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The Efficacy of English Song on Students' Listening by Using Audio Visual

Munawar Khalil^{1*}
Zaiturrahmi Zaiturrahmi²
Ramlan Ramlan³

¹English Department, Faculty of Teacher Training and Education, Universitas Jabal Ghafur, Sigli, Indonesia

² English Department, Faculty of Teacher Training and Education, Universitas Jabal Ghafur, Sigli, Indonesia

³English Department, Faculty of Teacher Training and Education, Universitas Jabal Ghafur, Sigli, Indonesia

Abstract

The aim of this investigation was to ascertain the empirical efficacy of employing English songs through audio-visual means in enhancing listening skills among second-grade students at SMA N 1 Indrajaya. The research adopted a quasi-experimental design, distributing participants across two classes: an experimental group and a control group. The experimental group comprised 20 students from 2-MIA.2 class, whereas the control group consisted of 20 students from 2-MIA.1 class. Throughout the study, the experimental class received instruction utilizing songs and audio-visual aids for teaching listening, while the control class followed a conventional teaching approach. Data collection involved pre-tests and post-tests, employing quantitative methods and t-tests for analysis. The findings revealed that the integration of songs with audio-visual materials effectively improved students' listening abilities, as evidenced by higher scores in the experimental class compared to the control class. Statistical analysis, with a significance level set at 5%, demonstrated a significant difference (Significance (2-tailed) = 0.010 < Significance degree = 0.05), thereby rejecting the null hypothesis in favor of the alternative hypothesis. Thus, it can be inferred that the utilization of English songs through audio-visual aids is efficacious in enhancing students' listening proficiency.

Keywords: audio-visual, listening songs, self-efficacy

^{1*}Khalil, M, email: munawarkhalil07@gmail.com

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1. INTRODUCTION

English is a crucial language in Indonesia's education system, as mandated by Government Regulation of the Republic of Indonesia Number 32 of 2013 Subsection 70 Verse 5, which specifies that Indonesian, English, Mathematics, and subjects specific to educational programs should be included in the national examination for junior and senior high school students. The importance of teaching and learning English lies in the development of students' language skills, which include both receptive and productive skills. Receptive skills consist of listening and reading comprehension, while productive skills involve speaking and writing abilities. Harmer (1996) emphasizes that the most significant number of language learners worldwide is due to the school curriculum. The teaching and learning process should focus on mastering these language skills, which are vital for effective communication. Unfortunately, listening skill is often overlooked in language classrooms, despite its significance in communication. Teachers face the challenge of selecting appropriate methods and activities that cater to students' preferences while maintaining the essence of learning.

The acquisition of proficiency in a foreign language involves the development of reading and listening skills, which are vital components of language learning (Namaziandost et al., 2019). These skills enable students to access a wider range of language structures, vocabulary, and expressions, ultimately enhancing their comprehension abilities. When students read, they can look up unfamiliar words to expand their vocabulary and comprehend the text's context. Listening also aids in learning proper pronunciation and intonation. Moreover, reading and listening help students master grammar and sentence structure, which improves their writing and speaking abilities. However, according to some research studies on language training, listening skills present unique challenges compared to learning other language abilities. Lestary and Seriadi (2019), as cited in Underwood (2019), state that listening to English poses several challenges, such as: 1. Difficulty in comprehending speakers due to an inability to regulate the tempo at which they speak. 2. Inability to ask the speaker to repeat or further explain the content. 3. Insufficient vocabulary. 4. Misinterpretation of messages or the intent of the speakers.

The insufficiency of essential amenities such as loudspeakers and headphones at some schools hinders the learning process. Moreover, the teaching approach employed by teachers can significantly impact the students' learning experience. If the teachers fail to use the right approach, students may become disengaged and bored with the learning process. In this regard, using songs as a teaching tool can be an effective technique to arouse students' interest and improve their language skills. According to Lo and Fai Li (Lestary & Seriadi, 2019), incorporating songs in the classroom can change the monotonous atmosphere and create a fun learning environment, thereby helping students enhance their language abilities. Music is a captivating and culturally diverse teaching tool that can be utilized to engage students in language classes.

