | ,358  | ,417  | ,358  | 1,000 | ,133  | ,167  | ,358  | ,133  | ,350  | ,150  | ,278  | ,417  | ,358 | 1,000 | ,417  | 1,000 | ,635  |
| Q9    | ,555  | ,133  | ,417  | ,609  | ,251  | ,433  | ,251  | ,133  | 1,000 | ,609  | ,555  | 1,000 | ,426  | ,417  | ,509  | ,433  | ,358 | ,358  | ,433  | ,133  | ,652  |
| Q10   | ,245  | ,167  | ,426  | 1,000 | ,245  | ,091  | ,245  | ,167  | ,609  | 1,000 | ,245  | ,609  | ,181  | ,426  | ,789  | ,091  | ,167 | ,426  | ,091  | ,167  | ,551  |
| Q11   | 1,000 | ,358  | ,358  | ,245  | ,673  | ,859  | ,673  | ,358  | ,555  | ,245  | 1,000 | ,555  | ,588  | ,358  | ,381  | ,859  | ,673 | ,358  | ,859  | ,358  | 832   |
| Q12   | ,555  | ,133  | ,417  | ,609  | ,251  | ,433  | ,251  | ,133  | 1,000 | ,609  | ,555  | 1,000 | ,426  | ,417  | ,509  | ,433  | ,358 | ,358  | ,433  | ,133  | ,652  |
| Q13   | ,588  | ,350  | ,609  | ,181  | ,311  | ,685  | ,311  | ,350  | ,426  | ,181  | ,588  | ,426  | 1,000 | 1,000 | ,408  | ,685  | ,417 | ,417  | 1,000 | ,417  | ,701  |
| Q14   | ,358  | ,150  | 1,000 | ,426  | ,054  | ,417  | ,054  | ,150  | ,417  | ,426  | ,358  | ,417  | ,609  | 1,000 | ,278  | ,417  | ,054 | ,150  | ,417  | ,150  | ,551  |
| Q15   | ,381  | ,278  | ,278  | ,789  | ,381  | ,247  | ,381  | ,278  | ,509  | ,789  | ,381  | ,509  | ,408  | 1,000 | 1,000 | ,247  | ,247 | ,278  | ,247  | ,278  | ,630  |
| Q16   | ,859  | ,417  | ,417  | ,091  | ,555  | 1,000 | ,555  | ,417  | ,433  | ,091  | ,859  | ,433  | ,685  | ,417  | ,247  | 1,000 | ,417 | ,417  | 1,000 | ,417  | ,799  |
| Q17   | ,673  | ,358  | ,054  | ,245  | 1,000 | ,555  | 1,000 | ,358  | ,251  | ,245  | ,673  | ,251  | ,311  | ,054  | ,381  | ,555  | ,358 | ,358  | ,555  | ,358  | ,673  |
| Q18   | ,358  | 1,000 | ,150  | ,167  | ,358  | ,417  | ,358  | 1,000 | ,133  | ,167  | ,358  | ,133  | ,350  | ,150  | ,278  | ,417  | ,358 | 1,000 | ,417  | 1,000 | ,635  |
| Q19   | ,859  | ,417  | ,417  | ,091  | ,555  | 1,000 | ,555  | ,417  | ,433  | ,091  | ,859  | ,433  | ,685  | ,417  | ,247  | 1,000 | ,417 | ,417  | 1,000 | ,417  | ,799  |
| Q20   | ,358  | 1,000 | ,150  | ,167  | ,358  | ,417  | ,358  | 1,000 | ,133  | ,167  | ,358  | ,133  | ,350  | ,150  | ,278  | ,417  | ,358 | 1,000 | ,417  | 1,000 | ,635  |
| TOTAL | ,832  | ,635  | ,551  | ,551  | ,673  | ,799  | ,673  | ,635  | ,652  | ,551  | ,832  | ,652  | ,701  | ,551  | ,630  | ,799  | ,673 | ,635  | ,799  | ,635  | 1,000 |

|                        |      |
|------------------------|------|
| Reliability Statistics |      |
| Cronbach's Alpha       | .935 |
| Number of Items        | 20   |

