CHAPTER IV
RESULT AND DISCUSSIONS

This chapter presents the Students' interest in listening to English song which was done at SMK Muhammadiyah 3 Terpadu Pekanbaru. The detailed information about the findings can be found in the following explanation:

A. Result

The researcher collected data using a questionnaire distributed to respondents (n=31), the total questionnaire items that could be used in the research were 25 items. The items used are based on indicators of interest in listening to English songs themselves. The questionnaire consisting of five components of interest in learning was adopted from Slameto (2003). Interest in listening to English songs has 5 indicators. For each indicator, researcher provide 4-6 questions or items. Each item is measured using a Likert scale consisting of 5 options, namely strongly agree (SD), agree (A), Undecided (U), disagree (D), and strongly disagree (SD). This section presents the percentage of students' scores in answering questions based on the component, the author uses it to make it easier to find out the higher percentage of questionnaire items. The results of each questionnaire item can be seen in the following table:

a. Attention

There are six items asked to students in order to investigate their attention in listening English song. Attention items can be found the table IV. 1 below:

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Table IV. 1 Attention

Component	Item
Attention	1. I translate English songs that I listen to using google translate 2. I can learn chunks from lyrics of the songs 3. Songs make it easier for me to hear English words correctly 4. Listening to songs makes new vocabulary last longer 5. I like to follow the lyrics of English songs while listening to them so I can remember them more quickly 6. Listening to English songs, make me know new vocabulary that I never know before

Table IV.1 above presents student responses to six items regarding their attention in listening English song. The responses of the students can be seen the table below:

Table IV. 2 The Students responses (Attention)

Item	Response				
No	SA	A	U	D	SD
Q1	0	0	4	15	12
Q2	0	4	16	11	0
Q3	0	0	11	20	0
Q4	0	0	10	13	8
Q5	0	0	7	15	9
Q6	0	1	21	9	0
Total	**0**	**5**	**69**	**83**	**29**
Average	**0**	**0,83**	**11,50**	**13,83**	**4,83**
Percentage	**0%**	**2,69%**	**37,10%**	**44,62%**	**15,59%**

Table IV.2 above presents student responses. In terms of paying attention to listening to English songs, most of the participants gave good responses. This finding can be seen from student responses to the questionnaire. The research results showed that there were 16 (the highest number) students who answered "Disagree" in Q1, while 16 (the highest number) students answered "Undecided" in Q2, followed by 20 students who answered "Disagree" in Q3,

while 13 (the highest number) students answered "Disagree" in Q4, likewise in Q5 there were 15 (the highest number) students who answered "Disagree", and there were 21 (the highest number) students who answered "Undecided" in Q6. So the researcher concluded that X MPLB students with the highest score were 21 students who were still unsure about their attention to listening to English songs.

b. The Willingness

There are six items asked to students in order to investigate their willingness in listening to English song. The items can be found the table III. 8 below:

Table IV. 3 Willingness

Component	Item
Willingness	7. I like to listen to the newest song by my favorite singer.
	8. I like to listen to English songs which is famous recently
	9. I listening music using applications like (JOOX, Spotify, Capcut, Instagram, etc.) because there are various types of songs.
	10. I listen to English songs more than once a day
	11. I spend a few minutes/hours listening to English songs
	12. Spending time listening to English songs makes me more familiar with English words

Table IV.3 above presents student responses to six items regarding their willingness in listening to English song. The responses can be seen the table below:

Table IV. 4 The responses students (Willingness)

Item	Response				
No	SA	A	U	D	SD
Q7	0	1	20	9	1
Q8	0	1	24	6	0
Q9	0	3	27	1	0
Q10	0	0	9	13	9
Q11	0	0	2	21	8
Q12	0	1	11	14	5
Total	**0**	**6**	**93**	**64**	**23**
Average	**0**	**1,00**	**15,50**	**10,67**	**3,83**
Percentage	**0%**	**3,23%**	**50,00%**	**34,41%**	**12,37%**

