

**THE EFFECTIVENESS OF USING ENGLISH POP SONGS TO
IMPROVE STUDENTS' LISTENING COMPREHENSION
SKILL AT ELEVENTH GRADE STUDENTS**

**(A Case Study of Elevent Grade Students at SMA Islam Sultan Agung 1
Semarang In Academic Year 2023/2024)**

A FINAL PROJECT

**Presentned as Partial Fulfilment of the Requirement in Obtain Beachelor the
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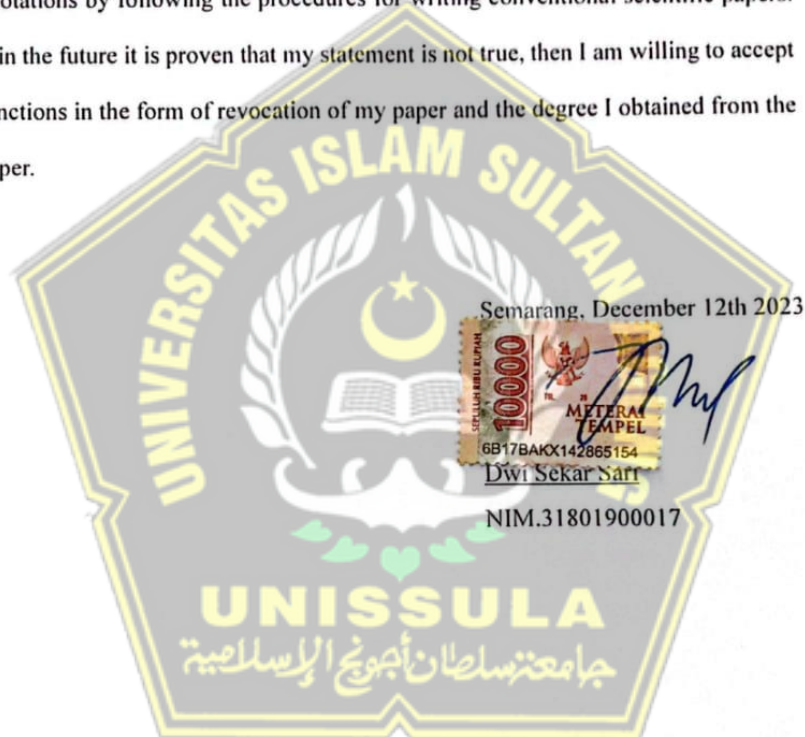


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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that the thesis I have written does not contain material that is the work or part of the work of others, except those that are written in the form of quotations by following the procedures for writing conventional scientific papers. If in the future it is proven that my statement is not true, then I am willing to accept sanctions in the form of revocation of my paper and the degree I obtained from the paper.



MOTTO

"Every day is a good day, and today is still a good day"

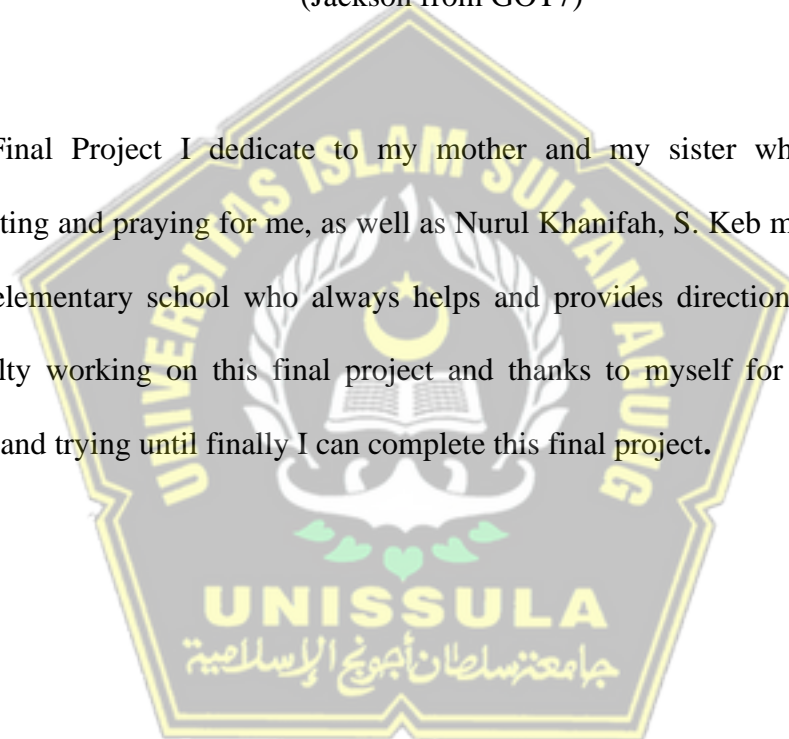
(Suho from EXO)

"If you have a dream, then you shouldn't give up no matter what. You can't

succeed if you haven't experienced failure"

(Jackson from GOT7)

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ABSTRACT

Sari, Dwi Sekar. 2023 *"The Effectiveness of Using English Pop Songs to Improve Students Listening Comprehension Skill at Eleventh Grade Students"* A final project English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Nur Ekaningsih, S.Pd. M.Pd.

This study aims to assess the effectiveness of using English pop songs in improving the listening comprehension of grade 11 students at SMA Islam Sultan Agung 1 Semarang in the 2023-2024 academic year. The research method applied is a quasi-experimental design with a quantitative approach. The research population included class Testing the validity and reliability of the instrument was carried out through a pre-test in class XI-1, while the first pre-test was used to assess students' initial abilities. The results showed that the average ability of students in the experimental class (56.97) and the control class (54.24) was equivalent. Post-tests were carried out in both classes, and the results showed that the average post-test score for the experimental class (83.03) was higher than the control class (73.33). Independent Sample T-test analysis showed a significance (2-tailed) of $0.007 < 0.05$, indicating a significant increase in the post-test scores of the experimental class, concluding that the use of English pop songs was effective in improving students' listening comprehension.

Keyword: English Pop Song, Listening Comprehension.

INTISARI

Sari, Dwi Sekar. *“Efektivitas Penggunaan Lagu Pop Berbahasa Inggris untuk Meningkatkan Keterampilan Pemahaman Mendengarkan Siswa pada Siswa Kelas Sebelas”* Tugas Akhir Program Studi Pendidikan Bahasa Inggris Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing Nur Ekaningsih, S.Pd, MPd.

Penelitian ini bertujuan untuk menilai efektivitas penggunaan lagu pop berbahasa Inggris dalam meningkatkan pemahaman mendengarkan siswa kelas 11 di SMA Islam Sultan Agung 1 Semarang tahun ajaran 2023-2024. Metode penelitian yang diterapkan adalah desain eksperimen semu dengan pendekatan kuantitatif. Populasi penelitian mencakup siswa kelas XI SMA Islam Sultan Agung 1 Semarang, dengan sampel terdiri dari 33 siswa XI-2 sebagai kelas eksperimen dan 33 siswa XI-4 sebagai kelas kontrol. Uji validitas dan reliabilitas instrumen dilakukan melalui pre-test pada kelas XI-1, sementara pre-test pertama digunakan untuk menilai kemampuan awal siswa. Hasil penelitian menunjukkan bahwa rata-rata kemampuan siswa pada kelas eksperimen (56,97) dan kelas kontrol (54,24) setara. Post-test dilakukan pada kedua kelas, dan hasilnya menunjukkan rata-rata skor post-test kelas eksperimen (83,03) lebih tinggi daripada kelas kontrol (73,33). Analisis Independent Sample T-test menunjukkan signifikansi (2-tailed) sebesar $0,007 < 0,05$, mengindikasikan peningkatan yang signifikan dalam skor post-test kelas eksperimen, menyimpulkan bahwa penggunaan lagu pop berbahasa Inggris efektif dalam meningkatkan pemahaman mendengarkan siswa.

Kata Kunci: Lagu Pop Inggris, Pemahaman Mendengarkan.