Songs are a form of listening activity that possess a wide range of potential. Music and songs are significant components of growth and learning. Some of the characteristics of songs that are noteworthy are their capacity to be enjoyable and to maintain the interest of students. There are several advantages to incorporating songs in the classroom. By utilizing contemporary popular songs that are already familiar to teenagers, teachers can effectively address the challenges presented by teenage students in the classroom. Since songs are highly memorable and motivating, they are a valuable tool for engaging students. Repetition is a key feature of songs, and they contain language patterns that aid in the development of listening skills, pronunciation, and rhythm. Additionally, songs provide a fun and enjoyable atmosphere, making them a versatile and beneficial type of activity that can be used at any stage of a lesson

in numerous ways. They can be used as warm-ups or gap fillers, as the main part of a lesson, or simply to create a fun atmosphere (Lestary & Seriadi, 2019).

English is now one of the courses that must be taught from junior high school through university (Maili, 2018). Yet, listening is sometimes overlooked in language classes in favor of speaking since many language teachers believe that learners spontaneously pick up speaking as they learn a language. It appears difficult for the teachers to select the suitable activities and methods since they must take into account what the students enjoy and what approaches are engaging for them without losing sight of the main points of learning.

According to Bramasto (2009), a student's capacity for hearing is correlated with how frequently they listen to English songs. It is well known that most students enjoy listening to English songs in particular. It may be composed for one or many voices, and in most cases, it is performed with musical accompaniment. Music can inspire a listener's emotions in a positive way. Students frequently recite the lyrics to songs while singing them, which helps them absorb the songs' meanings subconsciously. They will gradually become more engaged in the songs as a result. It helps children become used to hearing English songs, dialogue, or monologues.

The students do not have encouragement to understand English because they are seldom to study English enjoyable and fun to memorize and understand English contextually with their friends and they find difficult to write the word after listening the test. In addition, it seems that the teachers still use the monotonous teaching. Songs are well recognized as a form of media that facilitates students' learning of English vocabulary (Nurhayati, 2012). Students may find it enjoyable to say the words they have memorized. It may also be enjoyable to do. In general, the students favor noises that they frequently imitate. (Suci, 2015).

In this situation, teachers must select techniques or plans of action that incorporate parts of student preferences. Also, teachers can introduce students to contemporary media and use it to assist them grasp the subject. By doing this, the teachers employ the media in addition to teaching the content or subject matter. Song is one of the most effective teaching and learning tools for listening. The students can study as if they are really learning from or conversing with the native speakers directly by using the songs created by native speakers, and this helps them practice speaking English fluently. Many students lack the confidence to make an effort to grasp English because they lack vocabulary when learning to listen, and the majority of them believe that English is unimportant and challenging. The students lack motivation to learn English since they never find it pleasurable to memorize the language and understand it in context with their friends. They also struggle to type the words after listening to the test (Rohmatillah, 2016). Also, it appears that teachers are still using boring instructional methods.

The condition of second grade students at SMA N 1 INDRAJAYA was still unfamiliar in learning Listening, this was due to the learning environment there which was far from the city area, beside that there was an Islamic educational institution in the village where the majority of students come from that institution, so that the interest of students there was reduced in school learning because the encouragement for learning at school is very minimal, they are required to memorize a lot of things in that institutions that make them boring or difficult to combine and study about the school lesson, and in their boarding there was no one who controls the school section, so that they are in difficulties of how to manage the time to study islamic and school lesson, they only went to school to just follow the habits. Moreover in English, of course they really lack interest in learning due to a lack of encouragement from inside and feel that English is a difficult lesson.

When someone learns to speak a language, they inevitably develop listening skills. Low listening test scores among students as a result of inadequate preparation and activities due to lack of student practice, students' vocabulary in listening lessons is also lacking. It can also be

caused by a lack of media in listening lessons due to inadequate infrastructure and not many different teaching strategies available for teachers to encourage greater listening engagement in their classrooms. Based on the statements above, this study takes the title “The Efficacy of English Song on Students’ Listening by Using Audio Visual”.

2. LITERATURE REVIEW

2.1. Teaching Listening

Listening is a neurological cognitive activity in relation to the processing of auditory data received by the auditory system, whereas hearing is a biological process that can be scientifically explained. Listen is the root of the word "listen." Language expert (Barthes 1985, p. 45) makes a distinction between hearing and listening by saying that "Hearing is a physiological reality; listening is a psychological effort." According to Barthes, "whereas for millennia hearing might be understood as a deliberate act of audition, today it is granted the power (and practically the function) of playing over unknown regions," including unconscious forms.

A number of fundamental processes are involved in listening, some of which require linguistic competence, some of which depend on prior knowledge that is not entirely linguistic in nature, and some of which depend on psychological factors that affect the mobilization of this competence and knowledge in the proper task situations (Saricoban, 1999). According to (Harmer, 2011, p. 181) listening is a receptive talent that allows people to form opinions based on what they have heard.

