IMPROVING THE STUDENTS' LISTENING COMPREHENSION OF THE SEVENTH GRADE OF SMP KRISTEN KEFAMENANU THROUGH ENGLISH SONGS

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Abstract
The purpose of this study was to determine the improvement of listening comprehension of students by using English Songs in class VII students at SMP Kristen Kefamenanu. This research used the quantitative research to find the data and results of test. The subject of this study were 45 students consisting of 25 students and 20 students and the data were collected by using test and observation. The data obtained in the first cycle indicated an average score 5.8 with the percentage of students who passed the test was 8.28% while in the second cycle, the average score was 5.58, with the percentage of students who passed the test was 8.5%. Meanwhile, based on the observation in the first cycle, the students listening comprehension were considered as deficient, and some students could not listen properly to the songs that were played to them. On the other hand, in the second cycle, students showed that they had been able to improve their listening comprehension through the use of English Songs. The results showed that there was an improvement of the students' listening comprehension of the seventh grade of SMP Kristen Kefamenanu through songs.

Keywords: English Songs, Listening Comprehension, listening skill.

Introduction

According to Sari (2022), songs can create a positive atmosphere in the classroom and thereby reduce effective filters. Using song is actually very fun because of the suggestions of music and songs can bring the students unto the rest, relax and free from under pressure environments (Oktafiani, 2019: 20). Same research about songs for listening comprehension was done by several writers. First, in the research that conducted by Nurhasanah (2022) in her research "Students Perception on the use of English Songs in Auditory Learning = 3 Listening Skill". The purpose of this study was to take a look at how the use of English song affects students who have an Auditory learning style and their perception on the effects. The result of this research showed that music has an enormous

impact on learning, especially language learning. Although the helpfulness of English song in auditory learning is proven, there are still some students who feel like this learning method is not for them because students feel that they have different competences and different ways to comprehend or memorize lessons they receive.

According to Suryati (2013). Song is an art of tones or sounds in series, combination, and a temporal relationship that usually accompanied by musical instruments to produce a piece of music that has unity and continuity, and variety of sound rhythmic tone or also called the song. So, we can use some activities that can stimulate the students to improve their listening comprehension. Listening to English song is one of activity that can stimulate them. In listening English songs, we can listen to the pronunciation of words and sing along with the songs Listening is considered as an important ability that has to be mastered. Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed.

According to Hidayat (2013) Listening is considered as an important ability that has to be mastered. Listening comprehension is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed (Sulaiman, 2022). It is impossible not to communicate". Without listening comprehension, communication is impossible. Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. In EFL class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teachers cited in Schwart's journal argue that it is essential for language teachers to help their students become effective listeners. also stated that the common problem for EFL teachers in traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher. To overcome this problem, developing such an interactive way to teach listening is recommended.

Theoretical Framework

According to Lisyati (2014) Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process work. An understanding of what we are trying to measure is the starting point for test construction. The thing we are trying to measure is called a construct, and our test be useful and valid only if it measures the right construct. Thus, the first task of the test developer is to understand the construct, and then, secondly, to make a test that somehow measure that construct. This is a construct validity, and ensuring that the right construct is being measured is the central issue in all assessment.

The statement showed that teachers can use song as a media to overcome the students' difficulties in listening and improve their listening comprehension. Creative teacher can also use songs to teach English through songs since they provide a break from the textbook and work book. It is new and interesting for them. Then, by this situation, they are motivated in learning listening, especially through songs. Therefore, the present study is

aimed in finding how the use of song in increasing the students" listening skill at elementary level.

According to Drumus (2015) Listening is a mental activity that is conscious of what is being heard. Through listening, someone is able to listen information by understanding the information well. Listening is the ability to identify and understand what others say. The process of understanding the spoken language is often called listening comprehension. Listening comprehension is the ability to listen, process it and understand its meaning. (Sulaiman, 2022)

The Skills in Language Learning
The students must have skills in learning English. The students translate the target language into their mother tongue and speak only in parent language. Those students find difficulty to speak in target language, because of lack of practice skills in second language (Siahaan, 2022). There are four skills that must master in learning English as stated below:

1. Listening Skill
Listening is an activity that acquire information from spoken language. Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop someone's listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

2. Reading Skill
Reading as one of the most important skills to be learnt even it is difficult to understand (Siahaan, 2021). It is important because in reading the learners are able to prove their knowledge from several written texts or books (Siahaan, 2022).