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Semarang, December 5th 2023

Dwi Sekar Sari

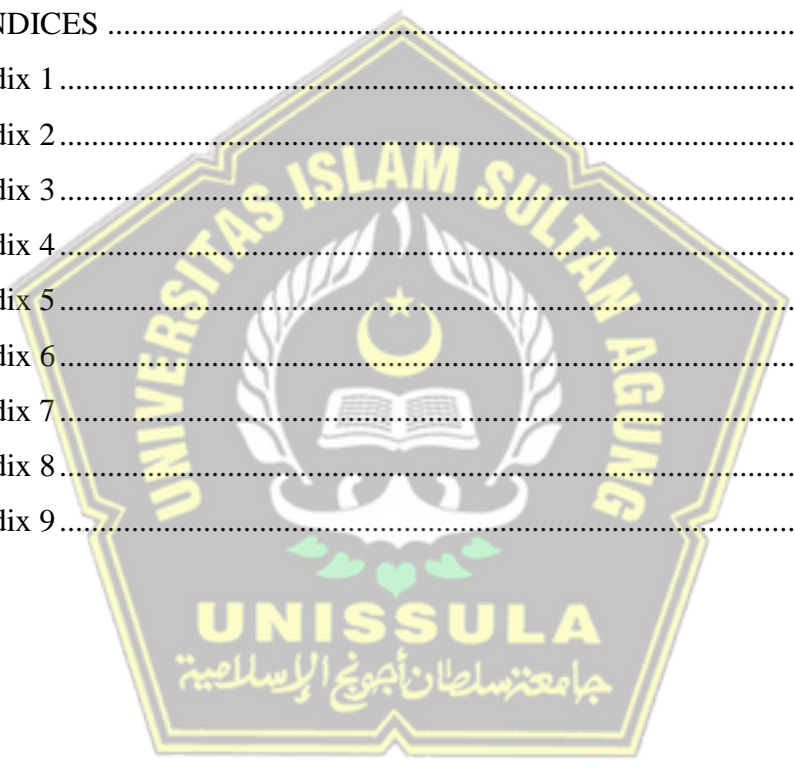
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CHAPTER I

INTRODUCTION

1.1 Background of Study

In the ongoing era of globalization, the ability to master foreign languages is a crucial element for Indonesia's young generation to survive and compete. One of them is the mastery of English, which is very commonly used by the younger generation, especially among students as a means of communication (Mailawati & Anita, 2022). English is an international language used in various fields such as business, education, technology and communication. Therefore the ability to speak English is very important to increase one's job opportunities and learn opportunities. Many individuals utilize English as a means of supporting the achievement of life goals, given its status as an international language for communicating around the world. (Sari & Aminatun, 2021) in (Afriyuninda & Oktaviani, 2021)

English education in Indonesia is often considered important because English is an international language used in global communication. In the process of teaching and learning English, students' ability to master the four language skills is an important goal. This will involve listening skills, reading skills, speaking skills and writing skills. Moreover, the ability to speak English is vital for every individual in this era of globalization who wishes to compete with others, as English acts as a communication tool in the global sphere. It is undeniable that English has achieved significant status in Indonesia, where its teaching involves

almost all levels of education. (Handayani & Aminatun 2020) in (Afriyuninda & Oktaviani, 2021)

However, learning this international language is certainly not an easy matter. The use of appropriate learning methods and the presence of high learning motivation are some of the factors that influence the success or failure of learning English. In Indonesia, there are still many students who have difficulties in learning English. This is because it is still low and the lack of an active role for students in English class. One of the main causes of difficulties in learning English is ineffective teaching methods. Traditional teaching methods that focus on memorizing vocabulary and grammar are often unable to improve students' language skills effectively. In addition, the lack of available learning facilities and resources is also a problem faced by students with learning English. Many cases occur in schools where student motivation in learning decreases when the learning methods that occur in class do not involve students in the process (Ayu, Sari, & Muhaqiqin, 2021).

According to Maulidyah (2018), of the four major aspects of communication skills and language development (listening, speaking, reading and writing), listening is the most important foundation. It is clear that children start by listening and responding to language before they start learning to speak. When they enter the stage of learning to read, it is important for them to listen first in order to acquire the necessary knowledge and information. In the classroom environment, students need to listen carefully and attentively during lectures and class discussions in order to understand and retain information for future use.

Listening is the first basic skill and the main ability that beginners need to master in learning a new language. (Hendrawaty, 2019). This is a receptive skill which means that beginners in learning a language learn to receive new words from what they hear. This receptive ability will have an impact on the production ability. If they are proficient in listening, the results will include comprehension and even good competence in productive skills such as speaking and writing. There are several reasons why students often have difficulty in listening. Often, students start learning English through reading rather than listening. In fact, reading is different from listening, just as writing is different from speaking. Listeners must understand the sound system, because without that understanding, they will have difficulty in understanding conversations. Moreover, written English has a neat and correct sentence structure, while spoken English tends to be more disorganized.

The students lack motivation to understand English because they have never experienced fun language learning, which involves memorization and contextual understanding with their friends. Difficulties arise when they have to write words after listening to a test, and teachers still use monotonous teaching methods. Both students and teachers face a number of challenges when learning English as a Second Language, especially in listening skills. The challenges involve teachers' use of teaching techniques and students' lack of motivation. (Paranduk, R. Karisi, 2020) in (Teppa et al., 2022) .

Therefore, English listening skills can be improved by expanding vocabulary, which in turn will improve their English proficiency. There are

various ways to improve students' vocabulary comprehension, and one method is through the use of songs. Songs are considered an effective learning tool in the English classroom, capable of introducing new English words and improving students' vocabulary. Nowadays, learning to listen is made easier by utilizing songs, which have become common among high school students. (Selian, 2023).

Mention to Lestary (2019) Songs are a form of listening activity that has wide potential. Music and song are important aspects of development and learning. Some of the main characteristics of songs are playfulness and ease of understanding, creating a learning spirit in students. Listening to English songs can make the learning process more enjoyable. The use of songs in the classroom has various advantages, especially through current popular songs that are familiar to teenagers, especially those that are going viral on various social media such as TikTok and YouTube. By using songs as media, all four aspects of skills can be learned simultaneously. This is an approach to improving students' English listening skills, with the aim of motivating and improving their listening ability.

It is important to provide students with many opportunities to practice listening skills in an environment that supports learning. The listening process needs to be taught in a way that does not bore or demotivate students, and the use of songs is an effective choice because songs have a strong impression and are able to motivate students. One of the characteristics of songs is repetition, which helps in understanding language patterns, developing listening, pronunciation and rhythm skills, while creating a fun learning atmosphere. In addition, singing is also a very useful activity, can be applied at various stages of learning, and has

various ways of implementation, either as a time filler or warm-up, or as a major part of learning to create a fun atmosphere.

The song is known by all groups, from children, teenagers to adults. Songs are used in schools as a medium to help students remember words in learning English. Listening to songs can make students happy to memorize and pronounce words because listening to songs is very enjoyable. Basically, children love sounds that they tend to imitate. This situation can help children to understand the story because sound gives pleasure to them. In addition, children love to move and interact with other people. Students learn things not only from explanations, but also from interactions and from what they see, hear and touch. According to Nurjanah et al., (2018), Many students find it fun to listen to and sing English songs. More and more teenagers are starting to enjoy songs in English. The hobby of listening to English songs can increase students' curiosity and passion for learning English. They often listen to English songs, actively sing them out loud imitating the original singers, memorize the lyrics, and get more curious about the meaning of the song. This kind of activity is very beneficial in improving their English language skills. Although it only involves listening to songs, this habit helps their ears to recognize English words and sounds.

