



## The effectiveness of Kids Song on Students' motivation in Listening Comprehension

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### Abstract

The purpose of this study is to find out the effectiveness of Kids' song on Students' motivation in Listening comprehension at the SDN 055999 Kw.Bingai. The importance of implementing songs in teaching English as a second language (ESL) showing that they can be very effective in developing student's listening. By using kids' song, students are expected to understand more in listening. Listening is part of four Basic English language skills. It seems like the other skills such as writing, reading, and speaking. These basic skills are divided into receptive skill-listening and reading- and productive skill, speaking and writing. Music and songs are crucial parts of growing and learning. There are many advantages to using songs in the classroom. By using kids' song, students are expected to understand more in listening. Song are appreciated for their linguistic, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of language. Using songs in the learning process especially in the listening lesson it makes the students can improve their listening skill as one of their meaningful strategies to overcome their problem in listening skill. English song can make the students become active in the class, they are interesting, and so they can do a listening task well.

### Introduction

Underwood, 1989:1 said that Listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard. Listening is important skill which must be learned and mastered by everyone. People realize the importance of learning and teaching English for their kids as well as for themselves. Because of this importance, children start learning English using different materials and teachers try to imply strategies which make learning English interesting and enjoyable. Listening is often considered as the most difficult skill. This is because in ELT the teachers tend to prioritize the speaking, reading and writing skills. The students realize that listening comprehension is not easy to learn, they mostly ignore it. This becomes an issue in the world of education, especially for students. Moreover, the conditions worsened with the people assume if someone is able to speak well it is mean that someone can communicate well. In social life, some people believe if they learn English it can be seen from their ability to speak, to write and to read. Actually, someone's language skills it also determined into their listening ability. Language learning strategies provided as beneficial kit for active and understanding learning, and these strategies pave the way toward greater language learning proficiency (Dornyei, 2005). Therefore, the teachers should have several special tricks to make their students motivated to learn English, for example singing English songs can get the students integrated to English (Ratnasari, 2007). According to Pimwan (2012), "songs are authentic materials that can motivate students to learn English. Songs stimulate positive emotional attitude towards language learning then songs can inspire great motivation during a lesson". Ratnasari (2007, p.21) says that while listening to the songs, the students may follow to sing the songs. Thus, researcher tries to conduct the study thru song to increase students speaking ability and motivation in English. Because when students are accustomed to listening to English

songs they will easily recognize the utterances of the singer and also the message that the singer want to deliver. That's why the researcher used songs to find out the effectiveness of kids song on students' motivation in listening comprehension.

## **Review of Literature**

### **Definition of Listening**

Listening is the first language skill that an individual acquires in someone life and the one that most use for the rest of the life. Listening starts at the pre-school period with the efforts of the individual on understanding what's happening around, the formation of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures (Arici, Sever in Acat (2016: 2) and shows itself in almost all circumstances where learning may occur.

Listening involves a number of basic process, some hold on to linguistic competence, it also depends on previous knowledge that isn't consequently of completely linguistic nature and some depending on psychological variables which influence the mobilization on this competence and knowledge in the appropriate task situation. Harmer stated listening is receptive skill in which people gain idea based on what they heard. From the definition above, it can be concluded that listening is an activity to paying attention to someone or something in order understand someone saying.

### **The Importance of Listening Comprehension**

Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

According to Rost in Ziane (2012: 11), listening comprehension is very important in foreign language instruction because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur. Listening comprehension is not an easy skill, but it is very complicated and very necessary process. It gets its importance from the important role it plays in constructing either first or second language acquisition.

### **The process of Listening**

Listening is assuming greater and greater importance in foreign language classroom is several reasons for this growth in popularity. According to As Roost (1994, p.141-142) points out, listening is vital in the language classroom because it provide input for the learner. Without understanding input at the right level, any learning simply cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. These are bottom up 14Metinee Thanajaro, Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom,(Blacksburg Virginia: UMI,2000),p.16-17 16 processing view and top down interpretation view. When listening to monologues either live or through the media, the listening is, by definition, not reciprocal. Actually there are many process of listening occur in five stages. They are hearing, understanding, remembering, evaluating, and responding.