Appendix 9

Result Validity in Pre-Test

| No. | $r_{hitung}$ | $r_{tabel}$ | Description |
|-----|--------------|-------------|-------------|
| 1   | 0.701        | 0.482       | Valid       |
| 2   | 0.723        | 0.482       | Valid       |
| 3   | 0.701        | 0.482       | Valid       |
| 4   | 0.833        | 0.482       | Valid       |
| 5   | 0.723        | 0.482       | Valid       |
| 6   | 0.862        | 0.482       | Valid       |
| 7   | 0.676        | 0.482       | Valid       |
| 8   | 0.701        | 0.482       | Valid       |
| 9   | 0.893        | 0.482       | Valid       |
| 10  | 0.755        | 0.482       | Valid       |
| 11  | 0.833        | 0.482       | Valid       |
| 12  | 0.723        | 0.482       | Valid       |
| 13  | 0.862        | 0.482       | Valid       |
| 14  | 0.676        | 0.482       | Valid       |
| 15  | 0.701        | 0.482       | Valid       |
| 16  | 0.893        | 0.482       | Valid       |
| 17  | 0.755        | 0.482       | Valid       |
| 18  | 0.676        | 0.482       | Valid       |
| 19  | 0.701        | 0.482       | Valid       |
| 20  | 0.893        | 0.482       | Valid       |

Appendix 10

Result Validity in Post-Test

| No. | $r_{hitung}$ | $r_{tabel}$ | Description |
|-----|--------------|-------------|-------------|
| 1   | 0.832        | 0.482       | Valid       |
| 2   | 0.635        | 0.482       | Valid       |
| 3   | 0.551        | 0.482       | Valid       |
| 4   | 0.551        | 0.482       | Valid       |
| 5   | 0.673        | 0.482       | Valid       |
| 6   | 0.799        | 0.482       | Valid       |
| 7   | 0.673        | 0.482       | Valid       |
| 8   | 0.635        | 0.482       | Valid       |
| 9   | 0.652        | 0.482       | Valid       |
| 10  | 0.551        | 0.482       | Valid       |
| 11  | 0.832        | 0.482       | Valid       |
| 12  | 0.652        | 0.482       | Valid       |
| 13  | 0.701        | 0.482       | Valid       |
| 14  | 0.551        | 0.482       | Valid       |
| 15  | 0.630        | 0.482       | Valid       |
| 16  | 0.799        | 0.482       | Valid       |
| 17  | 0.673        | 0.482       | Valid       |
| 18  | 0.635        | 0.482       | Valid       |
| 19  | 0.799        | 0.482       | Valid       |
| 20  | 0.635        | 0.482       | Valid       |

Appendix 11

Score of Experimental Class in Pre-test

| No.   | The name of students | Pre-test |
|-------|----------------------|----------|
| 1     | A S L                | 60       |
| 2     | AL                   | 75       |
| 3     | AR                   | 50       |
| 4     | A N                  | 70       |
| 5     | D C                  | 45       |
| 6     | D A                  | 55       |
| 7     | D S M                | 60       |
| 8     | DI                   | 75       |
| 9     | HA                   | 65       |
| 10    | H A                  | 55       |
| 11    | K F                  | 75       |
| 12    | K A T                | 60       |
| 13    | M S I                | 70       |
| 14    | M S                  | 75       |
| 15    | N A H                | 65       |
| 16    | N R H                | 60       |
| 17    | PJ                   | 65       |
| 18    | RH                   | 60       |
| 19    | R N                  | 55       |
| 20    | R A                  | 65       |
| 21    | RS                   | 45       |
| 22    | SR                   | 70       |
| 23    | S M                  | 50       |
| 24    | S R R                | 60       |
| 25    | S A B                | 60       |
| 26    | S V S                | 60       |
| 27    | S P S                | 70       |
| Total |                      | 1675     |

Appendix 12

Score of Experimental Class in Post-test

| No.   | The name of students | Post-Test |
|-------|----------------------|-----------|
| 1     | A S L                | 80        |
| 2     | AL                   | 70        |
| 3     | AR                   | 95        |
| 4     | A N                  | 80        |
| 5     | D C                  | 90        |
| 6     | D A                  | 70        |
| 7     | D S M                | 85        |
| 8     | DI                   | 80        |
| 9     | HA                   | 95        |
| 10    | H A                  | 80        |
| 11    | K F                  | 75        |
| 12    | K A T                | 70        |
| 13    | M S I                | 85        |
| 14    | M S                  | 95        |
| 15    | N A H                | 75        |
| 16    | N R H                | 90        |
| 17    | PJ                   | 80        |
| 18    | RH                   | 90        |
| 19    | R N                  | 80        |
| 20    | R A                  | 65        |
| 21    | RS                   | 90        |
| 22    | SR                   | 80        |
| 23    | S M                  | 80        |
| 24    | S R R                | 95        |
| 25    | S A B                | 75        |
| 26    | S V S                | 85        |
| 27    | S P S                | 85        |
| Total |                      | 2220      |