Pop songs were selected as the research material because the unique features of pop music can help enhance listening skills and motivate students to learn English. This study focuses on listening skills since the ability to listen to English is crucial in improving speaking, reading, and writing skills, and it is a challenging language skill to master for many students in Indonesia. The research

has been conducted at Sultan Agung 1 Semarang Islamic High School, which is one of the best Islamic high schools in Semarang with a comprehensive curriculum that emphasizes the development of students' English language skills. It is hoped that this research can make a positive contributing to improving of English language education quality in SMA Islam Sultan Agung 1 Semarang and can be applied to other schools in Indonesia.

1.2 Reasons for Choosing the Topic

Based on the background of the problems described above, the researchers identified the problems that would be used as a discussion in this study:

- a. Listening in English is considered more difficult for students to learn because it requires greater focus and intensity to fully understand the sound,
- b. Determining western songs that are favored by all students, then used as a fun listening learning method.
- c. Identifying western songs that all students enjoy listening to can provide a fun learning experience for improving listening skills.

1.3 Formulation of the Problem

Based on the description of the background above, the formulation of the problem in this study:

Is can using English Pop Song Improve Students' listening comprehension skill?.

1.4 Objective of the Study

Based on the formulation above, the purpose of this study is to find evidence whether the use of English Pop Song is effective for improving students' listening comprehension or not.

1.5 Limitation of the Problem

In this study, the focus is on the problem of listening comprehension using English songs in grade XI high school students. This research aims to make children understand English contextually in the eleventh grade of Sultan Agung 1 Semarang Islamic High School..

1.6 Hypothesis of the Study

In this study, there are two hypotheses: the null hypothesis (H_0) and the alternative hypothesis (H_a).

A. Null Hypothesis (H_0)

There is no significant difference in listening comprehension between students taught using English pop songs and those not taught using English pop songs.

B. Alternative Hypothesis (H_a)

There is a significant difference in listening comprehension between students taught using English pop songs and those not taught using English pop songs.

1.7 Significance of the Study

This research is expected to provide practical, and pedagogical benefits.

- a. Practically, the research findings provide valuable information to English teachers in teaching listening by using songs. It can help them adopt effective and fun teaching methods. For students, the study can provide insight into the direct impact on language development, both in listening skills and achievement in listening tests.
- b. Pedagogis, the research findings provide useful insights for English teachers on how the use of English songs can develop students' listening skills. Thus, the use of songs in English language learning can be recognized as an effective method to advance students' listening skills. In addition, this study opens up opportunities for further research with a wider scope and a larger sample, serving as a reference for future researchers interested in similar topics.

1.8 Definition of Key Terms

- a. The ability to understand English accurately and effectively, or what is often referred to as English listening skills, is crucial for English language learners (ELLs) to achieve success in language acquisition. In the process of learning English, especially in listening skills, there are various media that can help students improve their listening skills, including videos, movies, songs, and etc (Karim et al., 2023).
- b. Songs are one of the effective media to improve listening skills, because nowadays songs can be accessed easily in various places and used as exercises to train our hearing abilities (Afriyuninda & Oktaviani, 2021).

1.9 Organization of the Study

Chapter 1 is Introduction which consist of background of the study, reasons for choosing the topic, formulation of the problem, objective of the study, limitation of the problem, hypothesis of the study, significance of the study and definition of key term.

Chapter 2 provides literature review of the relevant literature on English listening comprehension, pop songs, listening comprehension of senior high school and review of preview studies. It discusses the previous research on the use of pop songs as a teaching tool for enhancing English listening skills.

Chapter 3 Is about research method. It contains research design, sampling techniques, data collection instruments, and data analysis procedures used in the study. It also discusses the ethical considerations and limitations of the study

Chapter IV describes the Analysis of Results and Discussion. this chapter consists of School Profile Description, Description of Respondent, Validity and Reliability of Instruments, Treatment Activities and Analysis of Results and Discussion.

Chapter V explains about Conclusion and Suggestion

CHAPTER II

LITERATURE REVIEW

2.1 Song

When it comes to listening to songs, a song is a musical composition that is generally short, involving the human voice with words or lyrics. Sometimes, songs have a rhythm and adopt a different language style from scientific or formal texts..

2.1.1 Definition of Song

The words in a song are sung with a certain tone, rhythm, speed and style (Richard, 2002 at Ariani & Iswandi, 2020). According to Hendrawaty (2019), A song is accompanied by the perfect musical instrument, completing the performance. This means students can enjoy listening to songs without restrictions. The musical touch gives songs a richer emotional value than poetry. Therefore, young learners are more likely to prefer learning English through songs than poetry. Within the various genres of songs, pop songs or pop music, which are commercial recordings, are often aimed at young people and generally consist of relatively short and simple love songs. Pop songs have their own characteristics and their popularity ensures that they have great potential to motivate students in language learning.

According to Hasan Naimah & Simanjuntak (2022), the song is a tone or artistic composition sounds that are formed sequentially, in combination, temporally to produce a musical composition forming and possessing unity and continuity. Songs are also known as rhythmic tones or sounds. Usually, songs are

written by an author and sung by a poet or singer. Songs can be sung solo, in pairs, in threes, or in groups.

Songs are created to be enjoyed and consumed by society at large, providing entertainment when one feels lonely. Many people involved in the recording industry, especially fans of pop songs, organize concerts, and pop songs are often a common choice in events or competitions. Therefore, songs, especially pop songs, have become an important element in supporting various human activities, including parties, celebrations, in restaurants, malls, public transportation, and even in educational contexts. Songs are often used as a supporting medium to create a more comfortable atmosphere. Just by listening to a song, one can feel a range of emotions, from crying, laughing, feeling sad, to being upset. Songs are also a valuable source of learning, conveying various information such as history and new vocabulary. Based on these considerations, songs are considered an effective alternative in language learning. A song is not just a series of words or sentences without meaning, but carries a distinctive and meaningful message.

Thus, a song is not only a series of beautiful words that form a sentence with a message from the creator. Song is the art of sounds or tones arranged in sequence, often accompanied by music. Musical instruments that produce rhythm or rhythmic sounds are referred to as songs. Music has a significant impact in shaping our trends and lifestyles. This means that music or songs have a huge influence on the feelings and energy levels we experience..

2.1.2 Elements of Song

The important elements of a song that we need to understand include:

1. Melody

Melody is the result of a sequence of sounds (regular vibrations) that are heard sequentially, and express ideas that fit in the arrangement of tonal terms. Duration, pitch, and features such as timbre, texture, and loudness are important elements of a melody. Songs consist of one or more musical phrases that are repeated frequently throughout the song or used in a variety of different forms.

2. Rhythm

Rhythm involves a consistent and balanced repeating pattern, characterized by regular alternation of strong and weak elements, and contradictory or different states. This includes the temporal arrangement of musical sounds and pauses, although rhythm is often associated with sound elements such as music and language, this concept can also be applied in visual presentations, where movement through space can also be thought of as "movement in time".

3. Lyrics

Lyrics are the words in a song, serve as a complement to the song, and are a component of musical elements that describe the theme, role, and mission of the song. Lyrics play an important role in conveying the message and meaning of the song text. According to Hasan Naimah & Simanjuntak (2022), lyrics is a form of poetry that contains the personal

emotional expression of the author. It is one way a person expresses their views on things they observe, hear or experience.

2.1.3 English Pop Song

Pop song is a genre of popular music that emerged in its modern form in the United States and the United Kingdom in the mid-1950s. The genre is recognized as a "body of music" that can be distinguished from popular, jazz, and folk music. The term "pop song" can cover a wide range of genres and is often aimed at the youth market, often as a lighter option than rock and roll.

Although there are many musical genres that have emerged, pop songs as a whole are most popular with the public because their melodies are easy to absorb, or what is known as easy listening. Almost everyone has a taste for this genre. In addition, pop songs are flexible, uncomplicated, and varied in tempo.

2.2 Listening Comprehension

Listening is where the listener pays attention to what is conveyed by the speaker and the listener will try to understand and interpret the information provided by the speaker. Listening provides information to people so they can develop the information necessary to understand and use language. By listening, people immerse the information they receive in their minds before they speak to each other or write. The information people receive is easier to remember by listening. Listening is the skill to identify and understand what others are saying.

