

**THE EFFECTIVENESS OF USING ENGLISH SONGS
TO IMPROVE STUDENTS' INTEREST
IN LISTENING AT SMAN I
BUKIT BATU**



By

AGUSTINI

NIM. 10614003466

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

**THE EFFECTIVENESS OF USING ENGLISH SONGS
TO IMPROVE STUDENTS' INTEREST
IN LISTENING AT SMAN I
BUKIT BATU**

Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



By

AGUSTINI

NIM. 10614003466

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

ABSTRAK

AGUSTINI (2010): The Effectiveness of Using English Songs to Improve Students' Interest in Listening at SMAN I Bukit Batu

The writer has found out some problems needed to be discussed and investigated related to the improving of students' interest in Listening and how to teach Listening it self; what aspects or factors that can improve students' interest in Listening and try to use English songs to improve students' interest in Listening, beside using of cassette conversation that have taught as usual in SMAN I Bukit Batu as a Teaching media. Based on the above phenomena, the writer formulated the research problems as follows; Is the use of English songs able to improve students' interest in Listening? And what aspects or factors in the English songs that can improve students' interest in Listening?

The subject of this research was a second year students of SMAN I Bukit Batu. The object of this research was students' interest in learning English especially in Listening. The population of this research second year of class B science program Bukit Batu. The total number of population was 30. The sample of this research was all of the students in class B science program because it was a small population, and the writer did the research by using two different treatments, but still the same subjects.

To obtain the data of this research, the writer used observation toward how the learning process in Listening that usually taught in the class, and to find out the number of students' interest toward Listening by using questionnaire.

Based on the result of the research, students' interest of second year class B science program by using English songs is highly increased. Before using songs, students' interest in Listening was only 22.00, and after treatment by using English songs became 43.77.

ABSTRAK

AGUSTINI (2010): Keefektifan Penggunaan Lagu-lagu Berbahasa Inggris untuk Meningkatkan Ketertarikan Siswa dalam Pelajaran Listening di SMAN I Bukit Batu

Penulis telah menemukan beberapa masalah yang harus di diskusikan dan di investigasi sehubungan dengan meningkatkan ketertarikan siswa dalam belajar Listening dan cara pengajaran Listening itu sendiri. Seperti apa faktor-faktor yang dapat meningkatkan ketertarikan siswa dalam belajar Listening, dan mencoba menggunakan lagu bahasa Inggris untuk meningkatkan ketertarikan siswa dalam belajar Listening, selain kaset conversation yang digunakan sebagai media pengajaran Listening. Berdasarkan gejala tersebut penulis merumuskan masalah penelitian serbagai berikut: Seberapa jauh pengaruh lagu berbahasa Inggris dapat mempengaruhi ketertarikan siswa dalam belajar Listening, dan faktor apa saja yang membuat lagu berbahasa Inggris dapat meningkatkan ketertarikan siswa dalam belajar Listening.

Subjek penelitian ini adalah siswa kelas dua SMAN I Bukit Batu. Objek penelitian ini adalah ketertarikan siswa dalam mengikuti pelajaran Bahasa Inggris khususnya pada Listening. Populasi penelitian ini adalah seluruh siswa kelas II IPA B SMAN I Bukit Batu, jumlah keseluruhan populasi adalah 30 siswa. Sampel penelitian ini adalah kelas II IPA B SMAN I Bukit Batu karena merupakan populasi yang kecil, dan penulis melakukan penelitian dengan menggunakan 2 tindakan tetapi tetap menggunakan 1 subjek.

Untuk mengumpulkan data dari penelitian ini, penulis menggunakan observasi terhadap pengajaran Listening yang biasa dilakukan dalam belajar Listening, dan untuk menemukan seberapa jauh ketertarikan siswa terhadap Listening itu sendiri dengan menggunakan angket. Berdasarkan hasil penelitian ini ketertarikan siswa kelas II IPA SMAN I Bukit Batu dengan menggunakan Lagu berbahasa Inggris mengalami peningkatan yang jauh. Sebelum menggunakan lagu, ketertarikan siswa terhadap pelajaran Listening hanya 22.00, dan setelah menggunakan lagu menjadi 43.77.

ملخص

أغوستيني (2010): انفعال الأغاني الإنجليزية في تحسين فائدة الطلبة في الاستماع بالمدرسة المتوسطة العليا 1 بوكيت باتو.

رأت الباحثة المشكلات حيث لازم تحليلها في اتصاله مع ترقية فائدة الطلبة في الاستماع طرق التدريس نفسها. وكيف ما كانت العوامل التي تطور فائدة الطلبة في دراسة الاستماع، وجهدت الباحثة استخدام الأغاني الإنجليزية لتحسين فائدة الطلبة في دراسة الاستماع ما عدى شريط المحادثة حيث تستخدم وسيلة لدراسة الاستماع. من الأعراض السابقة رمزت الباحثة المشكلة على النحو التالي: كيف كانت الأغاني الإنجليزية تؤثر فائدة الطلبة في دراسة الاستماع، وما العوامل التي تؤثر الأغاني الإنجليزية في تحسين فائدة الطلبة في دراسة الاستماع.

موضوع هذا البحث طلبة المدرسة المتوسطة العليا 1 بوكيت باتو. أهداف هذا البحث فائدة الطلبة في دراسة اللغة الإنجليزية خصوصا في درس الاستماع. الأفراد لهذا البحث جميع طلبة الصف الثاني للعلوم الكونية، الباء الاستماع بالمدرسة المتوسطة العليا 1 بوكيت باتو، ومجموع الأفراد 30 شخصا. عينة هذا البحث كل طالب من قلة الأفراد، وأن الباحثة قامت بهذا البحث باستخدام الخطوتين مع استخدام موضوع واحد.

لجمع البيانات لهذا البحث، استخدمت الباحثة الملاحظة إلى تدريس الاستماع كما فعل عادة في تدريسه، ولمعرفة مدى فائدة الطلبة في دراسته باستخدام الاستبيان. بناء على نتائج البحث يعرف أن فائدة طلبة الصف الثاني للعلوم الكونية بالمدرسة المتوسطة العليا 1 بوكيت باتو باستخدام الأغاني الإنجليزية كانت في ترقية حسنة. ومان قبل استخدام الأغاني الإنجليزية، فائدة الطلبة في درس الاستماع وصل إلى 4.37 و بعد استخدامها يكون 23.6.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
LIST OF CONTENTS	vii
LIST OF APPENDICES	xiii
CHAPTER I. INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Reason for Choosing the Title	7
F. Objectives and Need of the Study.....	8
1. The Objectives of the study	8
2. The Need of the study	8
G. Definition of the Term	
CHAPTER II. THE THEORETICAL FRAME WORK	11
A. Review Related Literature.....	11
B. Theoretical Framework	13
1. The Nature of Song	13
2. Use English Songs to Improve Students' Interest.....	15
3. Interest.....	17
1. The Concept of the Interest.....	17
2. The Factors Influence Interest	19
3. Indicator of Interest.....	19
4. The Nature of Listening	21
C. Relevant of the Study.....	22
D. Operational Concept	24
E. Assumption and Hypothesis	26
1. Assumption	26

2. Hypothesis.....	26
CHAPTER III. RESEARCH METHODOLOGY	27
A. The Research Design	27
B. Location and the Time of the Research	27
C. Subject and Object of Research	27
D. Population and the Sample	27
E. Technique of the Data Collection	28
F. Technique of Data Analysis.....	30
CHAPTER IV. DATA PRESENTATION AND THE DATA ANALYSIS.....	31
A. Data Presentation	31
1. Description of the Data.....	31
2. Data presentation	31
1. Observation	31
2. Questionnaire	39
B. Data Analysis.....	41
CHAPTER V. CONCLUSION AND SUGGESTION.....	75
A. Conclusion	75
B. Suggestion.....	76

BILBLOGRAPHY

APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Learning English nowadays is an important thing in our life. It is used to develop many aspects of life. The government has decided English to be taught from elementary school to university. The goal of teaching English is to provide the students with the knowledge of the language use. There are four language skills: listening, reading, speaking, and writing. In recent years, listening comprehension has received increasing recognition as a language skill that ought to be researched and taught in its own right. Many language teachers give it systematic attention and listening activities are now central to many language teaching course books. Two key reasons exist for this development, one theoretical and the other practical. From a theoretical perspective, listening is seen as a vital means of linguistic input for language learners. Several theories derived from empirical research emphasize that the important role listening comprehension plays in the early stages of language acquisition. From the practical point of view, more people are learning English to communicate orally with speakers of English outside their own countries.