3. Speaking Skill
Neno, Y. B., & Siahaan, D. G. (2021) said speaking is an activity that involves two or more people where the participants are listener and speaker must act on what they hear and make their contribution. Speaking skills have to practice in daily life (Bouk, 2021; Pangaribuan, 2022).

4. Writing Skill
Writing is an activity that communicate to other people or deliver the idea/intension by using written language (Siahaan, 2022).

Listening Comprehension
According to Hamouda (2013) argues that Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from different sound, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual pronunciation. listening comprehension is a complex activity. Coordinating sounds, vocabularies, grammatical structures, and background knowledge with great deal of mental processes on the part to the listeners.

Regarding to the above statements the writers tried to conclude that listening comprehension are needed in all areas of life. Because listening is able to make us understand what the other person wants us to talk to. Because listening is able to give us the opportunity to learn to improve our social skill, which of course have a positive impact on life.

Listening Comprehension Problems
As cited in Hidayat (2013), it suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to overcome the students' difficulties in listening and improve their listening ability. Creative teacher also uses songs to teach English subject through songs since they provide a break from the textbook and work book. The song is new and interesting for them. Therefore, with this situation, the students be motivated especially in learning listening.

Advantages of Using Songs as Listening Activities
Mustafa Sevik (2012) stated that music can be a wonderful medium for natural language learning. It meant, songs are comprehensible, enjoyable, authentic and full of language we need in real life. They are part of our lives and they are around us. It strikes the eye that there is a vast literature on the advantages of using songs as listening activities. The writers preferred to provide a summary below. As for these reasons, songs are considered to be a sine as none of teaching MFLs to YLs:
a. Songs are regarded as the most effective way of teaching listening comprehension to YLs.
b. Songs are a common feature of many primary MFL curricula.
c. Songs are regarded as one of the mostly-enjoyed activities and one the most effective language learning strategies by most YLs.
d. Songs, when used in appropriate ways, may extend YLs" attention spans.
e. Songs are regarded as a good means for age-related language learning.
f. Songs are believed to accelerate memorization.
g. Songs provide a variety of comprehensible input.
h. Songs provide safe and natural classroom ethos.
i. Songs provide a large amount of repetition which is not tedious and which results in automatic use of the target language.
j. Songs provide a rich source of culturally-related elements.

Based on the statement above, the writers interested in using the song as a teaching media in EYL classroom. Song is can increase the student's ability in listening comprehension and it is also compatible to teach EYL students in raising their listening comprehension.

The Nature of Song
According to Ratnasari (2017) said that before talking about the effectiveness of songs as a media in learning language, here she quotes some definitions of a song from some sources: Hornby, AS, (2014) and Jamalus (2012) defines song as an art works or a short poem of verses with the accompaniment of musical devices and intended to be sung. Then, The Encyclopedia of American (2013) defines song as a short musical worksheet to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment. From the definitions of song above the writers concludes that song is a kind of art works that are intended to be sung either with or without instrumental accompaniments.

Song is a series of words that are sung with a certain rhythm and tone. By singing songs, the teacher invites students to engage in activities that have to do with everyday life. Actually, the song was created with two objectives, namely (1) the songs are created simply to be enjoyed and (2) songs created for the purpose of learning, for example, teach vocabulary phrases, or specific sentence patterns. So, teachers need to pick and choose songs that suit your needs and learning objectives to be achieved (Kasihani, 2017).

Regarding to the above statements the writers tried to conclude that song is an artistic composition of tone or sound in sequence, combination, and temporal relationship usually accompanied by musical instruments to produce musical. And a variety of rhythmic tones or sounds are also called songs.