Table IV.4 above presents student responses. In terms of paying attention to listening to English songs, this finding can be seen from student responses which show that there were 20 students who answered "Undecided" in Q7, then 24 students who answered "Undecided" in Q8, then followed by 27 (the highest number) students who answered "Undecided" in Q9, while 13 students answered "Disagree" in Q10, and in Q11 there were 21 students who answered "Disagree", then in Q12 there were 14 students who answered "Disagree" So it can be concluded that the response of students in the X MPLB class with the highest number was 27 students who answered undecided, meaning that of the 31 participants there were 27 students who were still unsure about their willingness to listen to English songs.

c. Needs

There are four items asked to students in order to investigate their needs in listening to English song. Needs items can be found the table III. 8 below:

Table IV. 5 Needs

Component	Item
Needs	13. I like listening to English songs because it helps me increase my listening skill and pronunciation in a fun way.
	14. Song could be media of learning English especially listening because I can access it anytime and anywhere.
	15. If there are English song with interesting title, I will find out the meaning through the lyrics
	16. Listening to songs can be an effective strategy to help students increase their listening skills.

Table IV.5 above presents student responses to four items regarding their needs in listening English song can be seen the table below:

Table IV. 6 The responses students (Needs)

Item	Response				
No	SA	A	U	D	SD
Q13	0	2	14	15	0
Q14	0	2	18	11	0
Q15	0	0	18	12	1
Q16	0	0	18	13	0
Total	**0**	**4**	**68**	**51**	**1**
Average	**0**	**1,00**	**17,00**	**12,75**	**0,25**
Percentage	**0**	**3,23%**	**54,84%**	**41,13%**	**0,81%**

Table IV.6 above presents student responses with the highest scores obtained from each option given. It can be seen from the student responses that there were 15 students who answered "Disagree" in Q13, then 18 students also answered "Undecided" in Q14, as well as 18 students who answered "Undecided" in Q15, then 18 students answered "Undecided" in Q16, so it can be concluded that 18 students in this class are still unsure about their needs of listening to English songs.

d. Feelings

There are four items asked to students in order to investigate their feelings in listening English song. The items of question can be found the table III. 8 below:

Table IV. 7 Feelings

Component	Item
Feelings	17. If I can't figure out the meaning of English songs, I will ask my friends who are good at English 18. The English songs I listen to are fun because the music is nice to listen 19. I enjoy using Songs as my learning media in learning English. 20. The song never gets boring because the lyrics are interesting and fun to play

Table IV.7 above presents student responses to four items regarding their feelings in listening English song. The response of the students can be seen the table below:

Table IV. 8 The responses students (Feelings)

Item	Response				
No	SA	A	U	D	SD
Q17	0	1	11	17	2
Q18	0	4	20	7	0
Q19	0	2	16	12	1
Q20	0	0	10	17	4
Total	0	7	57	53	7
Average	0	1,75	14,25	13,25	1,75
Percentage	0	5,65%	45,97%	42,74%	5,65%

Table IV.8 above presents student responses, this finding can be seen from students' responses to the questionnaire. The results showed that there were 17 (the highest number) students who answered "Disagree" in Q17, then 20 (the highest number) students also answered "Undecided" in Q18, then 16 students

who answered "Undecided" in Q19, then 17 (the highest number) students answered "Disagree" in Q20, from the statement above it can be concluded that of the 31 students in class x MPLB there were 20 students who were still unsure about their feelings for listening to English songs.

e. Teaching Materials

There are five items asked to students in order to investigate their teaching materials in listening English song. Teaching Materials items can be found the table III. 8 below:

Table IV. 9 Teaching Materials

Component	Item
Teaching Materials	21. Listening to English songs, motivates me to learn English
	22. My listening skill has improved because of hear an English Song.
	23. More comfortable learning listening skill on English Song rather than common teaching-learning process.
	24. With the support of English songs in I can improve my skills faster than before
	25. When using English songs, the learning atmosphere becomes more relaxed

Table IV.9 above presents student responses to five items regarding their teaching materials in listening English song, the responses can be seen the table below:

Table IV. 10 The responses students (Teaching materials)