Listening is an important skill for foreign language learners. Successful listening for language learners depends on many factors, not least their background knowledge and their mental processing capacity. "Listening is conceived of as an active process in which listeners select and interpret

information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express” (Rubin, 1995:7). From Rubin statement, it ensures that in our daily life we do some activities that come from what we heard and what we saw, and some activities that we’ve done almost half percent present as Listening. Listening takes up as much 50% of our everyday communication time. It is very important that we have to learn listening in English language learning.

For learners, listening can be a stressful activity because it is transient and they are often unable to process quickly enough the information they hear. If we take a sight from classroom activities when they learn Listening, students felt confused and felt that is strangers because they were learn a foreign language. Teachers have the challenging task of helping students to improve their ability in a language skill that is largely unobservable. There are some reasons why Listening is considered as difficult to learn, as presented below:

(Underwood, 1989:16-19):

- a) Listener cannot control how quickly a speaker speaks (lack of control over the speed at which speakers speak).
- b) Listener is not always in a position to get the speakers to repeat an utterance (not being able to get things repeated).
- c) Listeners can deduce the meaning of a word from its context (the listeners limited vocabulary).
- d) Failure to recognize the ‘signals’. There are many ways in which speakers can indicate that she/he is moving from one point to another,

or giving an example, or repeating a point, or whatever. These signals are not immediately self-evident to a person listening to a foreign language and can easily be missed.

- e) Problems of interpretation. Students who are unfamiliar with the context may have considerable difficulty in interpreting the words they hear even if they can understand their 'surface' meaning.
- f) Inability to concentrate. In to concentrate can be caused by a number of things, but in Listening work, it is a major problem because even the shortest break in attention can seriously impair comprehension.
- g) Established learning habits. This is a particularly difficult problem for teacher who has themselves learned English mainly through reading and writing and who; therefore, find it as hard to tolerate vagueness and incompleteness of knowledge as their students do.

From the statement above, the writer can see there are many problems in learning listening for foreign language learners and students in the classroom. It can be seen from the mistakes that they produce while studying and comprehend listening in daily life activities or school situations. One of the problems that faced by the students when they learn listening is limited media that caused less of teacher's creativities.

“Listening is an active, purposeful processing of making sense of what we hear” (Helgesen, 2003:24). From Helgesen statement, the writer knows that listening needs an active process to be done. How we can make an active process

if entirely less media and always the process of learning always use the same method over and over again.

A great teacher can manage classroom effectively, and she/he needs to make some strategies while teaching to make learning is enjoyable and fun. If students feel enjoy and fun to learn it, they will be interested in what teacher tries to present.

SMAN I Bukit Batu is one of schools in Bukit Batu sub district, it has produced a great level students of education. English lesson is taught 3 times in a week for every class, and also English course in afternoon for extra. In fact, students in SMAN I usually feel boring when they are learning Listening in the classroom. It maybe caused by the same applying media every time they learn, and as a result students are not interested with the lesson, and as far as the writer knew, in SMAN I Bukit Batu only used a conversation cassette while teaching listening.

Deporter *at al.* (in Hapizah. S, 2009:18) say that classroom management including the approach, the strategies, the position of the chair, and the attitudes of the teachers, will increase the motivation, score, self-confidence, and their skill. Thus, the attitude of the teachers is a crucial part in determining students' interest in teaching and learning process.

For students, to understand English in everyday oral communication, it is important that they have to practice speaking English outside the classroom, and for that goal, they need interested of Listening it self first. Listening materials drawn from authentic sources are interesting and motivating because they are

relevant to students' life and work. Songs are excellent forms of listening input for a wide range of comprehension tasks because they are normally short and in general, use simple natural language, and contain repetitions. Some songs may be longer, but they often contain stories that will capture student's attention. (Goh, 2002:44).

From the above statement, based on the writer observation, the teachers in SMAN I Bukit Batu were low effective in teaching Listening. Students learnt Listening by the same way in every meeting, and they always used conversation cassette while Listening. So, that's why the writer wants to apply songs as media to improve students' interest especially in learning Listening. They should feel enjoy when they learn. It can help them comprehend the lesson easily, because when we are interested in something, it becomes easier to understand and to comprehend it. Thus, kids nowadays also feel fun with songs, and almost the whole day they spend by listen song. So, the writer wants to use English songs in this school to improve their interest before they learn listening it self. The teacher needs to give an extra time for students to practice or attention when they begin in Listening which asks students to interpret and understand meaning, and all the teachers have to stimulate students' interest or make them to be more ready or comfort in English it self because Listening is about hearing, it need attention and focus.

The phenomena occurring during the classroom according my observations are:

1. Some of the students did not focus and had low attention in Listening

2. Some of the students could catch the language because they did not familiar with the language (English) and that caused they did not pay attention to the materials.
3. The teachers always gave the same activities while learning Listening which used conversation cassette as media in Listening.

Based on the statements above, the writer is interested in conducting the research entitled:

**THE EFFECTIVENESS OF USING ENGLISH SONGS TO IMPROVE
STUDENTS' INTEREST IN LISTENING AT SMAN I BUKIT BATU**

B. Identification of the problems:

Based on the above statement, interest is one of factors which can make students enjoy and enable to learn something. It means, the students of English as a foreign language learners should have interest, especially when they learn Listening in this case. However, the students still face difficulties to reach the goal. The problems may come from two sides. The first side comes from the students who lack of interest, vocabulary, prior knowledge and poor of knowledge of English itself, and the second side belongs to the teacher who does not use appropriate strategies. Thus, to clear of the problems, the writer identifies the problems as follows:

1. What cause students feeling bored when they learn Listening?
2. What factors make the students hard to learn Listening in the class?
3. What factors make the students not interested in learning Listenin

C. Limitation of the problem

Because the scope is too large, the writer needs to limit the problem. The problem of this research was limited as “The effectiveness of using English songs to improve students’ interest in Listening at SMAN I Bukit Batu”, and the writer focuses on the using English songs to improve students’ interest in Listening.

D. Formulation of the problem

Since the writer focuses on the contribution of English songs to improve students’ interest, the writer specifies the research problem in following question:

1. Is the use of English songs able to improve student’s interest in Listening?
2. What aspects in the English songs can improve students’ interest in Listening?

E. Reasons for Choosing the Title

The reasons of the writer to conduct this research are:

1. This subject is related to Listening as one of information subject of English Language Teaching.
2. English song is a good media in Listening to improve students’ interest because most teenagers or adult like English songs.
3. The writer wants to know the use of English songs in improving students’ interest in Listening at SMAN I Bukit Batu.
4. As far as the writer knows, the title is not researched yet.

F. Objectives and need of the study

1. The Objectives of the Study

- a. To find out the obvious depiction about the students' interest in Listening.
- b. To find out the use of English songs in improving the students' interest at SMAN I Bukit Batu in Listening.

2. The Need of the Study

The writer conducts this research for some needs as follows:

- a. As the source of information of the writer and reader, on developing English study especially in Listening
- b. To inform the English teacher about using English songs as media to be applied when they learn Listening at SMAN I Bukit Batu.
- c. To help the students build Listening skill in comprehending Listening.

G. Definition of the Term

In order to avoid misunderstanding of the terms used in this research, the writer needs to explain the terms as follows:

1. Effectiveness

A result of particular influence (**Hornby, 1995:45**). In this paper, effectiveness means the effect of using English songs in stimulating students' interest in Listening.