(Rost, 2013 at Ariani & Iswandi, 2020). Therefore, Listening is an important aspect in communicating with other people. Listening is used more than 45% of the time in the communication process, which clearly shows how important listening skills are in overall language proficiency. Apart from that, according to Elsa (2014), Listening is the process of constructing meaning from a stream of sound in order to understand and internalize the meaning exchanged between the listener and the speaker.

According to Teppa et al., (2022) Listening requires understanding the meaning of words, phrases, clauses, sentences and related discourse. Apart from that, according to Lengkoan et al., (2022), Listening is one of the fundamental aspects of language skills. It is the means by which children, adolescents and adults acquire most information, understand the world and human affairs, develop ideals, values and enhance appreciation of things. Listening skills are the first abilities acquired by a person in the language learning process (Orilina & Suryani, 2017). According to Sari & Aminatun (2021), listening is understanding other people's words with a serious process that cannot be done just by relying on habits, reflexes and instincts. Listening comprehension are the ability to hear and understand spoken information conveyed by audio sources such as conversations, interviews, or songs. This skill is an important aspect in learning a foreign language, especially in learning English. Understanding the meaning of the words and sentences you hear is an important step in achieving a thorough and effective understanding of the language.

2.2.1 Listening Comprehension for Senior High School

Listening comprehension is an important skill for high school students. It involves understanding and interpreting spoken language. According to Samad (2018), Listening is a skill in which a person not only hears sounds through his ears, but must also be able to understand, remember, and respond to what he hears. In the context of language learning, listening ability means that students can understand what is said by the speaker. After that, they can express their understanding through written or spoken expression. Students learning English as a foreign language need to improve their listening skills, as this skill can affect other English skills. By improving their listening skills, students can get used to the correct sentences from native speakers, which automatically impacts their grammar and writing skills. In addition, listening to new vocabulary can also affect students' reading skills..

According to Hendrawaty (2019), the first skill that a student must master is listening because this is the most basic skill of the four main skills of language development. Listening is considered the most basic skill because it is first used by students when they start learning a language, especially spoken language. Additionally, students learn by communicating in class, and listening is one of the keys to effective communication. Therefore, listening has an important role in supporting learning. When students carry out the listening process, they try to receive and translate the messages spoken in their minds. If students can receive messages well then communication will be good. In this way, they can learn effectively. Good listening skills enable them to understand and even have

good competence in productive skills, such as speaking and writing. Listening is a process to obtain information, capture content or messages, and understand the meaning of communication conveyed by the speaker through speech or oral. Listening skills are crucial in language learning, especially in learning a foreign language. Therefore, listening skills are one of the focuses taught in schools.

According to Lestary (2019), Listening is often misunderstood as a less important skill in language acquisition. As a form of input, listening is the foundation for speaking and writing. If a student does not receive effective listening input, he or she will most likely have difficulty in speaking and writing, two skills that are more difficult to master. Therefore, listening is very important as it helps students form a solid foundation for speaking and writing skills. Through listening, students can develop correct pronunciation and enrich vocabulary by understanding many useful words, phrases and sentences..

In learning English, listening skills play a very important role. Good listening comprehension skills allow students to follow lessons better, communicate fluently, and understand the context of conversations in everyday life. In addition, listening skills also play a role in understanding learning delivered in various formats, such as presentations, dialogs, or discussions. Students who have good listening skills can identify the intonation, accent and word stress used by native English speakers. This can help them understand communication in real-life situations where English is actively used. Unfortunately, some students may have difficulty in developing their listening skills, especially if they are accustomed to their native language and have little

exposure to English outside the school environment. This is not surprising as English is not their native language. Therefore, they are not used to listening to native English speakers. In addition, this is also due to the lack of listening practice in EFL classes. In addition, the lack of English learning facilities and techniques in schools makes listening comprehension difficult to improve.

Listening is a skill that is difficult to master, because it requires more attention and concentration in understanding sound or listening to material. According to Sipayung & Aristianti (2022), the first reason students have difficulty listening is because they rarely listen to something in English, such as listening to English music. What they like, the second is the lack of additional vocabulary, the third is they rarely communicate in English with other people and the strongest reason they find it difficult to communicate is because they are embarrassed and afraid of being blamed.

In addition, according to Marunduri et al., (2023), Students often face difficulties in mastering listening comprehension in English for a variety of reasons. These factors involve complicated listening materials, differences in students' listening abilities, the influence of the physical environment such as noise, over-reliance on the help of others, shyness when asking questions to the teacher, emotional distractions that may affect focus, too fast teaching by the teacher, lack of rewards and positive reinforcement, and lack of focus that may be caused by various distractions. All of these factors can contribute to students' difficulties in achieving good listening comprehension in English..

One interesting way to improve students' listening skills is to use English pop songs as a learning tool. Pop songs offer interesting and varied content, covering a variety of topics and situations relevant to students' lives. Through pop songs, students can experience English in authentic and meaningful contexts, which can help them improve their comprehension and recognition of new vocabulary. Listening to English pop songs is one of the most effective ways for students to enjoy the learning process. Pop songs are often specially designed for the younger generation as they have catchy rhythms, melodies and lyrics. These songs are able to touch the heart and express feelings more deeply. In addition, the popularity of handsome, beautiful and attractive singers can add to students' enthusiasm in listening to their favorite songs. (Hendrawaty, 2019).

Listening to English pop songs can improve pronunciation in the following ways:

2. **Exposure to authentic pronunciation:** Pop songs are usually sung by native English speakers, so listening to them exposes the learner to authentic pronunciation and intonation patterns.
3. **Repetition of sounds and words:** Pop songs often repeat sounds and words, which can help students practice and master certain sounds and words.
4. **Focus on stress and rhythm:** Pop songs often emphasize certain words and syllables, which can help learners understand the importance of stress and rhythm in English pronunciation.

5. **Fun and engaging:** Listening to pop songs can be a fun and engaging way to practice pronunciation, which can motivate students to keep practicing.

2.2.2 The Advantages of Listening Comprehension for Senior High School

There are several advantages in using English pop songs to improve students' listening skills. First, pop songs have a universal appeal that can attract students' interest and attention, which can lead to better engagement and motivation in the learning process. Second, the lyrics of pop songs are usually simple and easy to understand, it becomes easier for students to understand the meaning and context of the words.. Third, the melody and rhythm of pop songs can help students identify and recognize different intonations, accents, and pronunciations of words in English. Using English songs as a medium for teaching listening comprehension has been found to be an effective method for improving students' listening skills. English songs have rhythms, melodies, and lyrics that can help students understand the context and meaning of words. In addition, incorporating English songs into the classroom can create a more fun and interesting learning atmosphere for students, which in turn can increase their motivation and interest in learning English.

A number of studies have investigated the advantages of using English pop songs in improving students' listening skills. For example, a study by (Dewi, 2015), The participants were class IX students, totaling around 28 students of SMP Negeri 17 Banda Aceh. A significant difference was found between the pre-test and post-test scores, indicating that the use of pop songs in learning can improve students' vocabulary acquisition. The pre-test average score was 59.5,

while the post-test average score increased to 86.1. The pre-test standard deviation was 24.9, while the post-test standard deviation was 10.85. This indicates that the use of pop songs in learning can significantly improve students' listening skills.

Similarly, Research from (Ariani & Iswandi, 2020), The subjects of this study consisted of students of class XI IPS at SMAN 10 Mataram, which amounted to 25 students. This research was conducted in one cycle. The main score of students' listening ability in the pre-test was 45, reaching a percentage of 12%, while the main score in the post-test increased to 76, with a percentage of 84%. Therefore, it can be concluded that the use of English Pop Songs has an important role in improving students' listening skills.