According to the definition given above, listening is the activity of paying attention to someone or something in order to comprehend what they are saying.

Types and Process of Listening Activities

There are numerous listening styles, and they vary depending on the goal. These are some examples of listening activities for students to practice.

1). Active Listening

The skill of listening for meaning is known as active listening. Listeners must pay close attention in order to understand what the speaker is trying to convey. Even when listeners are actively engaged, meaning is not always guaranteed, but they will at least be aware that they do not understand and can therefore ask the right questions to become enlightened (White Dove Book, 2014).

The focus of active listening is on the speaker. By asking questions and/or summarizing what the speaker stated, the listener provides verbal or nonverbal feedback (Nadig, 2015). The listener in this case goes beyond the stated words by using his other senses.

2). Critical listening

Evaluative, judgemental, or interpretive hearing are other terms for critical listening. The fundamental objective of this kind of listening is to assess the message logically while examining the many justifications offered by the speaker (Culbertson, 2015). Analysis, judgment, and critical thinking are necessary. It is important in order to evaluate the quality of the evidence and ascertain the speaker's motivation. Yet, critical listening

is a difficult skill to master because it necessitates combining information absorption and evaluation.

3). Content Listening

Understanding and retaining the information presented by the speaker are required for this style of listening (Culbertson, 2015). Finding cues by summarizing the message's core points and main themes is also necessary. Furthermore, it's critical to comprehend the various tones and sounds that the speaker uses. Other elements, including as phonology, vocabulary, grammar, general discourse, and informational discourse, must also be taken into account.

Identifying the core idea or the important points of the communication is necessary once more in order to utilize content listening effectively. If the message is not comprehended, the next step is to ask questions to get clarifications. This will improve how well the message is understood when it is being conveyed.

Process of Listening activities

1). Pre- Listening

Teachers must be aware that every student brings a unique background to the listening experience during the pre-listening phase. The listeners' attitudes, biases, and beliefs will have an impact on how well they comprehend the message. Teachers should be aware of these aspects in addition to how students' backgrounds affect the message they receive.

Students require support in order to activate what they already know about the concepts they will hear prior to listening. Not enough is simply being informed of the subject. Pre-listening exercises are crucial to determine what is previously known about the subject, to create the necessary context, and to identify the listening goals. Students must comprehend that listening involves more than just hearing; it also involves thinking, a great deal of attention, and knowledge that the speaker and the listener must share (Martha & Gay, 1984).

2). During Listening

Students must comprehend how rate affects the listening process. According to (Nichols, 1984, p. 15), individuals listen and think four times as quickly as they speak. Students must be urged to actively process the message by using the rate gap. Many activities might be encouraged for students.

They can run a mental commentary on it; they can doubt it, challenge it, or extend it, according to (Temple & Gillet, 1989, p. 14). They can practice it in order to remember it; specifically, they can do this by having themselves repeat key points. They are able to create inquiries for the speaker. Note the crucial word or phrase. They might question the veracity of what they are hearing, the speaker's motivations, or whether they are hearing subjective opinions rather than objective judgments.

3). After Listening

To further their understanding and expand their thinking, students must put what they have learned into practice. Activities after listening that are well-planned are just as crucial as those that are done before and during class (Devine, 1982). Here are several examples:

- a) To start, students can quiz themselves and the speaker to make sure they understand and that their presumptions are correct.

- b) To assert that the post-mortem is a highly practical tool. Students should discuss the speaker's points, challenge assertions of opinion, emphasize key points, and point out parallels between real-world and literary events.
- c) Students may provide an oral, written, or outline summary of a speaker's presentation. Students could utilize time lines, flow charts, ladders, rings, diagrams, webs, or maps in addition to the conventional outline structure.
- d) Students can go over their notes and add details that they missed recording during the speech.
- e) Students are capable of critically analyzing and evaluating what they have heard.
- f) Giving students the chance to participate in activities that expand upon and deepen concepts learned during an oral presentation. Writing (such as a response diary, learning log, or composition), reading (such as additional research on a subject or an opposing viewpoint), art, and play are a few examples (e.g., designing a cover jacket after a book talk or developing a mock trial concerning the topic through drama in role).