2. English

A language which used as a lyric or instruction (Goh, 2000:233)

3. Songs

Songs are an excellent form of Listening input for a wide range of comprehension tasks because they are normally short and in general, use simple natural language, and contain repetitions. (Goh, 2000:44)

A brief composition written, adapted for singing, or a short musical composition with words. (Middle English, from Old English sang: 1999)

In this paper, songs are media in learning Listening to increase students' interest.

4. Improve

Free online dictionary (wordnetweb.princeton.edu/per/webwn) states that "improve" means:

- a. To rise to a more desirable or more excellent quality or condition; make better.
- b. To increase the productivity or value of (land or property).
- c. To make beneficial additions or changes.

In this thesis, "improve" means to raise, to motivate the interest it self in Listening by using English songs.

5. Students' Interest

A. P Cowie (1994:125) interest is firstly, state of wanting to learn or to know about something, secondly, quality that arouse concern or curiosity power to hold one's attention, thirdly, thing with one concerns one self of about which one is enthusiastic.

In this thesis, students' interest is a part of learning process to get the best result in Listening.

6. Listening

Listening comes from what listen that to hear, pay attention (Hornby, 1993:244). Listening in this study is an activity that needs interest, concentration, and attention.

CHAPTER II

THE THEORETICAL FRAME WORK

A. Review Related Literature

From all the English skills taught at school, listening is the most difficult skill faced by Indonesian students in mastering English. Listening has been relegated to a secondary position in the English language teaching classroom. Compared with speaking, reading, and writing skill, there has been a lack of research interest into Listening. It has not received wider attention although Listening is actually the language skill most often used in everyday life. More than forty percent of our daily communication time is spent on listening, thirty five percent on speaking, sixteen percent on reading, and only nine percent on writing. Listening takes up as much as 50 percent of our everyday communication time. (M. Goh, 2000:1)

In recent years, regarding with the implementation of competence-based curriculum (KBK) and school-based curriculum (KTSP), there is a change on the approach of the English teaching learning method. The teaching of English is emphasized on the function of language as a mean of communication. The learners focus on *how* to use the language and not on *what* the language is. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As the result, the need for the Listening competence has recently attracted

considerable attention. Consequently, communicative approaches are proposed to be used in teaching learning method.

However, some observation and researches in the field of English teaching in Indonesia have found that the teaching of Listening skill is still disappointing and needs to be improved. Although students have mastered the basic element of English grammar and vocabulary, their Listening comprehension is often weak. Through systematic study of Basic English teaching stages at university, it has been recognized that while students' integrated skills in reading, writing, and translating have been improving their Listening and speaking capabilities have been left behind. The key factor that has been recognized in the preliminary studies is students' limited listening comprehension.

In fact, the mastery of English depends on Listening since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the first language mode that children acquire. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the process of communication. People spent 70% of their waking time communicating and three-fourth of this time was spent Listening and speaking.

Furthermore, listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding, of the world and human affair, their ideals, sense of values, and their appreciation. In this day of mass communication, much of it is oral, it is a vital importance that students are taught to listen effectively and critically. As

an input skill, listening plays a crucial role in students' development. Language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input.

In Indonesia, one of crucial problems on the teaching of Listening skill is lack of Listening media from the native speakers of English. In fact, students should be familiar with "how" the language to be pronounced or spoken and finally they are able to adopt and use it naturally in authentic situation. Students are given Listening materials as often as possible, so that they have enough input as the references to use in communication. At this point, it is clear that the teaching of English should emphasize on "Listening" first as a main method in improving English.

B. Theoretical Framework

1. The Nature of Song

English song is one of the practical ways for the students to increase their interest in learning English especially in Listening. According to Hornby (1993:133), song is a piece of music with words that is sung. It means English songs can be used in learning grammar.

The scientist says in learning through songs book (Hapizah S, 2009:21) that songs can enter our brain in a different or printed things they go to different part of the brain, and they often sink in their deeply. That is why we may remember suddenly a phrase from a song that we have not heard since we were young.

Furthermore, scientific reveals that when both hemisphere of the brain are working at the same time as we participate in learning songs, the learning is more complete and longer lasting. It reminds us when we were still young or when we were at elementary school, the teacher taught us some songs, until now we still remember that songs.

Brewer in Dianis (2007:12) states that music greatly affects and enhances our leaning and living. It means that music or songs have great affects to our feeling and energy level. Without even thinking about it, we use music to create desire mood, to make us happy, to enjoy movement and dance, to energize, to bring back powerful memories, and to help us live for many important experiences.

For many people, song is a powerful part of their personal life. The intentional use of song in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities. Using of music for learning process much more are fun and interesting.

Music is one of the great methods of teaching to get students involved and help them learn about the subject. When a teacher takes break from traditional teaching and exclaim that it is song time, the students will be excited. The music which is heard must be entertaining and thus means that it should be fun and enjoyable rhythm and word that the students can get involved with.

2. Use English Songs to Improve Students' Interest

Helgesen and Brown (2007:135) mentioned that music or song was useful for Listening at the highest level, appreciation. Most students love songs, it can be such a great source of pleasure, emotion, and thinking.

Grenough (1995:XII preface) stated that learn English through songs is:

- a. To enjoy
- b. To improve Listening skills
- c. To increase vocabulary
- d. To improve speaking ability
- e. To enliven knowledge and use of grammatical structures
- f. To heighten memory
- g. To make more comfortable with the use of expression, phrases, and slang
- h. To challenge creativity

As Gugliemino (1986) stated, adults sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value.

Teachers have long recognized the need for students to have a positive attitude in regard to learning.

Eken (1996:46) states that songs can be used:

- a. To present a topic, a language point, lexis, etc.
- b. To practice a language point, lexis, etc.
- c. To focus on common learner errors in a more direct way

- d. To encourage extensive and intensive listening
- e. To stimulate discussion of attitudes and feelings
- f. To encourage creativity and use of imagination
- g. To provide a relaxed classroom atmosphere
- h. To bring variety and fun to learning

Lo and Li (1998) offer similar suggestions, writing that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced. The belief that songs provide enjoyment and develop language skills is also noted by several other authors (Adamowski, 1997; Bechtold, 1983; Domoney & Harris, 1993; Griffee, 1992; Guglielmino, 1986; Lems, 1984; Little, 1983; Monreal, 1982).

Madylus (2003) stated that there are some reasons of why using songs and music is an effective way in English Learning for children. The reasons are:

- a. The children like song and music, and have strong personal preferences about what they like.
- b. Song often included a lot of repetition that helps to make language memorable.
- c. Song contains chunks of language that young learners can remember and use.
- d. There are many songs that are about issues of interest to this age group.

- e. Song often contains current usage of language that are meaningful to young learners of this age group.
- f. Because songs are sung at responsibly fast speed they contain natural phonological features like linking and weak forms that students learn to recognize and become comfortable with.
- g. Music can help promoted a released, stress-free atmosphere in the classroom.
- h. Music can stimulate strong feelings that can be channeled to enrich the language learning experience.

Research on psycholinguistics reveals that songs can activate language acquisition and learning in both hemispheres of the human brain (Carroll, 2000; Larsen-Freeman and Long, 2000; William and Burden, 1997).

3. Interest

1. The concept of the interest

Interest is the desire of somebody toward something as influence of the environment where she or he lives. Interest has great toward learning, because if the subject matter is not in line with the learners' interest, he or she will no learn seriously because no motivations to attract him or her. If the students do not study seriously, of course teaching and learning process can-not run well. Thus, the students' interest is needed very much in order to make teaching and learning process can run well.

Many experts give definition about interest, some of them are;

- a) Hillard in Slameto (1998:57) defines interest as presenting tendency to pay attention to and enjoy some activities or content.
- b) Alisuf sabri (1988 in Novia Leli, 2005:9) says that interest a tendency toward something to be frequently notified and recalled gaudily. Interest is closely relative to feelings mainly pleasure. Therefore, interest will happen because of pleasure toward something.
- c) Hornby (1995:65) says interest is statement of desire to learn or to know about somebody or something, curiosity, concern feels have showed and express.

Based on the definition above, we know that interest as factors that can influence someone to do something in their daily activities. Interest can be divided into two, they are;

- a. Expressed interest

Someone can express his or her interest through certain words. In this case, we can take example, by saying “I like learning very much”, etc.