Several studies have investigated the effectiveness of using English songs in teaching listening comprehension. As an example of research from Teppa et al., (2022), The results of data analysis showed that students' performance in listening comprehension improved after the experimental treatment (using song lyrics technique). The application of song lyrics has brought positive impacts, making students more motivated in learning English and increasing their confidence, as evidenced by the increase in students' scores and abilities in the post-test. Thus, it can be concluded that the use of song lyrics technique is effective in improving students' listening comprehension..

Similarly, a study by Yuliana et al., (2022), The study's population comprised all 7th-grade students of SMP Negeri 38 Palembang. The sample included 34 students from class 7.1 as the control group and 34 students from

class 7.2 as the experimental group. Data collection techniques employed in this study included pre-tests and post-tests. The research findings revealed a notable improvement in students' listening comprehension achievements after being instructed using English pop songs. The post-test average in the experimental group surpassed the pre-test average in the same group.

Overall, these studies suggest that using English pop songs as a medium for teaching listening comprehension can be an effective method to enhance students' listening comprehension skill.

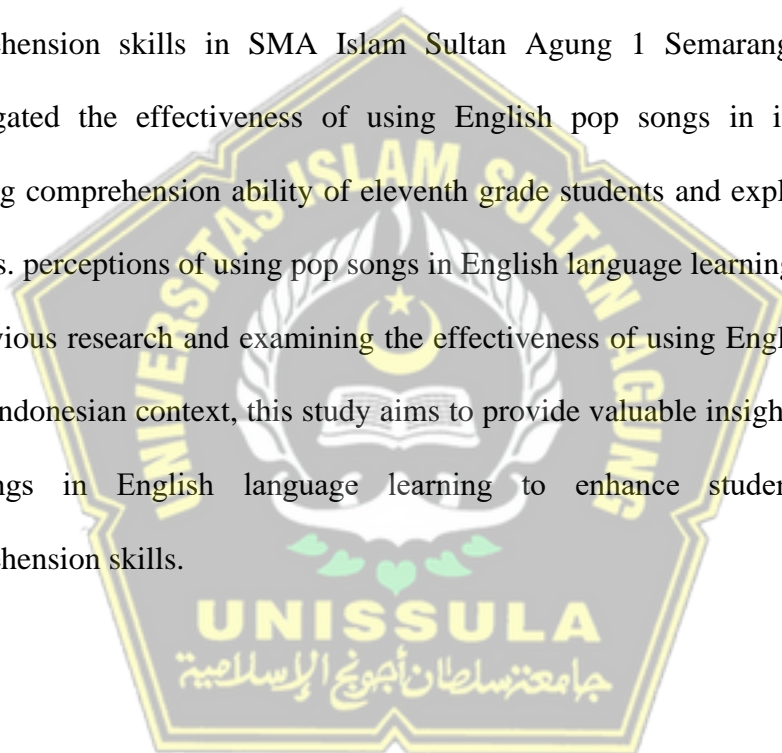
2.3 Review of Previous Studies

Several previous studies in Indonesia have shown that the use of songs in English language learning can improve students' listening comprehension skills. According to a study conducted by Dewi (2015), the use of pop songs in English language learning can enhance students' listening comprehension skills. Their findings indicated that the use of pop songs can motivate students and make them more interested in the subject matter. Moreover, another study conducted by Ariani & Iswandi (2020), revealed that the use of authentic materials such as pop songs can help students improve their listening comprehension skills. In their study, they found that the use of authentic materials could help students develop their listening strategies, such as guessing the meaning of unfamiliar words based on context.

Moreover, according to a study conducted by Yuliana et al., (2022), the use of songs in English language learning can also improve students' language skills

and listening comprehension abilities. Additionally, according to a study conducted by Teppa et al., (2022), the use of pop songs in English language learning can also enhance students' motivation, confidence, and positive attitudes towards English language learning.

Therefore, this study aims to expand knowledge on the use of songs in English language learning, particularly pop songs, to improve students' listening comprehension skills in SMA Islam Sultan Agung 1 Semarang. This study investigated the effectiveness of using English pop songs in improving the listening comprehension ability of eleventh grade students and explored students' abilities. perceptions of using pop songs in English language learning. By building on previous research and examining the effectiveness of using English pop songs in the Indonesian context, this study aims to provide valuable insights into the use of songs in English language learning to enhance students' listening comprehension skills.



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This study used a quasi-experimental research design with a quantitative approach. This study used an experimental research design with a purposive sampling technique. Purposive sampling is a non-random sampling technique where the researcher selects participants based on specific characteristics that align with the research objectives. This method aims to ensure that the chosen sample possesses qualities that are relevant to addressing the research problems effectively. These groups are also often very limited in number. The purpose of this study was to evaluate the effectiveness of using English pop songs in improving the listening skills of class XI students of SMA Islam Sultan Agung 1 Semarang.

The reason for choosing quantitative research methods is to determine the results from a sample to a wider population and to determine the extent to which the research results can be applied. By involving a sample of high school students, numerical data can be more easily measured to identify differences between the experimental and control classes. By involving an experimental class and a control class, quantitative methods make it possible to compare the results between the two groups. This can help identify the impact of the independent variable on the dependent variable. In addition, quantitative methods can provide a robust approach to testing and proving hypotheses.

The steps in experimental research are quasi-experimental patterns, namely determining group members first. Researchers are looking for 2 classes as research, namely the experimental class and the control class. The experimental class will be given pre-test post-test questions by doing treatment, while for the control class the first step is to determine the group and then give post-test questions without being given any treatment (conventional learning). The experimental research aims to determine the effect of learning using the reward and punishment method on the science learning outcomes of class XI SMA Islam Sultan Agung 1 Semarang. Focus attention on the relationship between variables. In carrying out research design activities, the use of effective techniques is very important to achieve good results. Data collection techniques in this study are designed to support research efforts and assist researchers in collecting data and information related to the learning process of listening and understanding pop song lyrics. Using a quasi experimental design carried out with deuce randomized test groups post-test and pre-test. In this study, two teams used, namely the control group and experimental group. This design is adopted from Isnawan (2020) As follow:

E	<u>O₁</u>	X	<u>O₂</u>
C	O ₃	-	O ₄

Where:

E : experiment group

C : control group

O₁ : pre test for experiment group

O₂ : post test for experiment group

O₃ : pre test for control group

O₄ : post test for control group

X : treatment use small group discussion technique

3.2 Subject of Study

The research subjects consist of population, sample and sampling technique. According to Sugiyono (2022), Population is a broad area consisting of objects or subjects that have certain qualities and characteristics, which are determined by the researcher to study, then draw conclusions. The reason for choosing high school students is because high school students are more accessible for research purposes, especially if it involves collecting data directly from students. This accessibility can facilitate the data collection process and research implementation. In this study, the population consisted of grade XI students at Sultan Agung 1 Semarang Islamic High School. By identifying all the characteristics possessed by the population, then determining some members of the population to be used as research samples. The samples taken in this study were three classes. These three classes were also randomly selected from the existing population. The reason for choosing high school students as samples is because researchers want to know the comparison between the two classes to be studied considering this research is quantitative research. The sample is part of the amount owned by a population to be studied (Sugiyono, 2022).

3.3 Data of the Study

3.3.1 Type of Data

The type of data used in this study is quantitative data and does not involve the collection of qualitative data. Data is the most important part of a research, because by using Data, researchers can find out the results of the research that has been done. Researcher Using two data sources to support the results of research that researchers have done

3.3.2 Variabel

1. Independen Variable

According to Soesilo (2019) in independent variable, is a variable that causes or has theoretical possibility of impact on other variables. Thus, the existence of independent variables is generally related or related with the existence of the independent variable. The independent variable in this research is use of English pop songs.

2. Dependent Variable

According to Handani (2020) a dependent variable is a variable that is influenced or affected by changes in other variables within the structural framework of knowledge. It serves as the primary focus of the researcher or the main issue under investigation. In this research, the dependent variable is students' listening comprehension ability, which then becomes the object of study..