Appendix 13

Score of Control Class in Pre-test

| No.   | The name of students | Pre-Test |
|-------|----------------------|----------|
| 1     | A T                  | 60       |
| 2     | B M                  | 50       |
| 3     | D S                  | 70       |
| 4     | E P                  | 60       |
| 5     | I K                  | 65       |
| 6     | J S                  | 45       |
| 7     | J H                  | 65       |
| 8     | L P                  | 60       |
| 9     | M S                  | 75       |
| 10    | MR                   | 60       |
| 11    | N S                  | 55       |
| 12    | N A L                | 50       |
| 13    | N A                  | 65       |
| 14    | N H                  | 75       |
| 15    | PS                   | 50       |
| 16    | PB                   | 65       |
| 17    | R D                  | 60       |
| 18    | SH                   | 70       |
| 19    | SR                   | 60       |
| 20    | S P                  | 45       |
| 21    | S I P                | 65       |
| 22    | S O P                | 50       |
| 23    | S N P                | 60       |
| 24    | S R                  | 65       |
| 25    | S N P                | 50       |
| 26    | W S                  | 70       |
| 27    | WT                   | 60       |
| Total |                      | 1625     |

Appendix 14

Score of Control Class in Post-test

| No.   | The name of students | Post-Test |
|-------|----------------------|-----------|
| 1     | A T                  | 80        |
| 2     | B M                  | 85        |
| 3     | D S                  | 75        |
| 4     | E P                  | 60        |
| 5     | I K                  | 85        |
| 6     | J S                  | 80        |
| 7     | J H                  | 75        |
| 8     | L P                  | 90        |
| 9     | M S                  | 60        |
| 10    | MR                   | 75        |
| 11    | N S                  | 90        |
| 12    | N A L                | 70        |
| 13    | N A                  | 75        |
| 14    | N H                  | 90        |
| 15    | PS                   | 65        |
| 16    | PB                   | 75        |
| 17    | R D                  | 80        |
| 18    | SH                   | 70        |
| 19    | SR                   | 65        |
| 20    | S P                  | 80        |
| 21    | S I P                | 70        |
| 22    | S O P                | 90        |
| 23    | S N P                | 65        |
| 24    | S R                  | 75        |
| 25    | S N P                | 70        |
| 26    | W S                  | 90        |
| 27    | WT                   | 75        |
| Total |                      | 2060      |

Appendix 15

| The Score of Pre-test and Post-test at experimental Class |                      |          |           |
|---|----------------------|----------|-----------|
| No.   | The name of students | Pre-test | Post-Test |
| 1   | A S L                | 60       | 80        |
| 2   | AL                   | 75       | 70        |
| 3   | AR                   | 50       | 95        |
| 4   | A N                  | 70       | 80        |
| 5   | D C                  | 45       | 90        |
| 6   | D A                  | 55       | 70        |
| 7   | D S M                | 60       | 85        |
| 8   | DI                   | 75       | 80        |
| 9   | HA                   | 65       | 95        |
| 10  | H A                  | 55       | 80        |
| 11  | K F                  | 75       | 75        |
| 12  | K A T                | 60       | 70        |
| 13  | M S I                | 70       | 85        |
| 14  | M S                  | 75       | 95        |
| 15  | N A H                | 65       | 75        |
| 16  | N R H                | 60       | 90        |
| 17  | PJ                   | 65       | 80        |
| 18  | RH                   | 60       | 90        |
| 19  | R N                  | 55       | 80        |
| 20  | R A                  | 65       | 65        |
| 21  | RS                   | 45       | 90        |
| 22  | SR                   | 70       | 80        |
| 23  | S M                  | 50       | 80        |
| 24  | S R R                | 60       | 95        |
| 25  | S A B                | 60       | 75        |
| 26  | S V S                | 60       | 85        |
| 27  | S P S                | 70       | 85        |
| Total   |                      | 1675     | 2220      |