- b. Manifested interest

Someone can manifest his or her interest through certain activities. For example someone is interested in free composition, she or he will buy short story book, novel, etc. (Dewa Ketut Sukardi, 1989:63 in Novia Leli 2005:10)

In teaching and learning, an interest is holding an important role. If the students have no interest in learning, of course the teaching and learning cannot run well.

2. The factors that influence interest

In generally, there are two factors that influence interest, internal factors and external factors. Internal factors include: ratio, psychology, sociology, sociology, attitude, necessity, and willingness:

- a. Attention
- b. Monitoring
- c. Conception
- d. Perception
- e. Attitude
- f. Felling

External factors include: social environment, natural environment, and family (WS 1998: 31) as quoted by Hasnawati (2004).

3. Indicators of Some one interest

Thesaurus Legend (Synonyms Related Words Antonyms Noun) states that indicators is a signal for attracting attention, device for showing the operating condition of some system.

In Essential English dictionary (1995:500) as quoted by Novia Leli (2005:13), there are three indicators of interest, they are:

1. Encouraging knowing something interesting deeply, doing that activity or involve in that activity
2. Doing the activity with pleasure and will prepare much time for activity

3. Having fun in doing the activity

From Novia Leli statement, the writer takes some an opinion, to make Listening is able to comprehend, teacher needs to make students doing Listening with pleasure whether it comes from the processing or how the teacher can bring and lead them to doing the activity. Because when someone is interested in something, it will be easier to done it, to accept it.

In this term, the students can be categorized have interest in Listening if:

- a. The students interest in Listening,
- b. The students are active and they always presents in learning Listening,
- c. The students are enjoy and feel fun in Listening,
- d. The students can telling or save the word of vocabularies that they've heard,
- e. The students follow the lesson till the end, and
- f. The students can comprehend and get the goal of learning Listening.

4. The Nature of Listening

Listening is an active operation. Some experts have given various definition of Listening. According to Hornby (2005: 897), listening is to try hearing and pay attention. In the same view, Underwood in Karmilasari (2005:5) stated Listening is the activity of paying attention and trying to get meaning from something we hear. It is clear that in Listening the listener must pay attention and try to get information and meaning of what the speaker says.

Nicholas (1998:25) points out that Listening is an active process in which the listener plays a very active part in contracting the overall message that is eventually exchange between listener and speaker. Gartside (1982:119) states that Listening is an activity and purposefully process in which listener participate and make a positive contribution by bringing their power concentration to hear what they hear. From these, we can see that Listening is not a passive active in analyzing and constructing the message from the speaker.

Richards and Platt (1992: 216), Howatt and Dakin in Melvina (2006: 6) explain that Listening is an activity where the learners can analyze, identify respond, and understand the speech in a second language.

Thomlison's (1984) definition of Listening includes "active Listening" which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker.

Language teaching can be defined as the activities which are intended to bring about language learning, Steren (1993:21)

Cullen (1999) states that there are two processes involved in Listening, and both can be utilized when songs are used in the classroom. The activity which is selected for a particular song will determine which of these processes is active. The first is bottom-up processing where the listener builds up the sound into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension.

From the explanations, the writer can conclude that Listening is an active process in learning where listeners need to be more creative, and how they can keep the word that they heard and made their own explanation as the goal.

C. Relevant of the study

As a matter of fact, there are some relevant researchers, which has relevancy to this research. In this research, the writer takes some relevant researchers which have relevancy with this research.

The first relevant research is presented by Hapizah (2009). The title of her research is “The Use of English Songs to Increase Students’ Motivation in Learning English of the second students at MAN Kuok Bangkinang Barat in Kampar”. Based on her presentation of the study in her research, it can be concluded that students’ motivation in learning English was increased. It can be seen from the mean of students’ motivation before the using English songs or

before treatment is 19.1250 and the mean of students' motivation in learning grammar after treatment is 42.6250.

Based on the score of $t_o = -261.685$, the score of significant (0, 0000) was compared to (0, 05). It means that 0,000 smaller than 0, 05 ($0, 0000 < 0, 05$). It can be concluded that there is a significant or positive effect of using English songs to increase students' motivation in learning English at second year of MAN Kuok Bangkinang Barat in Kampar. In shortly, English songs are effective to increase students' motivation in Learning English.

The second relevant research presented by Eka Sinta Sari (2007). The title of her research is "An analysis of Teaching English Using Songs in Increasing Students' motivation at SDN 021 Perkebunan Sei Lala, Kec. Sei Lala". In this research, she says that English songs can increase students' motivation in teaching and learning English. She also says that students can study grammar from the lyric of the songs.

D. Operational concept

Operational concept is a concept used to avoid misunderstanding and miss interpretation in the scientific study because a concept still operated is an abstract from the research. The writer wants to find out the effect of using English songs in improving students' interest in Listening.

Based on the topic of this research, there are two variables as follows:

1. Using English songs as independent variable

The step of using English songs in Listening, they are:

- a. The teacher checks the attendance list.
- b. The teacher tells the purpose of playing the English songs.
- c. The teacher plays two songs before go to the Listening section.
- d. The teacher gives students lyric.
- e. The teacher and students are singing together.
- f. The teacher gives some explanations and questions related to the songs.
- g. The teacher continues the Listening section by using conversation cassette.
- h. The teacher gives practice and exercise.
- i. The teacher gives a task to students.

2. Students' interest in Listening as a dependent variable

The writer gives a questionnaire paper every meeting, based on indicators of students' interest in Listening. They are:

- a. The students expects to the lesson.
- b. The students pay attention in Listening.
- c. The students feels relax.
- d. The student feels a good atmosphere is created while Listening.
- e. The students are easier to catch the word in Listening.
- f. The students feel enjoy.
- g. The students feel more ready to start the lesson.
- h. The students feel inspired.
- i. The students feel more familiar of words before they begin Listening.
- j. The students are often to ask.

E. Assumption and Hypothesis

a. Assumption

- English songs may attract student's interest in learning listening
- The student's interest in learning English is influenced by several factors

b. Hypothesis

H_0 : there is no significant influence or positive effect of using English songs in improving students' interest at SMAN I Bukit batu

H_1 : there is significant influence or positive effect of using English songs in improving students' interest at SMAN I Bukit Batu.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is a Pre-Experimental design. In this research, the writer takes only one class as a sample, to using English songs in teaching listening to stimulate students' interest at second year science program of SMAN I Bukit Batu.

B. Location and Time of the Research

The location of this research was at SMAN I Bukit Batu. The time of this research was conducted on August 2010.

C. Subject and the Object of The Research

The subject of this research was the second year science program students of SMAN I Bukit Batu, and the object was students' interest in Listening by using English songs.

D. Population and Sample

Frankel and Wallen (1993: 78) stated that a population is the group to which the results of the study are intended to apply. Furthermore, Gay (2000: 122) states that a population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalized. In this research, the population of this research was the second year students of SMAN I Bukit Batu. In this school, there are two class of second year science program, A

and B. The researcher took class B as a sample, because class B is more active than class A.

Farenkel and Wallen (1993: 78) state that a sample is group in a research study on which information is obtained. The total number of the sample was presented in table bellow:

TABLE I
POPULATION OF THE RESEARCH

NO	CLASS	MALE	FEMALE	TOTAL
1	II B	11	19	30

E. Technique of Data Collection

A. Observation

It was used to describe what the researcher applied in Listening, that was stated in this research as using English songs, to collect the information or description about the steps of the researcher in using English songs in Listening. The procedures were related with the using of English songs it self.

The writer directly saw and involved in the processing. After that the writer filled up the observation paper suitable with the fact of Listening process in the class to get the goal of effect or influence that writer wanted to find out.

B. Questionnaire

Questionnaire was used to measure the students' interest in Listening before and after treatment. The students were given questionnaires regarding students' interest in Listening after treatment. The form of the questionnaires was about how far students attract in Listening by using songs or without using songs. The questionnaires consist of some questions that describe students' interest based on indicators of students' interest.