3.4 Research Instrument

In this study, tests were used as instruments to collect information from the students. The test consisted of pre-test and post-test (Selian, 2023). Tests were administered to both the control group and the experimental group. The test items were specifically designed to assess students' listening skills. The test items were taken from the topics of English songs suitable for discussion.

The research data collection instrument was a test conducted using English pop songs. Researchers use tests in multiple choice format. The test consists of snippets of English pop songs by famous singers and The questions were formatted in multiple-choice form, with four options provided for each question. Students were given 45 minutes to complete the test, during which they had to choose the correct answer from the four options (a, b, c, and d) for each question. the questions given are multiple choice questions related to song lyrics. The teacher prepares song lyrics, then erases 10 song lyrics that the researcher uses as learning objectives. The students' task is to listen to the song while writing the lyrics they hear. Then 10 questions related to the blank song lyrics are given to test the students' listening comprehension.

3.4.1 Pre test

The pre-test was given before the approach to determine the listening comprehension ability given to two groups, namely the control group and the experimental group. In this listening comprehension test, students were given questions about an English pop song with the same title for both groups, namely the control group and the experimental group. Students needed to listen and

understand the lyrics of the song for a few minutes and write down the lyrics of the song they heard. After that, the students were asked to do multiple choice questions related to the blank song lyrics for about 45 minutes.

3.4.2 Post test

After the post-test, conduct a procedure that aims to find out more about the results of this treatment. The two classes that received the post-test were the control group and the experimental group. In this listening comprehension test, students were given questions about an English pop song with the same title for both groups, namely the control group and the experimental group. Students needed to listen and understand the lyrics of the song for a few minutes and write down the lyrics of the song they heard. After that, the students were asked to do multiple choice questions related to the blank song lyrics for about 45 minutes.

3.5 Validity and reability Instrument

3.5.1 Validity

To ensure the validity of the research, the following steps will be taken:

1. Content validity: The questions in the pre-test and post-test will be reviewed by a panel of language education and music education experts to ensure they actually measure students' listening comprehension skills according to the research objectives.
2. Instrument tryout: Before conducting the actual research on the target population, the pre-test and post-test were tryout on a group of students of equivalent level. This tryout test can help identify potential problems in the

questions or instructions and ensure that the instruments are well understood by students.

3.5.2 Reliability

To assess the reliability of the pre-test and post-test instruments, the reliability test was conducted by giving the pre-test and post-test to the same group of students in two different time periods. Analysis of the reliability test using internal consistency techniques such as Cronbach's alpha will provide information about the reliability of the instrument.

3.6 Techniques for Collection Data

3.6.1 Research Preparation

1. Determination Contact with the school to obtain permission and approval to conduct research at Sultan Agung 1 Islamic High School Semarang.
2. Explanation to the school regarding the objectives, benefits, and procedures of the research conducted on the three classes that will be the research samples.

3.6.2 Preliminary Data Collection

1. Selecting the research population, namely all class XI students of SMA Islam Sultan Agung 1 Semarang in academic year 2023/2024
2. Choose 3 classes as research, the group consists of a tryout class or trial class, experimental class and control class.

3. Tryout

Before giving the questions, the writer gave a tryout to determine the reliability and validity of the instrument.

4. Pre-test

The pre-test was given before giving treatment to measure the increase in listening comprehension.

5. Treatment

After conducting a pre-test to three classes, the next treatment was given. treatment was only given to the experimental class while the control class was not given treatment so that researchers could see the comparison of classes that were given treatment or not.

6. Post-test

After the experimental class received the treatment, a post-test was given to both classes to assess the effectiveness of the treatment.

7. Each student tested is given a score.

8. Analyze the results of research findings.

3.7 Scoring technique

In this scoring, each number that is given a correct answer received one point (1), incorrect answers received zero point (0) and questions that are not answered received zero point (0). The teacher compiles an assessment rubric with criteria that are in accordance with students' thinking abilities. This is intended so that the standard of assessment is not too high and not too low. The subsequent table below.

Table 3.1 Rubric Listening Comprehention Assesment

NO	Category	Predicate	Letter Value
1	Score 90 - 100	Excellent	A
2	Score 70 - 89	Good	B
3	Score 61 - 69	Fair	C
4	Score 50 - 60	Poor	D
5	Score 0 - 49	Bad	E
	Total		

3.8 Data Analysis

In this research, the research sample consisted of three eleventh graders at SMA Islam Sultan Agung 1 Semarang. The writer analyzed the data after the data is collected. There were 10 multiple choice questions in the pretest and post test. Data analysis began by calculating the mean pretest and posttest scores for each study group.

The analysis of the quantitative data of the study included information from the post-test and pre-test. Then collect data on student test results using a statistical approach to find out the significant results using English Pop Song to improve students listening comprehension in the experimental class and the control class. After the researchers collected the data, the researchers analyzed the data results using the SPSS version 25 program. This analysis aims to determine whether the teaching strategy using English pop songs is effective or not. In this study, the data analysis procedure consists of normality, homogeneity and t test. This is explained in the following subchapters.

3.8.1 Normality

In this study, the normality test was to compare the pre-test scores of the control class and the experimental class. Calculation of data normality using the Kolmogrov Smirnov test. The following is the test probability:

Ho: if sig (2-tailed) > 0.05 then the score is normally distributed.

H₁: if sig (2-tailed) < 0.05 then the score is not normally distributed.

3.8.2 Homogeneity

Homogeneity test is used to assess post-test in control class and experimental class. Calculation of data homogeneity using the Levene test. Here are the test probabilities:

Ho: if sig (2-tailed) > 0.05 then the data variance is homogeneous.

H₁: if sig (2-tailed) < 0.05 then the data variance is heterogeneous.

3.8.3 T-test

After obtaining normality and homogeneous data, Data calculations were then performed using a t-test to identify significant differences between the experimental and control classes. The t-test was used to compare the mean post-test scores of the control class and the experimental class, which aims to assess the hypotheses outlined in this study.

The following are the criteria for this research hypothesis:

A. If t-value > t-table and sig. (2-tailed) < 0.05 means H₁ is accepted and Ho is rejected.

B. If $t\text{-value} < t\text{-table}$ and $\text{sig. (2-tailed)} > 0.05$ means H_1 is rejected and H_0 is accepted.

3.9 Research schedule

The study that was done at SMA Islam Sultan Agung 1 Semarang. The study time was estimated at beginning on October 3th until October 19th 2023



CHAPTER IV

RESULT AND DISCUSSION

4.1 School Profile

SMA Islam Sultan Agung 1 Semarang is one of the private schools in Semarang. It is located at Jalan Mataram No. 675, Wonodri, Semarang, Central Java. The school uses Merdeka Curriculum and 2013 Curriculum in the teaching and learning process. The accreditation of this school is A. SMA Islam Sultan Agung 1 Semarang has three majors such as MIPA, Social Studies, and Language. There are many facilities in this school including 34 classrooms, 6 laboratories, and a library. Each class has hardware facilities such as speakers and LCD to support the student learning process. The school has 56 teachers (25 male teachers and 31 female teachers). The number of students in tenth grade is 328, eleventh grade is 301, and twelfth grade is 380.

4.2 Description of Research Objects

To test the hypothesis proposed by this study, the results of data analysis are presented. The participants of this study were students of Sultan Agung 1 Semarang Islamic High School. The students who participated in this study amounted to 66 students of class XI, namely class XI-2 and XI-4. The discussion of the research results illustrates the effectiveness of using English pop songs to improve students' listening comprehension skills. The research participants in this study were grouped into experimental and control classes. Class XI 2 students were involved in the experimental class while Class XI 4 students were involved in the control class. Each group consisted of 33 students. All students from both

groups were given the lyrics of a song, the lyrics of the song were removed about 10 lyrics to test students' hearing and then the researcher played the song to all students. The song tested to all students was My Heart Will Go On by Celine Dion. The students were asked to write the lyrics of the song they heard when the song was played. After the song was played until it was finished, all students were told to do 10 questions, where the 10 questions were related to the lyrics of the omitted song to test the students' listening comprehension.