Appendix 16

| The score of Pre-test and Post-test at Control Class |                      |          |           |
|--|----------------------|----------|-----------|
| No.  | The name of students | Pre-Test | Post-Test |
| 1  | A T                  | 60       | 80        |
| 2  | B M                  | 50       | 85        |
| 3  | D S                  | 70       | 75        |
| 4  | E P                  | 60       | 60        |
| 5  | I K                  | 65       | 85        |
| 6  | J S                  | 45       | 80        |
| 7  | J H                  | 65       | 75        |
| 8  | L P                  | 60       | 90        |
| 9  | M S                  | 75       | 60        |
| 10   | MR                   | 60       | 75        |
| 11   | N S                  | 55       | 90        |
| 12   | N A L                | 50       | 70        |
| 13   | N A                  | 65       | 75        |
| 14   | N H                  | 75       | 90        |
| 15   | PS                   | 50       | 65        |
| 16   | PB                   | 65       | 75        |
| 17   | R D                  | 60       | 80        |
| 18   | SH                   | 70       | 70        |
| 19   | SR                   | 60       | 65        |
| 20   | S P                  | 45       | 80        |
| 21   | S I P                | 65       | 70        |
| 22   | S O P                | 50       | 90        |
| 23   | S N P                | 60       | 65        |
| 24   | S R                  | 65       | 75        |
| 25   | S N P                | 50       | 70        |
| 26   | W S                  | 70       | 90        |
| 27   | W T                  | 60       | 75        |
| Total  |                      | 1625     | 2060      |

Appendix 17

**Result Of Normality Test in Pre-Test**

**A. Experimental Class**

High = 75

Low = 45

Range (R) = high score – low score

= 75 - 45

= 30

Total of classes (K) =  $1 + 3.3 \log(27)$

=  $1 + 3.3 \log(27)$

=  $1 + 3.3 (1.431)$

=  $1 + 4.87$

= 4.7

= 5

Length of Classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{30}{5} = 6$

**Statistics**

Result

|                |         |        |
|----------------|---------|--------|
| N              | Valid   | 27     |
|                | Missing | 0      |
| Mean           |         | 62,04  |
| Median         |         | 60,00  |
| Mode           |         | 60     |
| Std. Deviation |         | 8,799  |
| Variance       |         | 77,422 |
| Range          |         | 30     |
| Minimum        |         | 45     |
| Maximum        |         | 75     |
| Sum            |         | 1675   |

| Result |       |           |         |               |                    |
|--------|-------|-----------|---------|---------------|--------------------|
|        |       | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 45    | 2         | 7,4     | 7,4           | 7,4                |
|        | 50    | 2         | 7,4     | 7,4           | 14,8               |
|        | 55    | 3         | 11,1    | 11,1          | 25,9               |
|        | 60    | 8         | 29,6    | 29,6          | 55,6               |
|        | 65    | 4         | 14,8    | 14,8          | 70,4               |
|        | 70    | 4         | 14,8    | 14,8          | 85,2               |
|        | 75    | 4         | 14,8    | 14,8          | 100,0              |
|        | Total | 27        | 100,0   | 100,0         |                    |

### B. Control Class

High = 75

Low = 45

Range (R) = high score – low score

$$= 75 - 45$$

$$= 30$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(27)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.431)$$

$$= 1 + 4.87$$

$$= 4.7$$

$$= 5$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{5} = 6$$

### Statistics

Result

|                |         |        |
|----------------|---------|--------|
| N              | Valid   | 27     |
|                | Missing | 0      |
| Mean           |         | 60,19  |
| Median         |         | 60,00  |
| Mode           |         | 60     |
| Std. Deviation |         | 8,490  |
| Variance       |         | 72,080 |
| Range          |         | 30     |
| Minimum        |         | 45     |
| Maximum        |         | 75     |
| Sum            |         | 1625   |

### Result

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 45    | 2         | 7,4     | 7,4           | 7,4                |
|       | 50    | 5         | 18,5    | 18,5          | 25,9               |
|       | 55    | 1         | 3,7     | 3,7           | 29,6               |
|       | 60    | 8         | 29,6    | 29,6          | 59,3               |
|       | 65    | 6         | 22,2    | 22,2          | 81,5               |
|       | 70    | 3         | 11,1    | 11,1          | 92,6               |
|       | 75    | 2         | 7,4     | 7,4           | 100,0              |
|       | Total | 27        | 100,0   | 100,0         |                    |