### **Strategies of Listening**

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how

the listener processes the input. Top-down strategies are listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: a. the main idea of listening b. predicting c. drawing inferences d. summarizing Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include 19 a. listening for specific details b. recognizing cognates c. recognizing word-order patterns

### **Song**

Songs have been part of the human experience for as long as we can remember. Humans use songs daily, be it in bars, in the shower, listening to the car radio, etc. Therefore, songs have become an essential part of our language experience, and if used in coordination with language they can be of great value. Songs usually stick to the students' minds, and unlike anything else; are not forgotten so easily. Therefore, the use of songs in a classroom should be to teachers' advantage, providing a number of various activities to practice listening comprehension.

Edgar said that song is a piece of music that is sung, while according to Futonge, song is a language package that combine culture, vocabulary, listening, grammar, and also as a moderator for other language skill in just few rhymes. Song is a good toll that can be used in lesson, because song can provide relax learning and it can makes the learning process be more fun for students.

Song will always be connected with music. Music can be an important tool to achieve relaxation and harmony to improve affectivity of learning. Music is a chosen and determined in proper way to help students in acquiring and mastering material easily.

### **Elements of Song**

While a song is played, the listeners will not only listen to its lyrics, but also its melody. They enjoy the harmony, the expression and the rhythm. It means that a song is a unity of some music elements. Ratnasari (2007, p. 11) divides the elements of music into two categories. The first category is the main elements. It consists of rhythm, melody, harmony and lyrics. Rhythm is the dynamic of the sounds. It becomes the basic component in music. It is like how to sound a word. Melody is the arrangement of stretch sound. Harmony is the combination of two or more tones that have not similar level to be played together. The last one is lyric, it can be said as musical text. The second category is the expression element. It is the way of the musician in expressing mind and feeling that consists of tempo, dynamic and voice color.

### **Consideration and Principles In Choosing Kids' Song**

There are some considerations and principles in choosing educational songs. The following considerations:

- a) Structure and lexis are simple and understandable
- b) Songs are appropriate with language degree of the grade of students from elementary, intermediate, and advanced level.
- c) Songs have to suitable with the age level of the students
- d) Teacher chooses songs that should have words which suitable of the songs
- e) Songs have to more interesting to the students

The other principles are: a) Songs and rhymes for young children should be interesting and understandable b) Songs should have a relationship to the children area c) Songs should be linked to the theme, it should relate and interested. From the previous research above the researcher conclude that the consideration and principles of choosing children song that the teacher has to choose the suitable songs for the students' level. So, it can make interest, enjoy, easy, and happy.

## **METHODS**

The research design is used Quantitative method, and the design of research is experimental research. The experimental research is chosen to determine influence an outcome, which is the effect of using English Song in understanding listening comprehension to the students of seven grades SMP Al Maksum Langkat. In investigating the effect of using English Song in Understanding Listening Comprehension , two classes of eight grades are selected. The first class is used as a control group which does not receive any treatment and the other class as an experimental group which is taught by using English Song.

The objective of this research is to find out whether there is a significant difference of students' achievement in learning listening through English Song compared to learning listening without using English Song at SMP AL Maksum Langkat. This study is held at SMP AL-Maksum langkat, and held from Januari – Februari 2022. The population of this study is all of the seven grade students of *SMP Al Maksum langkat*. 7 a and 7 b class will be the sampel in this study. The experiment class is the 7A class which consists 20 students. and the control class is the 7B class which consist of 20 students. Thus, the total of sample is 40 students.

## **RESULTS AND DISCUSSIONS**

The data were taken by collected from studenrs' pre test score. The pre test was given before treatment to the experimental class and controlled class. The post test was given after the treatment was conducted. It was given into the experimental class by playing the song to the students while the post test for the controlled class was by using conventional method.