The Purpose of Listening

There are many good reasons to listen in everyday settings. Interactional and transactional are the two broad categories into which Brown and Yule separated the purposes (Brown & Yule, 1983, p. 1). Whereas transactional language is intended to communicate the transmission of information, such as to follow instructions, interactional language is used to express social reasons for communication, such as chit-chatting at a party (Hedge, 2000, p. 28).

Listening Achievement

The level of their achievements can be used to determine if students have already mastered what they have learned and how much progress they have made. After the learning process is complete, teachers must conduct an evaluation to determine students' achievement. The assessment can demonstrate whether or not students have a grasp of the material.

According to (Gronlund, 1976, p. 131), students have learned how to achieve. It indicates that success is the result of extensive testing and evaluation of learning. If the students have never completed anything before, it cannot be accomplished. Furthermore, achievement is the breadth of what a person has accomplished, according to (Thoha, 2003, p. 44). It implies that students will obtain the outcome after learning for a while. Achievement is the outcome that students attain. Success is possible through testing.

Therefore, it can be said that students' aptitude in listening skill courses, which is earned by test score, is what constitutes listening skill achievement. Accomplishment is only possible if students have completed their listening course learning. If the students retain what they learn and perform well on the listening test, they will accomplish their listening objectives.

2.2. Song in teaching Listening

Alberto (2010) defined a song as a piece of music spoken that uses melody and harmony to represent everything that would be expressed, particularly the emotional aspect. Furthermore, songs are a useful teaching tool. because listening to music while learning may be relaxing and can make school more enjoyable for students. Vocabulary can be taught through music, which can help children recall new words more easily. The learning process can be made

more engaging by practicing listening to songs. Students will be more inclined to practice listening without any pressure as a result of this.

Song and music will always be related. An effective way to create harmony and relaxation is through music, which can also increase learning efficiency. In order to facilitate easy learning and material mastery for students, music is properly selected and chosen. The mind is thought to enter an alpha state, which is calm and meditative but also open to perception (Salcedo, 2010).

Physiological Response to Music

Music is beneficial to both the body and education. The physiological advantages of music include a reduction in heart rate, anxiety, discomfort, and blood pressure. On the other hand, music can also speed up recuperation, reduce stress, and boost respiratory rate. The proven change in blood pressure, blood flow, pulse, and other activity when listening to music. The average heartbeat of a human is 70–100 beats per second. Because it matches their physiological rhythm, music at a tempo of 60 to 80 MM/minute will aid in students' relaxation (Salcedo, 2010). He also states The activities in the music class include singing, playing musical instruments, dancing, being creative, and listening. The goal of the story-telling program is to hone language abilities for beginning readers, such as listening, organization, understanding, and recall. Different teaching philosophies and in-class learning tools could have had an impact on the data. The purpose of song or music in education should go beyond mere stress alleviation or downtime amusement. School curricula frequently assign music specific functions (Salcedo, 2010).

Falioni (1993) asserts that integrating music into foreign language instruction can help students pay attention and become more devoted learners, songs and other forms of media play a significant role in helping language learners meet their set learning objectives. Students must first listen to the teacher's explanation in order to learn information from them, however this is not the case with most students. This occurs as a result of the students finding the teacher's explanation to be dull. Because of this, a good song should not be forgotten after being taught; rather, it can be repeated periodically again and over. The pupil will continue to listen, comprehend, and enjoy it in this way. The songs chosen are dependent on what is accessible; it could be from what the school or teacher has or anything that is readily available. Naturally, the teacher wants that children would learn language in an authentic way while still enjoying learning it through songs when teaching listening, but there is a valid difference.

The songs' grammatical complexity should be moderate, and the lyrics should reflect a compromise between the teachers' and students' tastes. While it is doubtful that students will listen attentively to music they dislike, teachers should also appreciate the songs they utilize. If not, they'll probably fail to instruct them effectively (Ur, 2009, p.66).

The Use of Songs as Authentic Listening Material

While creating listening skill materials, the utilization of authentic content is a crucial concern. Students have the chance to learn the abilities required to interpret and apply language that is frequently seen in real circumstances by using authentic material. To help students improve their communicative competence, it is crucial to provide students with as many opportunities as possible to expose them to examples of genuine language usage.

Ur (1996, p. 107) asserts that listening exercises based on replicated real-world scenarios are more likely to be engaging and inspiring than staged textbook comprehension exercises.

Real-world listening involves the qualities listed below:

- a. To listen with intention and anticipation.
- c. To respond right away to what is heard
- c. To look the listener in the eye.
- d. To receive certain environmental or visual cues that can help interpret what is heard (Ur, 1996, p.107).
- g. To differ from formal spoken prose in terms of redundancy, loudness, colloquialism, and auditory character and to be spontaneous extensions of hand conversation.