### C. Normality of Pre-Test in Experimental and Control Class

#### Case Processing Summary

| Class                                 |                             | Cases |         |         |         |       |         |
|---------------------------------------|-----------------------------|-------|---------|---------|---------|-------|---------|
|                                       |                             | Valid |         | Missing |         | Total |         |
|                                       |                             | N     | Percent | N       | Percent | N     | Percent |
| Result of students' listening ability | Pre-test Experimental Class | 27    | 100,0%  | 0       | 0,0%    | 27    | 100,0%  |
|                                       | Pre-test Control Class      | 27    | 100,0%  | 0       | 0,0%    | 27    | 100,0%  |

### Descriptives

| Class                                 |                             |                                  |                 | Statistic | Std. Error |
|---------------------------------------|-----------------------------|----------------------------------|-----------------|-----------|------------|
| Result of students' listening ability | Pre-test Experimental Class | Mean                             |                 | 62,04     | 1,693      |
|                                       |                             | 95% Confidence Interval for Mean | Lower Bound     | 58,56     |            |
|                                       |                             |                                  | Upper Bound     | 65,52     |            |
|                                       |                             |                                  | 5% Trimmed Mean | 62,26     |            |
|                                       |                             | Median                           | 60,00           |           |            |
|                                       |                             | Variance                         | 77,422          |           |            |
|                                       |                             | Std. Deviation                   | 8,799           |           |            |
|                                       |                             | Minimum                          | 45              |           |            |
|                                       |                             | Maximum                          | 75              |           |            |
|                                       |                             | Range                            | 30              |           |            |
|                                       | Interquartile Range         | 15                               |                 |           |            |
|                                       | Skewness                    | -,223                            | ,448            |           |            |
|                                       | Kurtosis                    | -,572                            | ,872            |           |            |
|                                       | Pre-test Control Class      | Mean                             |                 | 60,19     | 1,634      |
|                                       |                             | 95% Confidence Interval for Mean | Lower Bound     | 56,83     |            |
|                                       |                             |                                  | Upper Bound     | 63,54     |            |
|                                       |                             |                                  | 5% Trimmed Mean | 60,21     |            |
|                                       |                             | Median                           | 60,00           |           |            |
|                                       |                             | Variance                         | 72,080          |           |            |
|                                       |                             | Std. Deviation                   | 8,490           |           |            |
| Minimum                               |                             | 45                               |                 |           |            |
| Maximum                               |                             | 75                               |                 |           |            |
| Range                                 |                             | 30                               |                 |           |            |
| Interquartile Range                   | 15                          |                                  |                 |           |            |
| Skewness                              | -,164                       | ,448                             |                 |           |            |
| Kurtosis                              | -,691                       | ,872                             |                 |           |            |

### Tests of Normality

| Class                                 |                             | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------------------------|-----------------------------|---------------------------------|----|------|--------------|----|------|
|                                       |                             | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Result of students' listening ability | Pre-test Experimental Class | ,149                            | 27 | ,127 | ,939         | 27 | ,114 |
|                                       | Pre-test Control Class      | ,195                            | 27 | ,010 | ,936         | 27 | ,095 |

a. Lilliefors Significance Correction

## Appendix 18

### Result of Homogeneity in Pre-Test

#### Test of Homogeneity of Variances

Result of students' listening ability

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,160             | 1   | 52  | ,691 |

#### ANOVA

Result of students' listening ability

|                | Sum of Squares | df | Mean Square | F    | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 46,296         | 1  | 46,296      | ,619 | ,435 |
| Within Groups  | 3887,037       | 52 | 74,751      |      |      |
| Total          | 3933,333       | 53 |             |      |      |

## Appendix 19

### Result of Normality in Post-Test

#### A. Experimental Class

High = 95

Low = 65

Range (R) = high score – low score

$$= 95 - 65$$

$$= 30$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(27)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.431)$$

$$= 1 + 4.87$$

$$= 4.7$$

$$= 5$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{5} = 6$$

#### Statistics

Result

|                |         |        |
|----------------|---------|--------|
| N              | Valid   | 27     |
|                | Missing | 0      |
| Mean           |         | 82,22  |
| Median         |         | 80,00  |
| Mode           |         | 80     |
| Std. Deviation |         | 8,473  |
| Variance       |         | 71,795 |
| Range          |         | 30     |
| Minimum        |         | 65     |
| Maximum        |         | 95     |
| Sum            |         | 2220   |