Item	Response				
No	SA	A	U	D	SD
Q21	0	0	9	19	3
Q22	0	0	3	23	5
Q23	0	1	18	8	4
Q24	0	0	3	19	9
Q25	0	0	11	10	10
Total	0	1	44	79	31
Average	**0**	**0,20**	**8,80**	**15,80**	**6,20**
Percentage	**0**	**0,65%**	**28,39%**	**50,97%**	**20,00%**

Table IV.10 above presents student responses by showing the highest number for each option. This finding can be seen from students' responses to the questionnaire. The results showed that there were 19 students who answered "Disagree" in Q21, then 23 students also answered "Disagree" in Q22, followed by 18 students who answered "Undecided" in Q23, then 19 students answered "Disagree" in Q24, and in Q25 there were 11 students who answered "Undecided", based on the results above the researcher concluded that X MPLB students with the highest number were 23 students who did not agree with teaching materials as an indicator of students' interest in listening to English songs.

Table IV. 11
Recapitulation of Students' Interest in Listening English Songs

Item	N	SA	A	U	D	SD
Q1	31	0	0	4	15	12
Q2	31	0	4	16	11	0
Q3	31	0	0	11	20	0
Q4	31	0	0	10	13	8
Q5	31	0	0	7	15	9
Q6	31	0	1	21	9	0
Q7	31	0	1	20	9	1
Q8	31	0	1	24	6	0
Q9	31	0	3	27	1	0
Q10	31	0	0	9	13	9
Q11	31	0	0	2	21	8
Q12	31	0	1	11	14	5
Q13	31	0	2	14	15	0
Q14	31	0	2	18	11	0
Q15	31	0	0	18	12	1
Q16	31	0	0	18	13	0
Q17	31	0	1	11	17	2
Q18	31	0	4	20	7	0
Q19	31	0	2	16	12	1
Q20	31	0	0	10	17	4
Q21	31	0	0	9	19	3
Q22	31	0	0	3	23	5
Q23	31	0	1	18	8	4
Q24	31	0	0	3	19	9
Q25	31	0	0	11	10	10
Total	**775**	**0**	**23**	**331**	**330**	**91**
Percentage	**100%**	**0%**	**2,97%**	**42,71%**	**42,58%**	**11,74%**

Based on the table above, the percentage of student questionnaires that chose to Strongly Agree with the symbol (SA) amounted to 0% who Agree with the symbol (A) as much as 2.97%, Undecided with the symbol (U) as much as 42.71%. Disagree with symbol (D) by 42.58% and Strongly Disagree with symbol (SD) is 11.74%

Table IV. 12
Students' Category of Interest in Listening English Songs

Respondents	Score	Category
Student 1	70	High Level
Student 2	60	Average Level
Student 3	71	High Level
Student 4	45	Average Level
Student 5	56	Average Level
Student 6	55	Average Level
Student 7	58	Average Level
Student 8	51	Average Level
Student 9	73	High Level
Student 10	77	High Level
Student 11	59	Average Level
Student 12	57	Average Level
Student 13	56	Average Level
Student 14	57	Average Level
Student 15	51	Average Level
Student 16	58	Average Level
Student 17	60	Average Level
Student 18	68	High Level
Student 19	45	Average Level
Student 20	48	Average Level
Student 21	57	Average Level
Student 22	56	Average Level
Student 23	41	Average Level
Student 24	70	High Level
Student 25	50	Average Level
Student 26	75	High Level
Student 27	56	Average Level
Student 28	72	High Level
Student 29	57	Average Level
Student 30	69	High Level
Student 31	58	Average Level
Total	**1836**	
Mean	**59,23**	**Average Level**

Table IV.12 shows the categories of students' listening interest English Songs. From this table the researcher found that there were 9 students are in the high level category and there are 21 students in the average level category,

there is not a single student in the low and very low level categories. The total score evaluated is 1836 and an mean score of 59,23.