4.3 Validity and Reliability of the Instrument

The author tested students of XI 1. The purpose of the test was to determine the validity and reliability of the instrument. The tryout consisted of 10 multiple choice questions distributed to students via Google form.

4.3.1 Validity

The test was carried out based on the material that students have learned. Google Form was used by the researcher to carry out the multiple choice test. This research instrument was discussed with an English lecturer and an English teacher as an assessment expert to determine whether or not the instrument was valid. The validation sheet in on appendix.

4.3.2 Reliability Analysis

Item reliability was assessed using the Cronbach's Alpha formula in the SPSS 25 program after the validity test was completed. If the result exceeds 0.60, it indicates that the instrument is reliable. In this case, the calculated reliability of

this test was 0.887. Since this result is higher than 0.60, it indicates that the instrument is reliable. Below are the reliability results:

Table 4.1 The Reliability Statistic

Reliability Statistics	
Cronbach's Alpha	N of Items
,877	10

4.4 Treatment Activities

The treatment was conducted from October 3th to October 19th, 2023. The treatment was given to students in class XI-2 as the experimental class by applying the strategy of listening to English pop songs to improve students' listening comprehension. While in the control class, the researcher did not use the strategy of listening to English pop songs to improve students' listening comprehension.

On Thursday, October 5th, 2023 the researcher entered the English class, the researcher opened the lesson with greetings, introduced himself, checked the presence of students and informed about the strategy of listening to English pop songs. The first meeting was attended by 33 students of class XI-2. Each meeting took 2x45 minutes. After the researcher opened the class, the researcher set the song to be tested by the students. Some of the lyrics of the song were removed about 10 lyrics to test students' hearing and then the researcher tuned the song to all students. The song that will be tested by all students is titled My Heart Will Go On from Celine Dion. After the song was played until it ran out, all students were

told to do 10 questions, where the 10 questions were related to the lyrics of the omitted song to test the students' listening comprehension. After the students finished working on the questions, the researcher discussed the song lyrics and the questions done by the students, starting from the meaning of the vocabulary in the song lyrics, re-tuning the song. all students were told to do 10 questions which were related to the lyrics of the song that was omitted to test the students' listening comprehension.

The next meeting was held on Thursday, October 12th, 2023. The time allocation is about 2x45 minutes. First, The researcher initiated the class session by greeting the students and taking attendance. This meeting was to discuss the lyrics of the song and the problems done by the students last week. Starting from tuning and showing the lyrics of the song, repeating the song several times, discussing one by one the vocabulary in the lyrics of the song and discussing the problems they did last week until the students understood. If there are words or sentences that are difficult to understand, the researcher explains them.

The next meeting was held on Thursday, October 19th, 2023. The time allocation is about 2x45 minutes. First The researcher initiated the class session by greeting the students and taking attendance, and was told to do the same problem as the previous meeting, namely the researcher played an English song. Next, the students were instructed to listen to the song, and after that, they were assigned to write down the lyrics based on what they heard. After the song was over, the researcher directed the students to answer the same questions as the previous session..

4.4 Experimental class results

The results of the pre and post test scores of each student in the experimental class are shown in Table. The list of scores is in the appendix of this study. The minimum, maximum, and mean scores of the data are then explained using descriptive analysis of the scores. The results from SPSS are presented in the table below.

Table 4.2 Descriptive statistic of the experiment class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperimen	33	30	90	56,97	14,467
Post Test Eksperimen	33	50	100	83,03	14,892
Valid N (listwise)	33				

Descriptive analysis showed a comparison of pre-test and post-test scores for 33 students in the experimental class. The lowest pre-test score observed was 30, and the highest was 90, with an average pre-test score of 56.97. In terms of the post-test results for the experimental class, the lowest score was 50, the highest was 100, and the average post-test score was 83.03. This indicates an overall increase in scores from pre-test to post-test for all students in the experimental class.

4.5 Control Class Results

The results of the pre and post test scores of each student in the control class are shown in Table. The list of scores is in the appendix of this study. Descriptive analysis was then conducted to describe the minimum, maximum and mean scores of the data. The results of the descriptive analysis for the control pre-test and post-test scores are shown below.

Table 4.3 Descriptive statistic of the control class

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Kontrol	33	20	90	54,24	16,589
Post Test Kontrol	33	50	90	73,33	13,385
Valid N (listwise)	33				

The table presented outlines the pre-test and post-test results for the control class. Initially, for the pre-test results, the control class showed a range of the lowest score of 20 to the highest score of 90, with an average pre-test score of 54.24. Moving on to the post-test results, the lowest post-test score in the control class was 50 (achieved by one student), and the highest post-test score reached 90. The average post-test score for the control class was 73.33. This indicates an overall increase in scores from pre-test to post-test for all students in the control class.

4.6 The Normality and Homogeneity Test

Researchers used the SPSS v.25 statistical program to conduct a normality test before using the data to test the proposed hypothesis. The normality test is used to determine whether the data distribution of the two groups is normal. If the significant value is greater than 0.05 then the data is considered normal. The table below displays the results. Since the study participants were more than fifty, the Kolmogorov-Smirnov technique was used.

4.6.1 Normality Test

Table 4.4 Normality test of Pre-test data

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	Eksperimen	,140	33	,102	,957	33	,207
	Kontrol	,126	33	,199	,966	33	,367

The table provided illustrates the results of the pre-test data normality test. The significance value, determined through the Kolmogorov-Smirnov method, for the experimental class was 0.102. In addition, the significance value for the pre-test data in the control class was 0.199. Since both the experimental and control classes showed significance values greater than 0.05, this indicates that the pre-test data collected from both classes were considered normal and suitable for further analysis.

4.6.2 Homogeneity Test

Levene's test was used to determine homogeneity of variance. SPSS 25 was used for the analysis. The decision in this test is made by considering the probability score. The variance of the dependent variable is said to be homogeneous if the probability score (Sig.) is greater than 0.05. If the probability score (Sig.) is lower than 0.05 then the variance of the dependent variable is not homogeneous.

Table 4.5 Homogeneity Test

		Levene Statistic	df1	df2	Sig.
PostTest	Based on Mean	1,056	1	64	,308
	Based on Median	,283	1	64	,596
	Based on Median and with adjusted df	,283	1	51,471	,597
	Based on trimmed mean	,957	1	64	,332

The result of Levene's Test shows the probability of significance (Sig.) of 0.308 and it is above 0.05. The variances of the variables were found to be homogeneous.

4.7 Independent Sample T-Test for Post Test Data

In this study, the post-test was conducted on October 19. It was given to the control and experimental classes. The purpose of this test was to determine the improvement of students' listening comprehension on English pop songs after the treatment was given. For the post-test, students answered 10 multiple choice questions related to the song lyrics that the students had listened to. The tests were similar for the pre-test and post-test. The following are the results of the T test using the Independent Sample T Test.

To compare the means of two different populations, an independent sample T test (experimental and control classes) is conducted. Using this test, you can determine whether or not the variances between the two groups are equal. The hypotheses to be tested using the t-test are as follows:

- A. Ho: The variances of the experimental and control group data are equal or the same.
- B. Ha: the variance of the experimental and control group data is different or not the same.

This study uses a significance standard (α) = 0.05 to test the hypothesis.

The interpretation of the results of hypothesis testing is as follows:

- A. If sig (2-tailed) > 0.05 = there is no significant difference.
- B. If sig (2-tailed) < 0.05 = there is a significant difference.