TABLE II
THE EXAMPLE OF QUESTIONNAIRE PAPER

No	Question	Answer				
		SA	A	D	DA	SD
1	Listening is an interesting lesson					
2	By using English songs students attract to the lesson					
3	Is more fun using English songs as media in Listening better than English conversation or usual cassette					
4	English songs can attract students to Motivate their interest to find out the Meaning of each word that they've heard					

Explanation:

SA = Strongly Agree

A = Agree

D = Doubt

DA = Disagree

SD = Strongly Disagree

F. Technique of Data Analysis

In order to find out the student's interest in Listening, the writer scored the result of this research based on observations and questionnaires. In this case, the writer scored the result of how far English songs can improve students' interest by using *t-test*, and the writer took *paired sample t-test* to number it, which presented in SPSS.12. To numbering mean and standard deviation presents in following formula:

$$Mx = \frac{\sum fx}{N}$$

$$Sd = \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}}$$

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

4. 1. Data Presentation

4. 1. 1. Description of the Data

One of the goals of this research is to know how far English songs can improve students' interest at SMAN I Bukit Batu. The data of this research is based on observation and questionnaires.

Because the writer is only to know how effective English songs can improve students' interest, the writer took one class as a sample of this research. The writer presents the method as interval, without and using English songs for each meeting. There were two ways in teaching, and the writer made variation in each meeting. First, Listening by usual process as school taught, and second one by using English songs before Listening to stimulate the students' interest.

4. 1. 2. Data Presentation

There were two ways in data presentation that have done by the writer, by using observations and questionnaires. Observation as independent variable that contained how the teacher teaching Listening in the class everyday and gave some questions related to the use of English songs it self.

To make it clear, the writer presents in the observation paper and questionnaire below;

A. Observation

There were six observation papers that the writer used in this research. The observations was about the using of English songs it self, the process of how the teacher using English songs in Listening. The observations paper has signed by the writer.

To make an easy way to see the using of English songs in Listening, see the table below:

OBSERVATION I

Day / Date : Wednesday / August, 4th 2010

Observation : 1

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song		√
3	The teacher plays two songs before go to Listening Section		√
4	The teacher give students lyric		√
5	The teacher and students are singing together		√
6	The teacher give some explanations and questions related to the songs		√
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

OBSERVATION II

Day / Date : Thursday / August, 5th 2010

Observation : 2

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song	√	
3	The teacher plays two songs before go to Listening Section	√	
4	The teacher give students lyric	√	
5	The teacher and students are singing together	√	
6	The teacher give some explanations and questions related to the songs	√	
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

OBSERVATION III

Day / Date : Wednesday / August, 11th 2010

Observation : 3

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song		√
3	The teacher plays two songs before go to Listening Section		√
4	The teacher give students lyric		√
5	The teacher and students are singing together		√
6	The teacher give some explanations and questions related to the songs		√
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

OBSERVATION IV

Day / Date : Thursday / August, 12th 2010

Observation : 4

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song	√	
3	The teacher plays two songs before go to Listening Section	√	
4	The teacher give students lyric	√	
5	The teacher and students are singing together	√	
6	The teacher give some explanations and questions related to the songs	√	
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

OBSERVATION V

Day / Date : Wednesday / August, 18th 2010

Observation : 5

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song		√
3	The teacher plays two songs before go to Listening Section		√
4	The teacher give students lyric		√
5	The teacher and students are singing together		√
6	The teacher give some explanations and questions related to the songs		√
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

OBSERVATION VI

Day / Date : Thursday / August, 18th 2010

Observation : 6

Class : II IPA B

NO	QUESTIONS	YES	NO
1	The teacher check the attendance list	√	
2	The teacher tells the purpose of playing a song	√	
3	The teacher plays two songs before go to Listening Section	√	
4	The teacher give students lyric	√	
5	The teacher and students are singing together	√	
6	The teacher give some explanations and questions related to the songs	√	
7	The teacher continue the Listening section by using conversation cassette	√	
8	The teacher give practice and exercise	√	
9	The teacher give a task to students	√	

Each observation sheet is representing every questionnaire in six meeting, and based from the observation, the writer can take a conclusion that using English songs influence the number of increasing students' interest in Listening. It can be seen from the questionnaires. When teacher playing songs in Listening, the number of interest are increasing than usual processing which is no songs.

There were six observation sheets, used to control the using of English songs. The observation sheet here was as leaders while the using of English songs in Listening, whether the using of English songs influenced the indicators of interest or not. Every observation sheet was signed by the writer to know whether the teacher played the song or not, and based on those observation sheets, we know that ***“more extremely the using of English songs is, more high the number of students' interest will be”***.

A. QUESTIONNAIRE

This part is the presentation about students' interest. The process of this part is done by the writer and it was done by six meetings. The writer used variation in the class. At the first meeting, Listening was taught as usual processing, and at the second meeting, the researcher played a song before they began the Listening, and it continued as six meetings, roll over and over.

1. The first meeting (without English songs)

The first meeting was done on August 4; 2010. At this meeting, the students learn Listening without English songs. The teacher gave materials by using the conventional method, which used conversation cassette. Most of students seemed did not pay attention and just a few students is focused on the cassette.

2. The second meeting (using English songs)

The second meeting was done on August 5; 2010. At this meeting, the teacher played English songs before follow the lesson. Almost whole students felt exciting and pay attention. Moreover, they are singing together. The good atmosphere was created in the class.

3. The third meeting (without English songs)

The third meeting was done on August 11; 2010. This meeting was the same as a first meeting. The teacher gave materials by using conventional

method. The teacher used conversation cassette. Most of students were not enjoying the processing. Students focused on the speed of the conversation cassette, because they were afraid about missing a word what the speaker said.

4. The fourth meeting (using English songs)

The four meeting was done on August 12; 2010. This meeting used English songs. Almost all of students were interested in lesson. They felt more ready to begin the Listening section, and they felt that songs had inspired them by the tone, lyric, beat, and rhythm.

5. The fifth meeting (without English songs)

The fifth meeting was done on August 16; 2010. This meeting was done by conventional method. Most of students did not pay attention. They were not extremely available to start the lesson.

6. The sixth meeting (using English songs)

The sixth meeting was the last meeting, done on August 18; 2010. This meeting showed that students are enjoyed and relax by the processing, and they more available to begin the lesson and they also feel inspired by the songs.

IV. 2. Data Analysis

1. First Meeting (without English songs)

TABLE I
STUDENTS INTEREST IN LISTENING
WITHOUT ENGLISH SONGS

Day / Date : Wednesday / August, 4th 2010

Questionnaire : 1

Class : II IPA B

No	Students	Indicators										Total
		Q1	Q2	Q3	Q4	Q4	Q6	Q7	Q8	Q9	Q10	
1	1	1	1	1	1	1	1	1	1	2	1	11
2	2	2	2	2	2	2	2	2	2	2	2	20
3	3	4	4	4	4	4	4	4	4	4	4	40
4	4	4	4	4	4	3	4	4	4	4	3	42
5	5	1	3	2	2	3	2	2	3	3	2	23
6	6	2	2	2	2	2	2	2	2	2	1	18
7	7	1	1	1	1	1	1	1	1	1	1	10
8	8	2	3	2	3	2	3	2	3	2	2	24
9	9	2	2	2	2	2	3	2	3	2	2	22
10	10	3	3	3	3	3	2	2	2	2	2	25
11	11	4	4	4	4	4	4	4	4	4	3	39
12	12	2	3	2	3	3	3	2	2	2	3	25
13	13	1	1	1	1	2	2	2	2	2	2	16
14	14	2	2	2	3	3	2	3	2	3	3	25
15	15	1	1	2	2	2	1	1	1	1	1	13
16	16	1	1	1	1	1	1	1	2	2	2	13
17	17	2	3	3	3	3	3	3	3	3	3	29
18	18	1	2	2	2	2	2	2	2	2	2	19
19	19	5	4	5	5	5	5	5	4	4	4	46
20	20	1	1	2	1	1	1	2	1	2	2	14
21	21	3	3	3	3	2	3	2	3	2	3	27
22	22	2	2	2	2	2	2	2	2	2	2	20
23	23	1	1	1	1	1	1	1	1	1	1	10
24	24	2	1	2	1	1	1	2	2	2	2	16
25	25	1	2	2	2	2	2	2	2	2	2	19
26	26	3	3	3	3	3	3	3	2	2	2	27
27	27	1	1	2	2	2	2	2	1	1	1	15
28	28	2	2	2	2	2	2	2	2	2	2	20
29	29	1	1	2	2	2	2	2	2	2	2	18
30	30	1	1	2	2	2	2	1	1	1	1	14