Result

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 65    | 1         | 3,7     | 3,7           | 3,7                |
|       | 70    | 3         | 11,1    | 11,1          | 14,8               |
|       | 75    | 3         | 11,1    | 11,1          | 25,9               |
|       | 80    | 8         | 29,6    | 29,6          | 55,6               |
|       | 85    | 4         | 14,8    | 14,8          | 70,4               |
|       | 90    | 4         | 14,8    | 14,8          | 85,2               |
|       | 95    | 4         | 14,8    | 14,8          | 100,0              |
|       | Total | 27        | 100,0   | 100,0         |                    |

### B. Control Class

High = 90

Low = 60

Range (R) = high score – low score

$$= 90 - 60$$

$$= 30$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(27)$$

$$= 1 + 3.3 \log(27)$$

$$= 1 + 3.3 (1.431)$$

$$= 1 + 4.87$$

$$= 4.7$$

$$= 5$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{5} = 6$$

### Statistics

Result

|                |         |        |
|----------------|---------|--------|
| N              | Valid   | 27     |
|                | Missing | 0      |
| Mean           |         | 76,30  |
| Median         |         | 75,00  |
| Mode           |         | 75     |
| Std. Deviation |         | 9,260  |
| Variance       |         | 85,755 |
| Range          |         | 30     |
| Minimum        |         | 60     |
| Maximum        |         | 90     |
| Sum            |         | 2060   |

### Result

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 60    | 2         | 7,4     | 7,4           | 7,4                |
|       | 65    | 3         | 11,1    | 11,1          | 18,5               |
|       | 70    | 4         | 14,8    | 14,8          | 33,3               |
|       | 75    | 7         | 25,9    | 25,9          | 59,3               |
|       | 80    | 4         | 14,8    | 14,8          | 74,1               |
|       | 85    | 2         | 7,4     | 7,4           | 81,5               |
|       | 90    | 5         | 18,5    | 18,5          | 100,0              |
|       | Total | 27        | 100,0   | 100,0         |                    |

### C. Result of Normality in Post-Test

#### Case Processing Summary

| Class                                 |                              | Cases |         |         |         |       |         |
|---------------------------------------|------------------------------|-------|---------|---------|---------|-------|---------|
|                                       |                              | Valid |         | Missing |         | Total |         |
|                                       |                              | N     | Percent | N       | Percent | N     | Percent |
| Result of Students' listening ability | Post-test Experimental Class | 27    | 100,0%  | 0       | 0,0%    | 27    | 100,0%  |
|                                       | Post- test Control Class     | 27    | 100,0%  | 0       | 0,0%    | 27    | 100,0%  |

### Descriptives

| Class                                 |                              |                                  |                 | Statistic | Std. Error |
|---------------------------------------|------------------------------|----------------------------------|-----------------|-----------|------------|
| Result of Students' listening ability | Post-test Experimental Class | Mean                             |                 | 82,22     | 1,631      |
|                                       |                              | 95% Confidence Interval for Mean | Lower Bound     | 78,87     |            |
|                                       |                              |                                  | Upper Bound     | 85,57     |            |
|                                       |                              |                                  | 5% Trimmed Mean | 82,40     |            |
|                                       |                              | Median                           | 80,00           |           |            |
|                                       |                              | Variance                         | 71,795          |           |            |
|                                       |                              | Std. Deviation                   | 8,473           |           |            |
|                                       |                              | Minimum                          | 65              |           |            |
|                                       |                              | Maximum                          | 95              |           |            |
|                                       |                              | Range                            | 30              |           |            |
|                                       | Interquartile Range          | 15                               |                 |           |            |
|                                       | Skewness                     |                                  | -,102           | ,448      |            |
|                                       | Kurtosis                     |                                  | -,703           | ,872      |            |
|                                       | Post- test Control Class     | Mean                             |                 | 76,30     | 1,782      |
|                                       |                              | 95% Confidence Interval for Mean | Lower Bound     | 72,63     |            |
|                                       |                              |                                  | Upper Bound     | 79,96     |            |
|                                       |                              |                                  | 5% Trimmed Mean | 76,44     |            |
|                                       |                              | Median                           | 75,00           |           |            |
|                                       |                              | Variance                         | 85,755          |           |            |
|                                       |                              | Std. Deviation                   | 9,260           |           |            |
| Minimum                               |                              | 60                               |                 |           |            |
| Maximum                               |                              | 90                               |                 |           |            |
| Range                                 |                              | 30                               |                 |           |            |
| Interquartile Range                   | 15                           |                                  |                 |           |            |
| Skewness                              |                              | ,021                             | ,448            |           |            |
| Kurtosis                              |                              | -,844                            | ,872            |           |            |