Factors Contributing to Listening Comprehension of Song

For the past 20 years, there has been serious consideration given to the idea of utilizing music in EFL classes. A song is regarded as one of the resources used in English classes because it has numerous language values. One methodological goal that songs used in the classroom can serve is one of the following, which can be ranked:

- a. Exercising the English language's rhythm, stress, and intonation patterns.
- b. Vocabulary instruction, particularly during the vocabulary reinforcement phase.
- b. Grammar instruction. In this regard, teachers use them to investigate tenses.
- d. Speaking exercises. Songs, specifically their lyrics, are used for this purpose as a discussion starter in class.
- e. Teaching students to listen critically.
- f. Improving writing ability. Songs can serve this objective in a variety of ways (Ur, 1996, p.107).

Lynch (2008) identified three elements that affect how well a listener understands a song. These elements are:

- a. Each song's new material should be addressed by using new terminology, idioms, and expressions. Grammar, vocabulary, and usage are all included.
- b. using the singer's accent; not every native speaker pronounces or sings with the same accent. Students could be exposed to an accent that is different from what they are accustomed to hearing in context.
- c. Applying grammar and new structures - Songwriters and performers are infamously "loose" when it comes to the application of grammar, structure, pronunciation, stress, and other linguistic elements to songs. For this, the teacher needs to be ready. Also, it is thought that the employment of songs in the instruction and study of English as a foreign language is greatly needed. Songs can teach listeners a variety of skills, including vocabulary, grammar, speaking, writing, and listening in particular.

Listening to an English Songs as Habit

There are two viewpoints on habits, each originating from a different academic field, such as sociology or psychology. First of all, a psychological construct that influences behavior is regarded to be a habit in psychology (Darnton, 2011, p.2). The most important aspects of habit as a behavior are a few elements, such as attitude, norms, and intention, which require frequency, automaticity, and stable environment. Moreover, psychology views habit as a regular practice (Darnton, 2011, p.3). Because of this, students will find it simple to practice their listening skills by making it a habit to listen to English songs. In contrast to psychology,

sociology places more emphasis on how individuals interact with their environment than it does on individual behavior. Three essential components of routine practice are also presented by practice theory. Materials (things and infrastructure), Competence (skills and knowledge), and Images (meanings, ideas and interpretations).

The Advantages of Using Song in Teaching English

Johanna Johansson (2021) state One can argue that songs offer a useful learning opportunity for learning English as a second language since it includes the combination of music and text. so with this combination it can increase student interest so that when there is interest there will be enough attention from students that will make them able to master the lesson.

2.3. Audio Visual Teaching Style

In order for students to be inspired to pay attention to the lecture, audio visuals are created and used, which allows for material absorption through sight and sound without just relying on the knowledge of words or other comparable symbols (Darwanto, 2007, p.101). Sukiman (2012, p.184) defines audio visual as media that channels messages through the senses of hearing and seeing. Hence, it can be stated that audio learning media visual is an intermediate or prop utilized by the teacher in teaching and learning activities that use and produce that material absorption through sight (image) and hearing (sound).

Sanjaya (2014, p.118) defines audio-visual media as a category of media that includes both visible image and audible sound elements. Examples include video recordings, various film sizes, sound slides, and more. Audio-visual media, as defined by (Syaiful Bahri, Djamarah and Friends, 2013, p.124), is media that combines sound and visual components. Because it combines the first and second forms of media, this sort of media offers superior capabilities. From some of the above-mentioned expert viewpoints, it can be inferred that audio-visual media is any form of media that includes audible sound and visible visuals and is utilized to transmit information from learning materials to accomplish learning objectives.

There are a lot of audio-visual resources that can be employed in educational materials. (Syaiful Bahri, Djamarah and Friends, 2013, p.125) divides audio-visual media into two groups, namely:

Audio-visual media encompass a diverse range of formats, each with its own capacity to convey information effectively. One such format is the concept of "audio-visual silence," wherein both auditory and visual elements are presented simultaneously to enhance comprehension. Examples of such media include sound frames (Sound Slides), sound sequence films, and sound prints, which integrate sound and visual images seamlessly. Motion audio-visual media, as described by Arief S. Sadiman et al. (2011, p.67), further expands upon this notion through mediums such as film, television, videos, and LCD projectors. Films, available in various sizes including 8 mm, 16 mm, and 35 mm, hold immense potential in supporting the teaching and learning process due to their immersive nature. Television serves as a direct transmitter of audio-visual content, serving not only as an entertainment medium but also as an educational tool, keeping students informed about current events. Videos, whether broadcast over video media or video compact disk (VCD), offer a dynamic combination of moving images and sound, making them valuable resources for educational purposes, especially in distance learning settings. Notably, videos provide the advantage of slow motion, enabling detailed examination of fast-paced events for enhanced learning. Additionally, LCD projectors employ efficient optical systems to project text, drawings, or both onto screens with optimal clarity, facilitating effective visual communication in educational settings. Thus, the diverse

array of audio-visual media forms plays a vital role in enhancing learning experiences by engaging multiple senses and fostering deeper understanding among learners.

Advantages of Audio-Visual Media

Wina Sanjaya (2014, p.109) lists the following benefits of using audio-visual materials in the educational process:

- 1). Audiovisual media can offer a rich learning experience that is difficult to replicate through direct study. For instance, since it is impossible to tell students to dive, students can learn about life on the seafloor through film. Likewise with other abstract ideas.
- 2). Audiovisual media enables more varied learning, which boosts motivation and excitement for learning.
- 3). Under certain parameters, audio-visual media can serve as a learning resource that students can use independently, reducing their need on the teacher's physical presence.

3. METHODS

3.1. *Research Design*

This research uses quantitative method, and the design of research is experimental research, John W. Creswell in (Singh, 2006, p.134) Best defined experimental research as the description and analysis of what will be or what will occur, under carefully controlled condition. In this research the writer uses quasi-experimental research.

Quasi-experimental research is applied because the writer is able to control at least one of the most dominant variables of the research (Creswell, 2002, p. 295), in this case the ability of student's listening skill is seen. The experimental research is chosen to determine influences an outcome or dependent variable (James, Millan & Schumacher, 2006, p.119), which is the efficacy of English song by using audio visual in improving Listening to the students of second grades of SMAN 1 INDRAJAYA.

In investigating the Efficacy of English Song by Using Audio Visual in Listening skill, two between all classes 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 using English Song by Audio Visual.

3.2. *Location of Research*

The research is held at SMA N 1 INDRAJAYA, which is located on Mesjid Tungkop, Indrajaya. This place is near from Islamic Educational Institutions that is leaded by Tgk. H.Ismail or peoples always call him Ayah Caleu. From Caleu we can find this school after go ahead on Caleu-Garot street about 3 kilometers.

3.3. *Population and Sample*

The "population" consists of all the subjects that will be studied. It includes all the possible cases (persons, objects, events) that constitute a known whole (James, Millan & Schumacher, 2006, p.119). Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected. This representative portion of a population is called a sample. The population of this study is all of the second-grade students of SMA N 1 INDRAJAYA that consist of 154 students.

The sample of this study is selected by using random sampling technique. As mentioned by (Muijs, 2004, p. 28), in conducting quasi-experimental study, the control and experimental group must be as similar possible as in gender, achievement, or ability. So, 2-MIA.1 class and 2-MIA.2 class will be the sample in this study. Both of the class have similar characteristics and English score. The experiment class is the 2-MIA.2 class which consists 20 students. and the control class is the 2-MIA.1 class which consist of 20 students. Thus, the total of sample is 40 students.

3.4. Research Instrument

In this research, is used a test as an instrument to collect the information of the students. The test included pre-test and post-test. Nunan, (1992, p.41) states that the group that receives the new treatment is called the experimental group and the group that receives a different treatment or is treated as usual is called control group. The test was given for both control and experimental groups.

The test is made based on the materials given in the class and curriculum syllabus. The test items were concerned on the students' listening ability. The material were taken from the topic of the English song that appropriates to discuss

3.5. Technique of Data Collection

Data collection is crucial, and in this study, pre- and post-tests are the method of choice for gathering data. The pre-test and post-test steps are as follows:

Pre-Test

The test, known as the Pre-test, is administered to the students in both the control and experimental classes. The pre-test is administered as evidence of the learning process. Following explanation, the students are given a song and lyrics that contains 10 blanks word. Pre-tests essentially assessed how similar the experimental and control groups are.

Post Test

At the conclusion, there is a post-test. The Post-test is administered to both 2-MIA.2 as an experimental class and 2-MIA.1 as a controlled class. Following the explanation, the post-test is administered to the experimental class. It is given in order to determine whether or not developing listening is more efficacy when English songs are used by using audio visual.