The characteristics of songs
According to Kasihani (2017) the characteristics of the songs are created for student learning in the classroom are:
a. Contains words, phrases, or sentences with a particular theme.
b. Elements of language support in re-re
c. Generally singing contextual so easy to memorize
d. The song sung by the movements of the limbs (action songs)
e. The song can be sung by kids outside the classroom.
f. Level happily and quickly

Method

The writers used quantitative research to find the data and results of tests that have been done by the writers to see the ability of the students in understanding their listening. It is quantitative in the way the main data on the improvement of students' comprehension are collected and analyzed. According to Danil (2014) quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematic methods (particular of statistics). Then, the writers used one kind of pre- experimental teaching designs, namely the pre-test group and post-test design. In a pre-experimental design, students are being served with treatment which is presumed to cause the changes on them either single group or multiple groups are being observed subsequently to some agents or treatments presumed to cause the change. Cohen, Manion, & Morrison (2012) represented a pre-test group and post-test design as cited below:

$$0_1 x 0_2$$

The design is illustrated as follows:
0_1: Pre-test
0_2: Post-test
X: Treatment (Song)

The writers selected the seventh-grade students of SMP Kristen Kefamenanuas the population. The numbers of population two classes consist of 47 students. If consists of class A: 25, and class B: 20 students.

The sample of this study is purposive sample. The writers chose one class of the seven grade students, from class A of as the sample consisting of 45 students. The seven grade students of SMP Kristen Kefamenanu, to be choose because based on the writers'

experience seven grade students have default to understanding listening skill and as teacher there its easier. The instrument used in conducting this research is a test consisting of two steps of tests, namely; The first step of test is that students hear a few songs. The next step is for writers to use two items to measure students' ability to listen to an understanding of what has been listened to. Writers used two items to measure; It was multiple choice test consisting of several possible answers from which the correct one should be chosen. In some choice's tests, there are 10 tests of questions answering essay test questions on the material text so that students have to listen to the song carefully.

Procedure of data collection
In the process of data collection, the writers followed some procedures the requirement of the field research:
a. Administer the pretest for 1 class
b. Give the treatment
c. Administer the post test
d. Compare pre test and posttest from control class and experiment class
e. Draw the conclusion

Technique of data analysis
This study used descriptive statistical analysis to find out the improvement of students' ability in listening skill. Technique of data analysis that the writers used is as follow:
Technique of analyzing data from the observation. The observation in this research was conducted four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III. The writers gave check in the observation checklist, and then it was analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage \%} = \% \ 100 \ \frac{n}{N} \ \text{X} \ 100\%$$

n = the score of students
N = the sum of total score
% = the percentage of the explanation.

The criteria of observation were as follows:
a. Poor. The aspect of activity that was observed above reaches out for about 20%
b. Fair. The aspect of activity that was observed above reaches out for about 20% - 40%
c. Average. The aspect of activity that was observed above reaches out for about 40% -
d. Good. The aspect of activity that was observed above reaches out for about 60% -80%
e. Excellent. The aspect of activity that was observed above reaches out for about 100%

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.27 The writers used an achievement test to measure the student's progress in listening. The forms of tests are written test. From those forms, the writers can get score directly the specific learning. The scoring can be done quickly and easily. After calculate the students score, the writers calculated the mean to measure the improvement of students score in every cycle. The mean is the arithmetical

average of distribution which is obtained by adding the sum offset score ($\sum X$) and dividing with the number of the students (N), as in equation below:

$$\overline{X} = \frac{\sum X}{N}$$

$$\overline{X} = \text{the mean}$$

X = the sum offset score
N = the number of the students.

From the result of that formula the writers analyzed the test score and the result from observation checklist to find out the improvement of students' increasing in listening comprehension after taught by using it.