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 46 and the lower score (L) = 10

- b. The writer must know the range score

$$R = H - L$$

$$R = 46 - 10 = 36$$

c. The writer make the calculation table

No	X	F	fX	X ²	fX ²
1	10	2	20	100	200
2	11	1	11	121	121
3	13	2	26	169	338
4	14	2	28	196	392
5	15	1	15	225	225
6	16	2	32	256	512
7	17	0	0	289	0
8	18	2	36	324	648
9	19	2	38	361	722
10	20	3	60	400	1200
11	21	0	0	441	0
12	22	1	22	484	484
13	23	1	23	529	529
14	24	1	24	576	576
15	25	3	75	625	1875
16	26	0	0	676	0
17	27	2	54	729	1458
18	28	0	0	748	0
19	29	1	29	841	841
20	30	0	0	900	0
21	31	0	0	961	0
22	32	0	0	1024	0
23	33	0	0	1089	0
24	34	0	0	1156	0
25	35	0	0	1225	0
26	36	0	0	1296	0
27	37	0	0	1369	0
28	38	0	0	1444	0
29	39	1	39	1521	1521
30	40	1	40	1600	1600
31	41	0	0	1681	0
32	42	1	42	1764	1764
33	43	0	0	1849	0
34	44	0	0	1936	0
35	45	0	0	2025	0
36	46	1	46	2116	2116
TOTAL		30	660		17122

d. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{660}{30} = 22$$

e. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 17122 - (660)^2}{30(30-1)}} \\ &= \sqrt{\frac{513660 - 435600}{30(29)}} \\ &= \sqrt{\frac{78060}{870}} \\ &= \sqrt{89.72} \\ &= 9.47 \end{aligned}$$

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 50 and the lower score (L) = 36

- b. The writer must know the range score

$$R = H - L$$

$$R = 50 - 36 = 14$$

- c. The writer make the calculation table, as follow:

No	X	F	fX	X ²	fX ²
1	36	1	36	1296	1296
2	38	5	190	1444	7220
3	39	0	0	1521	0
4	40	5	200	1600	8000
5	41	1	41	1681	1681
6	42	2	84	1764	3528
7	43	1	43	1849	1849
8	44	2	88	1936	3872
9	45	1	45	2025	2025
10	46	1	46	2116	2116
11	47	2	94	2209	4418
12	48	2	96	2304	4608
13	49	0	0	2401	0
14	50	7	350	2500	17500
TOTAL		30	1313		58113

d. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{1313}{30} = 43.76$$

e. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 58113 - (1313)^2}{30(30-1)}} \\ &= \sqrt{\frac{1743390 - 1723969}{30(29)}} \\ &= \sqrt{\frac{19421}{870}} \\ &= \sqrt{22.32} \\ &= 4.7 \end{aligned}$$

THE RESULT OF DATA INTERVAL WITHOUT AND USING ENGLISH SONGS

**TABLE III
MEETING 1st AND MEETING 2nd**

No	Students	Interval Data	
		Without English Songs	Using English Songs
1	1	10	48
2	2	13	48
3	3	23	50
4	4	42	40
5	5	21	38
6	6	20	40
7	7	18	46
8	8	18	46
9	9	48	36
10	10	11	34
11	11	20	46
12	12	22	40
13	13	22	50
14	14	46	46
15	15	20	46
16	16	10	38
17	17	20	40
18	18	14	50
19	19	22	40
20	20	20	40
21	21	23	50
22	22	42	38
23	23	20	35
24	24	10	50
25	25	20	42
26	26	17	50
27	27	10	40
28	28	30	42
29	29	12	50
30	30	11	40

By using SPSS program 12 for windows and its output as follow:

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 after	43.77	30	4.725	.863
1 before	22.00	30	9.472	1.729

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 after & before	30	-.116	.540

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 after - before	21.767	11.066	2.020	17.634	25.899	10.773	29	.000

Data analysis of output SPSS

a. Output paired sample statistics

The table above shows the mean, sample, standard deviation, and standard error mean. It can be seen that 22.00 of mean of students' interest in Listening before use of English songs in learning, and 43.77 of mean students' interest in Listening after use of English songs in learning. Point "N" is the number of sample (30). 9.472 is the standard deviation before use of English songs and 4.725 is the standard deviation of students' interest after use of English songs. Standard error mean is 1.729

before use of English songs and .863 after use of English songs to improve students' interest in Listening.

b. Output paired sample correlation

The table of paired sample correlation above shows the correlation both of actions, it can be seen that -116 is the score of correlation and the significance score is 540 . The writer take the conclusion based on the result of prohibit as follow:

- 1) If prohibit > 0.05 , it means that null hypothesis is accepted
- 2) If prohibit < 0.05 , it means that null hypothesis is rejected

The significant score of 540 is bigger than 0.05 that means English songs are effective to improve students' interest in Listening.

c. Output paired sample test

The table of paired samples test above shows the comparison of "t" test. Output shows the mean "21.767" at before and after use of English songs to improve students' interest in Listening. The standard deviation is 11.066 , standard error mean is 2.020 . Confidence interval of the difference of lower score is 17.634 and upper score is 25.899 . The result of "t" test is 10.773 , and significance score is $.000$.

The interpretation can be seeing by use two ways:

- 1) "t" test is compared with "t" table. Where "t" table at the level significance 5% is 2.04 and in level of significance 1% is 2.75 . It means that $2.04 < 10.773 > 2.75$. It can be conclude *alternative hypothesis is accepted*.

2) It can be seen based on the score of significance. It is based on:

If $p > 0.05$, hypothesis null is accepted

If $p < 0.05$, hypothesis null is rejected

The significance score is .000, it means smaller than 0.05, so hypothesis null is rejected.

d. Conclusion

There was significance or positive effect between students' interest in Listening without using English songs and by using English songs.

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 48 and the lower score (L) = 10

- b. The writer must know the range score

$$R = H - L$$

$$R = 48 - 10 = 38$$

c. The writer make the calculation table

No	X	f	fX	X ²	fX ²
1	10	4	40	100	400
2	11	2	22	121	242
3	12	1	12	144	144
4	13	1	13	169	169
5	14	1	14	196	196
6	16	0	0	256	0
7	17	1	17	289	289
8	18	2	36	324	648
9	19	0	0	361	0
10	20	7	140	400	2800
11	21	1	21	441	441
12	22	3	66	484	1452
13	23	2	46	529	1058
14	24	0	0	576	0
15	25	0	0	625	0
16	26	0	0	676	0
17	27	0	0	729	0
18	28	0	0	748	0
19	29	0	0	841	0
20	30	1	30	900	900
21	31	0	0	961	0
22	32	0	0	1024	0
23	33	0	0	1089	0
24	34	0	0	1156	0
25	35	0	0	1225	0
26	36	0	0	1296	0
27	37	0	0	1369	0
28	38	0	0	1444	0
29	39	0	0	1521	0
30	40	0	0	1600	0
31	41	0	0	1681	0
32	42	2	84	1764	3528
33	43	0	0	1849	0
34	44	0	0	1936	0
35	45	0	0	2025	0
36	46	1	46	2116	2116
37	47	0	0	2209	0
38	48	1	48	2304	2304
TOTAL		30	635		16687

d. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{635}{30} = 21.16$$

e. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 16687 - (635)^2}{30(30-1)}} \\ &= \sqrt{\frac{500610 - 403225}{30(29)}} \\ &= \sqrt{\frac{97385}{870}} \\ &= \sqrt{111.93} \\ &= 10.57 \end{aligned}$$