They are scored once the test results are known. This also implies that the students' grade will be between zero and one hundred (when the students could answer the entire question). 100 is the maximum possible score (when the students could not answer the entire question). As a result of the study, those findings are used. The results of the listening test are shown in Table 3.1, The score criteria that researcher used are based on Prasetia (2017).

Criteria of Mastery	Level
91-100	Excellent
81-90	Very good
71-80	Good Fair
61-70	Poor
51-60	Very poor
Less than 50	

3.6. *Technique of Data Analysis*

Normality Test

Prior to selecting whether to use parametric or nonparametric statistics to compute the data to test the research's hypotheses, the data's normality and homogeneity are examined. To determine whether the data had a normally distributed distribution, the study of normality is required. Lilliefors test with SPSS version 22. This test is used to determine whether the sample's data have a normal distribution. Scores will have a normal distribution if the normalcy is greater than the level of significance (0.05). The data are normal if the normality test's significant result is greater than 0.05. On the other hand, the data are significantly outside of a normal distribution if it is less than 0.05. The standard for evaluation is:

-Ho: A significant score of more than 0.05 indicates that the data are normally distributed.

-Ha: A significant score of less than 0.05 indicates that the data is not regularly distributed.

Homogeneity Test

The homogeneity of the data is assessed via the normalcy test. To determine if the samples or data from both classes are homogenous or heterogeneous, a homogeneity test is conducted. In order to use the t-test to test the hypotheses, it is necessary to ascertain whether the data from the two groups have the same variant. The researcher utilized the Levene Statistic Test from SPSS 22 to calculate the homogeneity test. The actions are:

- 1) Clicking "Analyze Comparison" entails
- 2) To Choose One Way Anova Method
- 3) To fill the Class variable on the factor box and the Score variable on the dependent list.
- 4) To select the choice and complete the Homogeneity of Variance Test checklist.
- 5) OK

According to the results of the homogeneity test, homogeneous data are those in which the significance of the data is greater ($>$) than the significance degree (0.05), while heterogeneous data are those in which the significance of the data is less ($<$) than the significance degree (0.05).

Hypotheses Test

The writer calculated the data after examining the normality and homogeneity of the data to test the hypothesis that there is a significant difference between students' listening comprehension in the experimental class and students' listening comprehension in the control class. Because the data is normal and homogeneous, the writer used the t-test formula to calculate the data. To determine if an English song improves students' listening by using audio visual, the t-test is utilized. The researcher applied formula of independent sample t-test by using SPSS 22.

Statistical Hypotheses

The value of significance (2-tailed) and significance degree can be used to assess the validity of the hypotheses based on the analysis's findings. The null hypothesis (H_0) will be rejected and the alternative hypothesis (H_a) will be accepted if the value of significance (2-tailed) is less than the value of significance degree. In contrast, the null hypothesis (H_0) will be accepted and the alternative hypothesis (H_a) will be rejected if the value of significance (2-

tailed) is greater than the value of significance degree. The following is how the study's hypotheses are expressed statistically:

$\text{Sig}(2\text{-tailed}) < \text{Sig. degree}(0.05)$, H_0 is rejected and H_a is accepted

$\text{Sig}(2\text{-tailed}) > \text{Sig. degree}(0.05)$, H_0 is accepted and H_a is rejected

The assumption of the hypotheses:

- a. If $\text{Sig}(2\text{-tailed}) < \text{Sig. degree}$, the alternative hypotheses (H_a) is accepted and the null hypothesis (H_0) is rejected. It indicates that there is a considerable difference between the listening ability scores of the second-grade students at SMA N 1 INDRAJAYA who are taught using English song by audio visual and who are not ($\mu_1 \neq \mu_2$). To put it another way, learning listening is effective while using English songs by audio visual.
- b. If $\text{Sig}(2\text{-tailed}) > \text{Sig. degree}$, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted. It indicates that there is no appreciable difference between the scores of the second-grade students at SMA N 1 INDRAJAYA who are taught using English Song by audio visual and who are not ($\mu_1 = \mu_2$). In other words, learning listening through English songs by using audio visual is ineffective.

Treatment

The author has carried out treatment in the experimental class by playing English songs using audio-visual media for students to listen to in order to practice their listening skills. Apart from listening, students can also pay attention to the projector to see the visuals. then each student selected as a sample was given song lyrics which contained ten blank parts which were verbs. The author carried out the treatment twice on 18 and 25 May 2022 by playing videos of different English songs.