To analyze the data, researchers used SPSS version 25. The results can be seen below:

Table 4.6 Group statistic of Post-test data

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
PostTest	Eksperimen	33	83,03	14,892	2,592
	Kontrol	33	73,33	13,385	2,330

The table presents descriptive information of post-test data of experimental and control classes. The number of samples in both groups is 33 students so that the total sample is 66 students. The table also shows the standard deviation and mean standard error values. For the experimental class, the values are 14.892 and 2.597 respectively, while the values for the control class are 13.385 and 2.330 respectively. Furthermore, the table also presents the mean of 83,03 for the experimental class and 73,33 for the control class. This means that the average

value of the experimental class is higher than the average value of the control class.

To further test whether the mean difference of the post-test data is statistically significant, an independent samples t-test was conducted for the post-test data. The results of this test can help answer the question of whether or not the treatment can improve the condition of the scores obtained by the experimental class students. The table below provides information regarding the t-test results for the post-test data.

Table 4.7 Independent Sample T-Test for Post Test Data

		Levene's Test for Equality of Variances		Independent Samples Test		
		F	Sig.	t	df	Sig. (2-tailed)
PostTest	Equal variances assumed	,179	,674	2,782	64	,007
	Equal variances not assumed			2,782	63,285	,007

The table presented displays the results of the t-test analysis which shows a p-value of 0.007, which is smaller than 0.05 ($p > 0.05$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates a significant difference between the experimental and control classes. In summary, it can be concluded that students taught with English pop songs showed a marked difference in the post-test results.

4.8 Discussion of Research Result

The main objective of this study was to assess the effectiveness of using English pop songs to improve the listening comprehension skills of eleventh grade students. At first, a pre-test was administered to measure students' proficiency. The findings showed comparable abilities, with an average score of 56.97, signifying proficiency in the experimental class, and 54.24 in the control class.

After conducting the pre-test, the next meeting, namely in the experimental class, was given treatment once for 2x45 minutes or 2 lesson hours. The treatment was in the form of discussing song lyrics and questions that had been done by the students last week. Starting from tuning and showing the song lyrics, repeating the song several times, discussing one by one the vocabulary in the song lyrics and discussing the questions they did last week until the students understood. If there are words or sentences that are difficult to understand, the researcher explains them.

In the next meeting, the post-test was administered to both the experimental and control classes. The results showed an average post-test score of 83.03 for the experimental class and 73.33 for the control class. The difference in scores between the experimental and control classes from pre-test to post-test showed a significant increase..

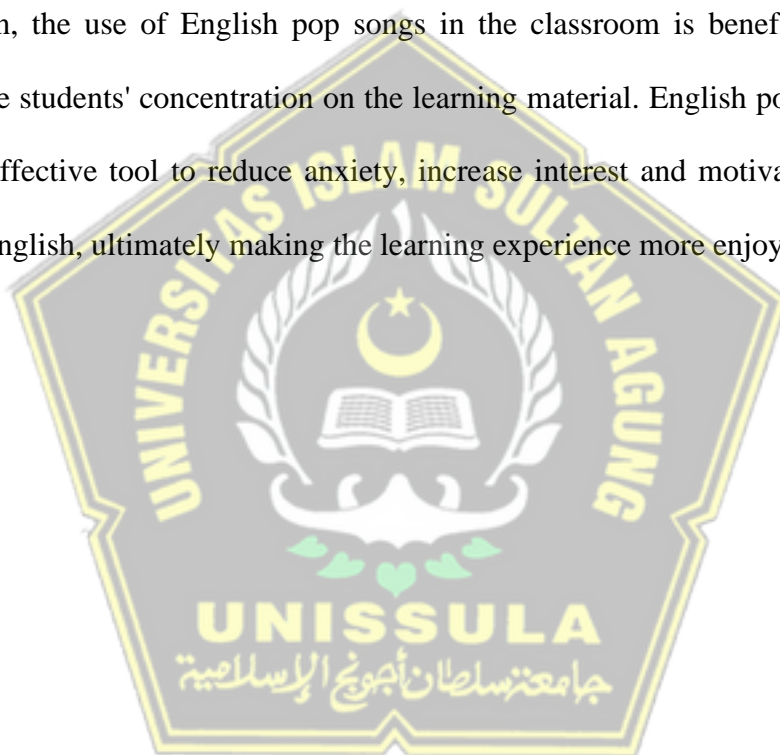
In summaryBased on the results presented above, the Independent Sample T-test shows a significance value (2-tailed) of $0.007 < 0.05$. Therefore, it can be concluded that the experimental class post-test results are significantly higher than

the control class. This shows that the use of English pop songs is effective in improving students' listening comprehension..

By using English songs for listening comprehension learning, students feel enthusiastic, enjoy, and motivated in following the teaching and learning process. Utilizing English songs to improve students' listening skills in English lessons has proven to be an effective method to capture students' attention and enthusiasm. Students tend to enjoy new approaches, and the use of English songs in teaching and learning activities has resulted in increased happiness and engagement. As a consequence of using English songs to improve students' listening skills in English lessons, there has been a successful improvement in students' overall learning outcomes in class XI SMA Islam Sultan Agung 1 Semarang.

A study from Teppa et al., (2022) compared the results of students who were given the treatment and those who were not given the treatment. The results of data analysis showed an improvement in students' listening comprehension performance after the application of the song lyrics technique. The use of song lyrics motivates students to engage more actively in learning English, thus fostering self-confidence. The posttest results showed a significant improvement in students' scores and abilities. In conclusion, the use of song lyrics technique has been proven effective in improving students' listening comprehension, contributing to a livelier classroom atmosphere where students actively participate in learning and avoid boredom.

Moreover the study from Yuliana et al., (2022) In the song selection process, the researchers specifically selected British pop songs based on their genre, aiming for relevance to the lives of teenagers. Pop songs were chosen for their catchy rhythms, tunes and lyrics, thus appealing to the students. The melodies and lyrics of pop songs are often considered beautiful and have the ability to touch the hearts of the listeners, expressing emotions that can be felt. In addition, the use of English pop songs in the classroom is beneficial as it can increase students' concentration on the learning material. English pop songs serve as an effective tool to reduce anxiety, increase interest and motivate students to learn English, ultimately making the learning experience more enjoyable.



CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter the researcher presents conclusions and suggestions from what has been discussed in the previous chapter.

5.1 Conclusion

Analysis of the results showed a significant difference in scores between the experimental class taught with the help of English pop songs and the control class not taught with this additional teaching method. Specifically, the mean post-test score for the experimental class was 83.03, while the control class got a mean score of 73.33. The Independent Sample T-test resulted in a significance value (sig 2-tailed) of 0.007, which is smaller than 0.05. These results lead to the rejection of the null hypothesis and acceptance of the alternative hypothesis.

Moreover, the strategy of incorporating English pop songs into listening comprehension teaching is considered interesting, because students look involved, feel the learning process is fun, and do not experience boredom. Therefore, the use of English pop song listening strategies shows a positive effect and is considered effective in improving students' listening comprehension skills..

5.2 Suggestion

This research is expected to provide practical and pedagogical benefits in teaching and learning activities. The findings underscore the effectiveness of the British pop song listening strategy in improving students' listening comprehension skills, especially in the context of language education. The positive results of this

study suggest that incorporating British pop songs into teaching methodology can be a valuable approach for educators aiming to improve students' proficiency in listening comprehension at SMA Islam Sultan Agung 1 Semarang.

Based on the results of this study, the researcher determines some suggestions as follows:

1. For the Teachers

The researcher suggests that teachers incorporate audio, video or other relevant techniques into their listening instruction during each lesson. This approach aims to improve and effectively practice students' listening skills. Utilizing diverse multimedia resources can create a dynamic learning environment that engages students and contributes to the development of their listening comprehensions.

2. For Students

For students, it is recommended to focus on developing effective listening skills, especially when using English songs. In addition, students are encouraged to improve their listening skills by listening to English radio broadcasts or news regularly. Self-study can also play an important role in improving listening skills, allowing students to engage with a variety of English materials and practice understanding spoken language independently.

3. Other Researchers

Since the use of English songs can improve students' listening skills, the researcher suggests that they can try research on other aspects aimed at improving listening comprehension skills.

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