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 50 and the lower score (L) = 34

- b. The writer must know the range score

$$R = H - L$$

$$R = 50 - 34 = 16$$

- c. The writer make the calculation table, as follow:

No	X	f	fX	X ²	fX ²
1	34	1	24	1156	1156
2	35	1	35	1225	1225
3	36	1	36	1296	1296
4	38	3	114	1444	4332
5	39	0	0	1521	0
6	40	8	320	1600	12800
7	41	0	0	1681	0
8	42	2	84	1764	3528
9	43	0	0	1849	0
10	44	0	0	1936	0
11	45	0	0	2025	0
12	46	5	230	2116	10580
13	47	0	0	2209	0
14	48	2	96	2304	4608
15	49	0	0	2401	0
16	50	7	350	2500	17500
TOTAL		30	1299		57025

a. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{1299}{30} = 43.3$$

b. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 57025 - (1299)^2}{30(30-1)}} \\ &= \sqrt{\frac{1710750 - 1687401}{30(29)}} \\ &= \sqrt{\frac{23349}{870}} \\ &= \sqrt{26.83} \\ &= 5.18 \end{aligned}$$

THE RESULT OF DATA INTERVAL WITHOUT AND USING ENGLISH SONGS

**TABLE VI
MEETING 3rd AND MEETING 4th**

No	Students	Interval Data	
		Without English Songs	Using English Songs
1	1	10	48
2	2	13	50
3	3	23	48
4	4	42	40
5	5	21	38
6	6	20	40
7	7	18	46
8	8	18	46
9	9	48	36
10	10	11	34
11	11	20	46
12	12	22	40
13	13	22	50
14	14	46	46
15	15	20	46
16	16	10	38
17	17	20	40
18	18	14	50
19	19	22	40
20	20	20	40
21	21	23	50
22	22	42	38
23	23	20	35
24	24	10	50
25	25	20	42
26	26	17	50
27	27	10	40
28	28	30	40
29	29	12	42
30	30	11	50

By using SPSS program 12 for windows and its output as follow:

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	after	43.30	30	5.181	.946
	before	21.17	30	10.580	1.932
Pair 2	after	43.30	30	5.181	.946
	before	21.17	30	10.580	1.932

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 after & before	30	-.235	.211
Pair 2 after & before	30	-.235	.211

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 after - befo	22.133	12.827	2.342	17.344	26.923	9.451	29	.000
Pair 2 after - befo	22.133	12.827	2.342	17.344	26.923	9.451	29	.000

a. Output paired sample statistics

The table above shows the mean, sample, standard deviation, and standard error mean. It can be seen that 21.17 of mean of students' interest in Listening before use of English songs in learning, and 43.30 of mean students' interest in Listening after use of English songs in learning. Point "N" is the number of sample (30). 10.850 is the standard deviation before use of English songs and 5.181 is the standard deviation of students' interest after use of English songs. Standard error mean is 1.932

before use of English songs and .946 after use of English songs to improve students' interest in Listening.

b. Output paired sample correlation

The table of paired sample correlation above shows the correlation both of actions, it can be seen that $r = .235$ is the score of correlation and the significance score is .211. The writer take the conclusion based on the result of prohibit as follow:

a. If prohibit > 0.05 , it means that null hypothesis is accepted

b. If prohibit < 0.05 , it means that null hypothesis is rejected

The significant score of .211 is bigger than 0.05 that means English songs are effective to improve students' interest in Listening.

c. Output paired sample test

The table of paired samples test above shows the comparison of "t" test. Output shows the mean "22.133" at before and after use of English songs to improve students' interest in Listening. The standard deviation is 12.827, standard error mean is 2.342. Confidence interval of the difference of lower score is 17.344 and upper score is 26.923. The result of "t" test is 9.451, and significance score is .000.

The interpretation can be seeing by use two ways:

- 1) "t" test is compared with "t" table. Where "t" table at the level significance 5% is 2.04 and in level of significance 1% is 2.75. It means that $2.04 < 9.451 > 2.75$. It can be conclude *alternative hypothesis* is *accepted*.

2) It can be seen based on the score of significance. It is based on:

If $p > 0.05$, hypothesis null is accepted

If $p < 0.05$, hypothesis null is rejected

The significance score is .000, it means smaller than 0.05, so hypothesis null is rejected.

d. Conclusion

There was significance or positive effect between students' interest in Listening without using English songs and by using English songs.

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 42 and the lower score (L) = 10

- b. The writer must know the range score

$$R = H - L$$

$$R = 42 - 10 = 32$$

c. The writer make the calculation table

No	X	F	fX	X ²	fX ²
1	10	2	20	100	200
2	11	1	11	121	121
3	12	3	36	144	432
4	14	2	28	196	392
5	15	0	0	225	0
6	16	0	0	256	0
7	17	0	0	289	0
8	18	2	36	324	648
9	19	0	0	361	0
10	20	4	80	400	1600
11	21	1	21	441	441
12	22	2	44	484	968
13	23	0	0	529	0
14	24	2	48	576	1152
15	25	0	0	625	0
16	26	2	52	676	1352
17	27	2	54	729	1458
18	28	2	56	748	1496
19	29	0	0	841	0
20	30	1	30	900	900
21	31	0	0	961	0
22	32	1	32	1024	1024
23	33	0	0	1089	0
24	34	0	0	1156	0
25	35	0	0	1225	0
26	36	0	0	1296	0
27	37	1	37	1369	1369
28	38	1	38	1444	1444
29	39	0	0	1521	0
30	40	0	0	1600	0
31	41	0	0	1681	0
32	42	1	42	1764	1764
TOTAL		30	665		16761

d. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{665}{30} = 22.16$$

e. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 16761 - (665)^2}{30(30-1)}} \\ &= \sqrt{\frac{502830 - 442225}{30(29)}} \\ &= \sqrt{\frac{60605}{870}} \\ &= \sqrt{69.6} \\ &= 8.34 \end{aligned}$$

The process the changing the ordinal data become interval data, as follow:

- a. The writer must know the highest score (H) and the lower score (L)

The highest score (H) = 50 and the lower score (L) = 37

- b. The writer must know the range score

$$R = H - L$$

$$R = 50 - 37 = 13$$

- c. The writer make the calculation table

No	X	F	fX	X ²	fX ²
1	37	2	74	1369	2738
2	38	1	38	1444	1444
3	39	1	39	1521	1521
4	40	7	280	1600	11200
5	42	0	0	1764	0
6	43	3	129	1849	5547
7	44	2	88	1936	3872
8	45	1	45	2025	2025
9	46	1	46	2116	2116
10	47	1	47	2209	2209
11	48	2	96	2304	4608
12	49	1	49	2401	2401
13	50	8	400	2500	20000
TOTAL		30	1331		59741

d. The calculation of Mean

$$Mx = \frac{\sum fx}{N} = \frac{1331}{30} = 44.36$$

e. The calculation of standard deviation

$$\begin{aligned} Sd &= \sqrt{\frac{N \sum fx^2 - (\sum fx)^2}{N(N-1)}} \\ &= \sqrt{\frac{30 \times 59741 - (1331)^2}{30(30-1)}} \\ &= \sqrt{\frac{1792230 - 1771561}{30(29)}} \\ &= \sqrt{\frac{20669}{870}} \\ &= \sqrt{23.75} \\ &= 4.87 \end{aligned}$$

THE RESULT OF DATA INTERVAL WITHOUT AND USING ENGLISH SONGS

**TABLE IX
MEETING 5th AND MEETING 6th**

No	Students	Interval Data	
		Without English Songs	Using English Songs
1	1	10	50
2	2	18	48
3	3	38	43
4	4	20	46
5	5	12	40
6	6	18	43
7	7	32	50
8	8	20	40
9	9	22	40
10	10	27	40
11	11	11	49
12	12	26	50
13	13	42	40
14	14	37	50
15	15	20	40
16	16	21	48
17	17	12	47
18	18	22	37
19	19	24	44
20	20	28	50
21	21	28	37
22	22	30	40
23	23	12	38
24	24	10	39
25	25	14	50
26	26	24	43
27	27	14	44
28	28	26	45
29	29	27	50
30	30	20	50