From the score of students' interest in listening to English songs above, the researcher obtained a description of the frequency distribution analysis of students' interest in listening to English songs with an SPSS score of 25.00. It can be seen from the following table:

Table IV. 13
Frequency Distribution of the Students' Interest in Listening English Songs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	41	1	3.2	3.2	3.2
	45	2	6.5	6.5	9.7
	48	1	3.2	3.2	12.9
	50	1	3.2	3.2	16.1
	51	2	6.5	6.5	22.6
	55	1	3.2	3.2	25.8
	56	4	12.9	12.9	38.7
	57	4	12.9	12.9	51.6
	58	3	9.7	9.7	61.3
	59	1	3.2	3.2	64.5
	60	2	6.5	6.5	71.0
	68	1	3.2	3.2	74.2
	69	1	3.2	3.2	77.4
	70	2	6.5	6.5	83.9
	71	1	3.2	3.2	87.1
	72	1	3.2	3.2	90.3
	73	1	3.2	3.2	93.5
	75	1	3.2	3.2	96.8
	77	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

Based on the table above, it can be seen that out of 31 students, they there were 9 students who got a score ≥ 61 so their level of interest was classified as High in listening to English songs because the score was between 61 and 80. And then there were 22 students who got scores between 41 and 60, so their

ability level in interest in listening to English songs was classified as average level.

Table IV. 14
Descriptive Statistic for Students' Interest in Listening English Songs

N	Valid	31
	Missing	0
Mean		59.23
Std. Error of Mean		1.681
Median		57.43[a]
Mode		56[b]
Std. Deviation		9.362
Variance		87.647
Range		36
Minimum		41
Maximum		77
Sum		1836
Percentiles	25	55.10[c]
	50	57.43
	75	68.75

From the table explains the average students' interest listening to English song is 59.23. Therefore, based on the category of students' interest in listening to English songs of the tenth class is average level categorized with the median 57.43; variance 87.647, standard deviation 9.362, minimum score 41 and maximum score 77.
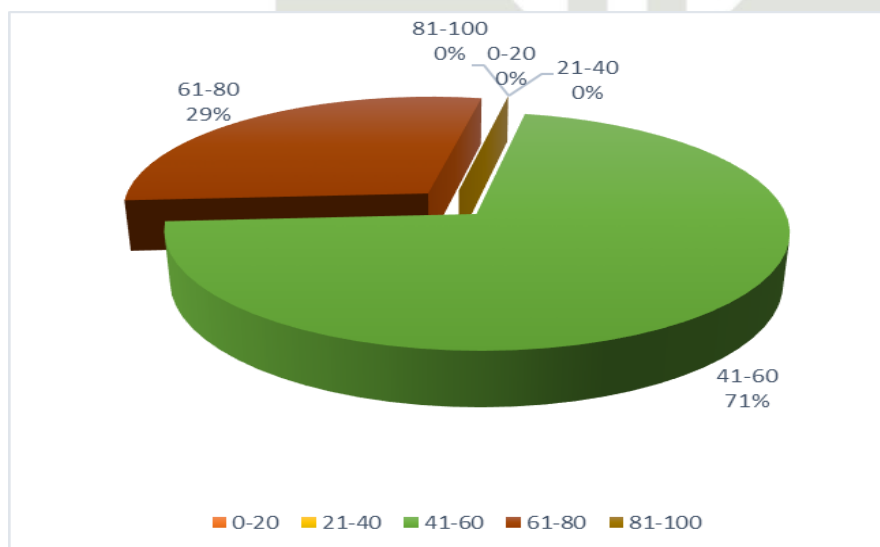
Figure IV. 1
The Frecuency Score of Students' Interests
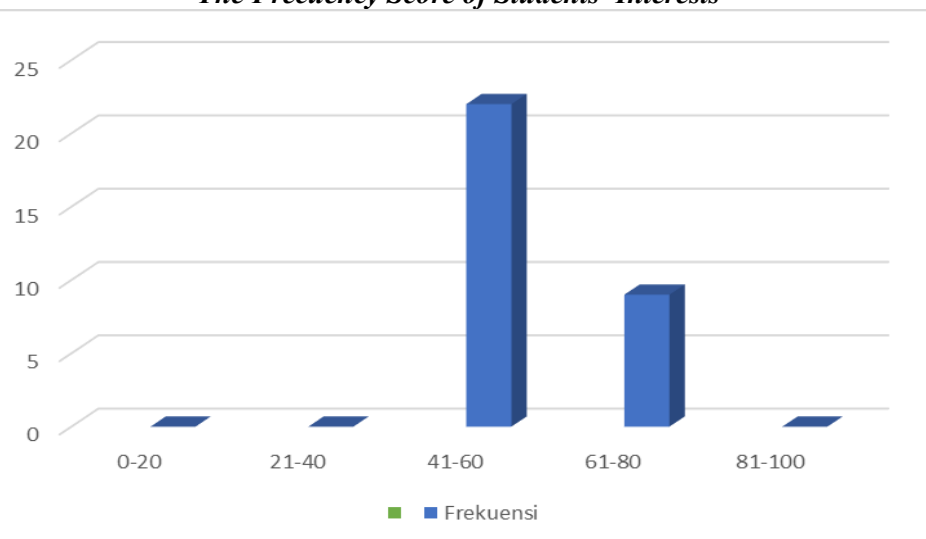
The chart shows that in the score interval 0 – 20 there are 0 students. In the score interval 21 – 40 there are 0 students. In the interval 40 – 60 there are 22 students, in the interval 61 – 80 there are 9 students. And in the interval 81 – 100 there are 0 students.