### Tests of Normality

| Class                                 |                              | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------------------------------------|------------------------------|---------------------------------|----|------|--------------|----|------|
|                                       |                              | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Result of Students' listening ability | Post-test Experimental Class | ,159                            | 27 | ,078 | ,942         | 27 | ,139 |
|                                       | Post- test Control Class     | ,148                            | 27 | ,132 | ,933         | 27 | ,083 |

a. Lilliefors Significance Correction

## Appendix 20

### Result of Homogeneity in Post-Test

#### Test of Homogeneity of Variances

Result of Students' listening ability

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| ,162             | 1   | 52  | ,689 |

#### ANOVA

Result of Students' listening ability

|                | Sum of Squares | df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 474,074        | 1  | 474,074     | 6,018 | ,018 |
| Within Groups  | 4096,296       | 52 | 78,775      |       |      |
| Total          | 4570,370       | 53 |             |       |      |

## Appendix 21

### A. Pre-test

**Group Statistics**

| Class                                 | N  | Mean  | Std. Deviation | Std. Error Mean |
|---------------------------------------|----|-------|----------------|-----------------|
| Result of students' listening ability | 27 | 62,04 | 8,799          | 1,693           |
| Pre-test Experimental Class           |    |       |                |                 |
| Pre-test Control Class                | 27 | 60,19 | 8,490          | 1,634           |

**Independent Samples Test**

|                                       |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |       |
|---------------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                                       |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                                       |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper |
| Result of students' listening ability | Equal variances assumed     | ,160                                    | ,691 | ,787                         | 52     | ,435            | 1,852           | 2,353                 | -2,870                                    | 6,574 |
|                                       | Equal variances not assumed |   |      | ,787                         | 51,934 | ,435            | 1,852           | 2,353                 | -2,870                                    | 6,574 |

## B. Post-test

**Group Statistics**

| Class                                 | N  | Mean  | Std. Deviation | Std. Error Mean |
|---------------------------------------|----|-------|----------------|-----------------|
| Result of Students' listening ability | 27 | 82,22 | 8,473          | 1,631           |
| Post-test Experimental Class          | 27 | 76,30 | 9,260          | 1,782           |
| Post- test Control Class              |    |       |                |                 |

**Independent Samples Test**

|                                       |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|---------------------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                                       |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                                       |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Result of Students' listening ability | Equal variances assumed     | ,162                                    | ,689 | 2,453                        | 52     | ,018            | 5,926           | 2,416                 | 1,079                                     | 10,773 |
|                                       | Equal variances not assumed |   |      | 2,453                        | 51,595 | ,018            | 5,926           | 2,416                 | 1,078                                     | 10,774 |

## CURRICULUM VITAE



### A. Identify

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## Documentations









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Yth.

1. Fitri Rayani Siregar, M.Hum.

(Pembimbing I)

2. Sri Minda, M.Hum.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ayu Ashari  
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Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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Alamat : Aek Pining

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **“The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru”**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan  
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Padangsidempuan

di  
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Sehubungan untuk membalas surat saudara No.B-2500/UN.28/E.1/TL.00.9/6/2023 Tanggal 12 Juni 2023 Perihal Izin Penelitian Penyelesaian Skripsi dengan ini kami sampaikan bahwa :

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Maka dengan ini kami memberikan izin kepada Mahasiswi tersebut diatas untuk melakukan Penelitian. Demikian surat ini kami balas, atas perhatian dan kerjasamanya kami ucapkan terimah kasih.

Kepala Madrasah Aliyah  
Nahdlatul Ulama Batangtoru

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