Data Hypotheses

The hypotheses that wheather there is significant difference between students' listening of using song in listening comprehension in experimental class and students'and listening comprehension in control class. The writers has calculated the data by using t-test formula because the data obtained was normal and homogeneous. T-test is used to know whether English song is improving the students' listening comprehension. To do by hypothesis tets , the writers used t-tets formula dapted from (Anas Sudijono 2017). Was used.

a. Determining mean of experimental class :

$$Mx = \frac{\sum x}{N1}$$

Mx = -Mean of gained score of experimental class
$\sum x$ = Sum of gained score of experimental group class
N1 = The total students in experimental

b. Determining mean of controlled class

$$My = \frac{\sum y}{N2}$$

My = Mean of gained score of controlled class
$\sum y$ = Sum of gained score of experimental group class
N2 = The total students in experimental

c. Determining T_0 (T obsevation) with formula :

$$t_0 = \frac{Mx - My}{N1 - N2}$$

d. Determining standard devision score of experimental class (X)

$$SD_x = \frac{\sum x^2}{N1}$$

SD_x = standard devation score of experimental class
$\sum x^2$ = sum of squared deviation score of experimental class
N1 = Number of students of experimental class

e. Determining standard devation scores experimental class (Y)

$$SD_y = \frac{\sum y^2}{N2}$$

SD_y = standard devation score of controlled class
$\sum y^2$ = sum of squared deviation score of controlled class
N1 = Number of students of controlled class

f. Determining t-table (t_1) in significant level 5% and 1% with degree of freedom (df), with formula :

df = ($N_x + N_y$) – 2
df = Degree of freedom

N_1 = The total students in the experimental class
N_2 = Thetotal students in the controlled class

Statistical Hypotheses

From the result of such analysis, the value of t_0 and t_t can be used to determine the truth or false of the hypotheses. If the value of $t_0$is equal to or higher than the value of t_t, the null the hypotheses (H_0) be rejected and the alternative hypotheses (H_a) be accepted. Conversely, if the value of t_0 is smaller than the value of t_t, the null hypotheses (H_0) be accepted and the altrnative hypotheses (H_a) be rejected. Statiscally, tthe hyptheses of this study are expressed follows :

$t_0 \leq t_t$, H_0 is rejected and H_a is accepted
$t_0 \leq t_t$, $H_0$is accepted and H_a is rejected

The assumption of the hypotheses :

a. If to >tt the null hypotheses (Ho) is rejected and the alternative hypotheses isaccepted. It is signicant difference between the students' listening comprehension score who were taught by using English song and who were taught without English song at the seeventh grade students of SMP Kristen Kefamenanu. In other word, using English song is effective in learning Listening comprehension .

b. If to >tt null hyptheses (Ho) is accepted and the alternative hypotheses (Ha) is rejected. It means that there is no significant difference between the students' Listening Comprehension score who were taught by using English song and who were taught without using English song at the seventh grade students of SMP Kristen Kefamenanu. In other word, Using English Song is not effective in learning listening comprehension.

Findings and Discussion

The data were gained from the pre-test and the post-test given to both the experimental class and the control class. The writers chose class VIIA as the experimental class, which consisted of 25 students, and class VIIB as the control class, which consisted of 20 students.They were the students of the seventh grade of SMP Kristen Kefamenanu. In the experimental class, the students were given treatments by using English songs as the learning material of listening class. Whereas in the control group, the students learnt to comprehend the material of listening class conventionally. So, the results of this research show whether English songs were effective or not to improve the scores of students' listening comprehension. The table below presents the test results for the experimental class and control class. Each of these tables consists of 2 divisions: the pre-test and post-test. The table descripstions of pre-test and post-test scores :

Table 1. The Students' Pre-Test and Post-Test Score in Class VIIA

(The experimental Class)

No	Pre-test (X1)	Post-Test (X2)
1	6	9
2	5	8
3	5	9
4	6	8
5	6	8
6	5	8
7	7	9
8	7	9

9	6	8
10	5	7
11	7	9
12	5	9
13	6	8
14	5	9
15	7	9
16	5	8
17	6	9
18	5	8
19	7	9
20	6	8
21	5	6
22	6	8
23	5	9
24	5	6
25	7	9
Amount	145	207
Mean	5.8	8.28

It is showed that the score of experimental class between pre-test and post-test were different. The mean of students' score in the pre-test is 5.8 with the lowest score of pre-test is 5 and the highest score of pre-test 7. Meanwhile the mean of students' score of the post-test is 8.28 with the lowest score of post-test is 6 and the highest score of post-test is 9.