The researcher resented the percentage distribution of students' interval scores can be seen in the following figure:

Figure IV. 2
The Percentage of the Interval Score Distribution of the Students' Interests

The figure IV.2 shows that in the interval 0 – 20 there is 0%. On interval 21 – 40 there is 0%. In the interval 41 – 60 there is 71%. On interval 61 – 80 there are 29%. And in the interval 81 – 100 there is 0%.

B. Disscussion

Based on research result showed that students have a low percentage of attention (44.62%) because many students are low attentive in listening to English songs, then in the willingness indicator, students have an average level willingness category with a gain of (50.00%), which means that for the willingness indicator there are still many of them who still lack the willingness to be interested in listening to English songs as a learning activity, and also in the needs section the acquisition (54.84%) is the same as the desire, many of them are still undercided to be interested in listening to English songs. Then in the feelings indicator there is (45.97%) which means students have doubts about their interest in listening to English songs, and finally in the teaching materials section with (50.97%) the results are still lacking or feel unaffected when learning because it is in the same category. And the low indicator of teaching materials on interest in listening to English songs.

This can be triggered by several causes, such as according to Ur (1996) "problems in listening arise because students often have difficulty capturing foreign language sounds, have to understand every word, cannot be understood naturally by native speakers, need to hear more than once, find it difficult to follow it, and get tired." Therefore, when learning, it is better for a teacher to be more creative in teaching song material to influence their interest. Learning

activities will be more effective according to Slameto (2010) if they are related to students' interests, goals and objectives.

One factor that can increase students' interest. As Hurlock (1981) argued that "interest provides the motivational power for learning. Children who are interested in an activity, whether it is play or work, will put more effort into learning than children who are disinterested or bored." This means that when students are interested in doing something, they will be motivated to learn what they are interested in without being forced. So, students will respond appropriately to what they hear if they are interested or familiar with the topic they are listening to.

Based on the explanation above, listening skill is significantly influenced by interest in English songs. Respondents who have an interest in English songs engage in activities related to these songs repeatedly while experiencing enjoyment, which leads to increased insight or new knowledge. And likewise, students who have average interest will also have average listening skills. As according to Slameto (2010), if it is accompanied by interest, a student's attention will be stronger, so that the listening process becomes more effective. This is why an interest in English songs is very good for their listening process.

Based on the formulation in chapter 1, "How is students' interest in listening to English songs of tenth grade at SMK Muhammadiyah 3 Terpadu Pekanbaru?" Based on the analysis, tenth grade students' interest in listening to English songs is categorized as average level. From the explanation above, it

can be concluded that the majority of tenth grade students at SMK Muhammadiyah 3 Terpadu Pekanbaru. Having interest at an **Average Level** in listening to English songs and it makes sense why there are still many students who find it difficult to learn to listen in class and have difficulty understanding information when listening and listening teaching methods in schools are still relatively rigid, thus encouraging students' listening skills to be relatively low. It can be seen from the five interest indicators that each student shows an average level and even at a low percentage. This means that there are still many tenth grade students who are not yet motivated to be active in listening classes, especially listening to English songs.