At the time of starting treatment, the author previously explained in advance the relation to daily life and its benefits related to the application of the treatment carried out by the author at while Activity for about 15 minutes, while pairing the audio-visual equipment needed, then the author has played a video of the song in English to be shown To students, even played repeatedly to practice their ability to hear. On the sidelines of the screening the writer tries to practice the focus of students to all the verbs in the song and tells students to remember what the verbs are on the song, this is done in conjunction with an explanation and protection for 50 minutes, and in the last 15 minutes the author Just giving lyrics that contain empty words to fill by students who have been heard in the video earlier, when asked to fill in the empty parts of the lyrics, the author only focuses on the verb, so what the author is empty for the lyrics is the verb, so all of this is a series of activities carried out by the author in two treatment

4. RESULTS

Based on the cases studied, the authors wanted to find out whether there was a significant difference between the application of learning model designed in the experimental class compared with conventional method in the control class to determine the results of whether there was an efficacy of applying English songs on student's listening by using audio-visual, and in this case it is very suitable to use the independent sample t-test to determine the right decision making as a conclusion, furthermore the data was normalcy and homogenous. For this test it is only needed to apply Post-Test Score of two class for getting the result of the test. If the significance value (2-tailed) is less than 0.05, then H_0 is rejected and H_a is accepted. But if the significance value (2-tailed) is greater than 0.05, then H_0 is accepted and H_a is rejected;

(H_a): There is an efficacy of students who are taught listening by applying audio visual of English song.

(H₀): There is no any efficacy of students who are taught listening by applying audio visual of English song.

Table 4.6 Group Statistics

The Result of Student test	Learning Model	N	Mean	Std. Deviation	Std. Error Mean
	Special treatment learning model	20	74.25	8.315	1.859
	Conventional learning model	20	67.25	8.025	1.795

Table 4.7 Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means					
F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference

Table 4.6 Group Statistics

				N	Mean	Std. Deviation		Std. Error Mean	
The Result of Student test	Learning Model								
	Special treatment learning model				20	74.25	8.315		1.859
	Conventional learning model				20	67.25	8.025		1.795
The Result of Student test	Equal variances assumed							Lower	Upper
		.013	.911	2.709	38	.010	7.000	2.584	1.769
	Equal variances not assumed			2.709	37.952	.010	7.000	2.584	1.769

Based on the results of independent sample T-test above, it can be seen that the significance value (2-tailed) is 0.010, which is less than 0.05, indicating that H_0 is rejected and H_a is accepted. This has also been strengthened by the evidence listed in table 4.12 group statistics in the mean column which shows that the average score obtained by students who are specially treated is higher than those who use the conventional learning model.

5. DISCUSSION

The study investigated the efficacy of employing English songs with audio-visual aids in teaching listening skills to second-grade students at SMA N 1 INDRAJAYA. Data were collected from both an experimental class, where the special treatment was administered, and a control class, which followed conventional teaching methods. Pre-test and post-test scores were analyzed to assess the impact of the intervention. In the experimental class, the pre-test scores averaged 58, with a subsequent post-test average of 74.25, indicating a significant improvement of 16.25 points. Similarly, the control class exhibited an average pre-test score of 57.75 and a post-test average of 67.25, resulting in a smaller improvement of 9.5 points. Normality tests were conducted on both pre-test and post-test scores for each class, revealing that all data sets were normally distributed. Additionally, the Levene test confirmed the homogeneity of data collection. Subsequent independent sample t-tests showed a significant difference ($p = 0.010$) between the post-test scores of the experimental and control groups, indicating the effectiveness of employing English songs with audio-visual aids in enhancing listening skills. These findings are consistent with existing literature, including Alfaridi's assertion that English songs can create dynamic and enjoyable learning environments, and Prasetya's findings that simple songs effectively improve listening ability. Thus, the study supports the use of English songs with audio-visual aids as an effective medium for enhancing listening skills among second-grade students.

6. CONCLUSION

Applying English song by using audio visual is efficacy to improve student's listening ability. Learning English using song by audio visual is one of alternative learning model that teacher can use for teaching listening to their student. It also makes student enjoy the study.

Following the completion of the research, it was determined that the value of Significance(2-tailed) = 0.010 < Significance degree = 0.05, the alternative hypotheses (H_a) is accepted and the null hypothesis (H_0) is rejected.

As a result, it can be concluded that learning listening using songs by audio visual is more efficacy than learning listening with conventional method.

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