### **Discussion**

The students' Pre test and Post test score in Class VII-a (the Experimental Class). It showed that the score of the experimental class between pre test and post test were different. The mean of student's score in the post test is 74 with the lowest score of post test is 65 and the highest score is 85. The students' Pre test and Post test score in Class VII b (Controll class). It showed that the score of the control class between pre test and post test were defferent.

#### 1. Pretest score

The pre test was given on the first meeting before giving the treatment class and based on the table 4.3 it can be seen the average score of pre test in experiment class was 58,2, the highest score of experiment class was 75 and the lowest score was 45. The average score of pre test of controlled class was 1320 with the highest score 85. It can be concluded that the average score of pre test in controlled class was higher than the average score of pretest in experiment class.

## 2. Post test score

The pre-test was given on the first meeting before giving the treatment class and based on the table 4.4, it can be seen that the average score of post-test in experiment class was 74.25, the highest score of experiment class was 85 and the lowest score was 60. The average score of post-test of controlled class was 67.25 with the highest score 80 and the lowest score was 55. Seeing the calculation on the table above, it can be concluded that the average score of post-test in experiment class was higher than the average score of post-test in controlled class.

## DATA ANALYSIS

The writer analyzed the test score of the experimental class and controlled class by calculating the result into the formula t-test. Before using the formula of t-test. To find out the value of normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed. Then, after getting the normality, the next step is calculating the homogeneity of data. It is proposed to look at whether the data is homogeneous or not.

### Normality Testing

The formula used normality test requirements are chi-square test and homogeneity test using the formula Fisher test with significance level of 5%.

### Data of Experimental Class

The result of normality testing for pre-test before giving treatment that  $X_{20}$  is 2.56 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained  $X^2$  is 9.50 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test at class VII of SMP AL Maksu distributed normally.

### Data of Control Class

The result of normality testing for pre test before giving treatment that  $X_{20}$  is 6.70 with a total sample 20 students and the critical price table chi-square test with a significant level 5% so it is obtained  $X_1$  is 9,50. it means the data is distributed normally. From the data above it can be concluded that the result of data from pre test at class VIIb SMP AL MAksu is distributed normally.

The result of normality testing for post test after given treatment that  $X^2_0$  is 4.60 with a total sample 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained  $X^2_1$  is 9.50 it means the data is distributed normally. Based on the data above it can be concluded that the result of data from post-test at class VIIb of SMP AL maksum is distributed normally.

### Homogenety Testing

After conducted normality testing and known the data of pre-test and post- test in experimental and control class is distributed normality. So the next it is necessary homogeneity testing.

Homogeneity testing in this research is based on the equality of two variance test in both groups (experimental class and control class) by using the formula of Fisher's exact test with significance level of 0.05 (5%). The results are described as follows:

#### a. Pre test Data

Table 4.9 (The result of Homogenety testing based on Pre Test Data in Experimental and control Class

The biggest varians	The smallest varians	Fo	Ft	Conclusion
90.60	77.05	1.18	2.17	Fo < Ft (1.18 < 2.17) Homogeneous sample data

#### b. Post test data

Table 4.10 (the result of Homogeneity testing based on post test data in Experimental and control class

The biggest varians	The smallest varians	Fo	Ft	Conclusion
80.20	64.5	1.25	2.17	Fo < Ft (1.25 < 2.17) Homogeneous sample data

After analyzing the data, the next procedure of this research is analyzing the data of students' scores, from the result of pre test and post test of both experimental and control classes.

## CONCLUSIONS

Learning English using songs is one of the alternative solutions that the teacher can use to teach listening comprehension to their students. It makes students more relax in learning, thus they can learn and understand them easily.

Therefore, it can be concluded that learning listening comprehension using songs is more effective than learning listening comprehension without using songs.

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