By using SPSS program 12 for windows and its output as follow:

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	after	44.37	30	4.657	.850
	before	22.17	30	8.494	1.551
Pair 2	after	44.37	30	4.657	.850
	before	22.17	30	8.494	1.551
Pair 3	after	44.37	30	4.657	.850
	before	22.17	30	8.494	1.551

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	after & before	30	-.009	.960
Pair 2	after & before	30	-.009	.960
Pair 3	after & before	30	-.009	.960

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	after - before	22.200	9.725	1.776	18.569	25.831	12.503	29	.000
Pair 2	after - before	22.200	9.725	1.776	18.569	25.831	12.503	29	.000
Pair 3	after - before	22.200	9.725	1.776	18.569	25.831	12.503	29	.000

a. Output paired sample statistics

The table above shows the mean, sample, standard deviation, and standard error mean. It can be seen that 22.17 of mean of students' interest in Listening before use of English songs in learning, and 44.37 of mean students' interest in Listening after use of English songs in learning. Point "N" is the number of sample (30). 8.494 is the standard deviation before use of English songs and 4.657 is the standard deviation of

students' interest after use of English songs. Standard error mean is 1.551 before use of English songs and .850 after use of English songs to improve students' interest in Listening.

b. Output paired sample correlation

The table of paired sample correlation above shows the correlation both of actions, it can be seen that -0.009 is the score of correlation and the significance score is $.960$. The writer take the conclusion based on the result of prohibit as follow:

- a. If prohibit > 0.05 , it means that null hypothesis is accepted
- b. If prohibit < 0.05 , it means that null hypothesis is rejected

The significant score of $.960$ is bigger than 0.05 that means English songs are effective to improve students' interest in Listening.

c. Output paired sample test

The table of paired samples test above shows the comparison of "t" test. Output shows the mean "22.200" at before and after use of English songs to improve students' interest in Listening. The standard deviation is 9.725 , standard error mean is 1.776 . Confidence interval of the difference of lower score is 18.569 and upper score is 25.831 . The result of "t" test is 12.503 , and significance score is $.000$.

The interpretation can be seeing by use two ways:

- 1) "t" test is compared with "t" table. Where "t" table at the level significance 5% is 2.04 and in level of significance 1% is 2.75 . It

means that $2.04 < 12.503 > 2.75$. It can be conclude *alternative hypothesis* is *accepted*.

2) It can be seen based on the score of significance. It is based on:

If prohibit > 0.05 , hypothesis null is accepted

If prohibit < 0.05 , hypothesis null is rejected

The significance score is .000, it means smaller than 0.05, so

hypothesis null is rejected.

d. Conclusion

There was significance or positive effect between students' interest in Listening without using English songs and by using English songs.

Based on the thesis, the writer concludes that the aspects or factors in the English songs that can stimulate students' interest as follow;

1. Students feel a good atmosphere created by using English songs.
2. English songs can make students enjoyable.
3. English songs make students more ready or available to start Listening.
4. Students are often to ask based on the processing.

The four points above, is the descriptions of what aspects that students feel in hearing English songs, and the top answers number of **Strongly agree** and **Agree** point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the presentation of the study in the previous chapter, it can be concluded that students' interest in Listening is increased. It can be seen from the mean score of students' interest before using English songs in Listening or before treatment is 22.00 and the mean of students' interest by using English songs in Listening or after treatment is 43.77.

In this thesis, there are some benefits or positive effect in English songs as a proof that students' interest is increasing. And as a result, English songs can stimulate comprehension, attention, and preparation of students to begin the Listening. It can be seen in some questions that students are often choosing STRONGLY AGREE and AGREE.

In this thesis, based on the result of the scores of students' interest before and after treatment, it already answers the question of the interest in Listening previously;

“The using of English songs is able to stimulate students' interest in Listening.”

And based on the scores of significant or positive effect in using English songs to stimulate students' interest at the second year of SMAN I Bukit Batu as follows;

The score of comparison between without and using English songs is the “**t-count**” (10.773) bigger than “**t-table**”(2.04). It means that $t\text{-count} > t\text{-table}$.

Thus H_1 is accepted and H_0 is rejected. So, the research is successful and the presentation of the true is 95%.

In short, English songs are able to stimulate students' interest in Listening.

B. Suggestion

1. Suggestion for Teacher

1. The teacher should use English songs in learning English, especially in learning Listening because English songs are useful in stimulating students' interest. When interest is created, students are able to comprehend and accept the lesson easily.
2. The teacher should be creative to find out the other proper ways, method, and any media of teaching English to make students feel enjoy in learning
3. The teacher should know what aspects that can help or make students easier understand and comprehend the lesson

2. Suggestion for students

1. Students should give more attentions to what the teacher explains.
2. Students should not be afraid and shy in sharing or answering that related in the lesson.
3. Students should be active in the classroom.

BIBLIOGRAPHY

- Arikunto, Suharsimi. *Prosedur Penelitian*. Jakarta (2006)
- Brown, H. Douglas. *Principles of Language Learning and Teaching*. San Francisco State University. (2000)
- Brown, H. Douglas. *Teaching by Principle “an Interactive Approach to Language Pedagogy”*. Englewoods Cliffs, New Jersey. Prentice Hall-Inc. (1994)
- Eka Sinta Sari. *An Analysis of Teaching English Using Songs in Increasing Students’ Motivation at SDN 021 Perkebunan Sei. Lala kec. Sei Lala INHU*. Undergraduated Thesis: UIN Suska Riau. (2007)
- Goh, M. C. Christine. *Teaching Listening in the Language Classroom*. Market Asia, Republic of Singapore. (2002)
- Grenough, Millie. *Learn English Through Songs*. Mc Graw-Hill, Inc. Mexico. (1995)
- Helgensen, Mark. *Practical English Language Teaching Listening*. Mc Graw-Hill ELS/ELT. Avenue of the America, New York. (2007)
- Hapizah. S. *The Effectiveness of Using English Songs to increase Students’ motivation in Learning English*. Undergraduated Thesis. (2009)
- Larsen, Diane. *Techniques and Principles in Language Teaching*. Oxford University Press, New York. (1886)
- Novia Leli. *The Effectiveness of using English Songs in Increasing Student’ Interest in English Pronunciation*. Undergraduated Thesis: UNRI (2005)

- Rixon, Shelagh. *Developing Listening Skills*. Mac million Publisher Ltd. London and Basingstoke. (1986)
- Satiadarma, P. Monthy. *Cerdas dengan Musik*. Puspaswara, Jakarta. (2004)
- S. Napia. *Strategi Sukses Listening*. Penerbit C.V Andi Offset, Yogyakarta. (2002)
- Sugiono. *Metode Penelitian Pendidikan*. ALFABETA Bandung. (2008)
- Underword, Mary. *Teaching Listening*. Longman Group (FE) Ltd. United State of America, New York. (1989)
- Wikipedia//[http.en.org/wiki/songs](http://en.org/wiki/songs). (2008)
- Walpole, E. *Ilmu Peluang dan Statistika untuk Insinyur dan Ilmuan*. ITB Bandung. (1995)

Curriculum Vitae



Personal Details

Full name : AGUSTINI
Sex : Female
Place, date of birth : Dumai, August 3th, 1988
Religion : Moslem
Hobby : Swimming
Father's name : Zainal Abidin
Mother's name : Hanifah
Address : JL. Srikandi, Perumahan Queens Park F.5
Email : agoesteen88@yahoo.com

Educational Background

- TK Tunas Harapan Sungai Pakning (1993-1995)
- SD YKPP UP II Sungai Pakning (1995-2001)
- SLTP YKPP UP II Sungai Pakning (2001-2003)
- SMAN I Sungai Pakning (2003-2006)
- Bachelor Degree of English Education Department of Tarbiyah and Teacher Training Faculty of Sdtate Islamic University of Sultan Syarif Kasim Riau (2006-2011)

LIST OF APPENDICES

1. Appendix 1
2. Appendix 2