Table 2. The Students' Pre-Test and Post-Test Score in Class VIIB
(The Control Class)

No	Pre-test (Y1)	Post-Test (Y2)
1	5	7
2	6	7
3	5	8
4	7	7
5	5	8
6	5	7
7	6	8
8	7	7
9	6	7
10	5	7
11	6	8
12	7	7
13	5	8
14	6	7
15	6	7
16	5	7
17	6	8
18	5	7
19	7	8
20	7	9
Amount	117	149

	Mean	5.58	7.45

It is showed that the score of the control class between pre-test and post-test were different. The mean of students' score in the pre-test is 5.58with the lowest score of pre-test is 5 and the highest score of pre-test is 7. The mean of the students' score in the post-test is 7.45 with the lowest score of post-test is 7 and the highest score of post-test is 9.

Comparison
The result that calculated from pre-test in both of the two classed and the descriptions of pre-test scores of experiment class and controlled class was be explained in table 3.

Table 3. The students Score of pre-test in Experimental Class and Controlled Class

No	Experimental Class	Controlled Class
1	5	5
2	5	5
3	5	5
4	6	7
5	5	5
6	5	5
7	5	5
8	5	5
9	6	6
10	5	5
11	5	5
12	5	5
13	6	5
14	5	6
15	5	5
16	5	5
17	6	6
18	5	5
19	5	5
20	6	5
21	5	
22	5	
23	5	
24	5	
25	7	
Amount	137	105
Mean	5.48	5.25

That showed the pre-test score of experimental class and controlled class. The pre-test was given on the first meeting before giving the treatment class and based on the table 3, it can be seen that the average score of pre-test in experiment class was 5.48, the highest score of experiment class was 7 and the lowest score was 5. The aveage score of pre-test of controlled class was 5.85 with the highest score 7 and the lowest was 5. Seeing the calculation on the table above, it can be concluded that the average score of pre-test in controlled class was higher than the average score of pre-test in experiment class.

Comparison

The post-test was given in both of the two classes after the writers explained the material on the trhird meeting. The following table 4. Showed the comparision of students' post-test on experiment and controlled class.

Table 4. The students Score of post-test in Experimental Class and Controlled Class

No	Experimental class	Controlled Class
1	9	7
2	8	7
3	9	8
4	8	9
5	8	8
6	8	7
7	9	7
8	9	9
9	8	8
10	7	7
11	9	7
12	9	9
13	8	8
14	9	7
15	9	9
16	8	8
17	9	7
18	8	8
19	9	7
20	8	7
21	6	
22	8	
23	9	
24	6	
25	9	
Amount	207	154
Mean	8.28	7.70

The table showed the post-test score of experimental class and controlled class. The post-test was given on the first meeting before giving the treatment class and based on the table 4, it can be seen that the average score of post-test in experiment class was 8.28, the highest score of experiment class was 9 and the lowest score was 6.

The aveage score of post-test of controlled class was 7.70 with the highest score 9 and the lowest was 7. Seeing the calculation on the table above, it can be concluded that the average score of post-test in controlled class was higherthan the average score of post-test in experiment class.

Combination

The writers analysed the test score of the experimental class and controlled class by calculating the result into the formula t-test. Before using the formula of t-test, the

students' score in the experimental and control class were tabulated to calculate the gained score of each class as follows:

Table 5 The Students' Gained Score In Class VIIA (The Experimental Class)

No	Pre-test (X1)	Post-test (X2)	Gained Score	X²
1	6		3	9
2	5	8	3	9
3	5	9	4	16
4	6	8	2	4
5	6	8	2	4
6	5	8	3	9
7	7	9	2	4
8	7	9	2	4
9	6	8	2	4
10	5	7	2	4
11	7	9	2	4
12	5	9	4	16
13	6	8	2	4
14	5	9	4	16
15	7	9	2	4
16	5	8	3	9
17	6	9	3	9
18	5	8	3	9
19	7	9	2	4
20	6	8	2	4
21	5	6	1	1
22	6	8	2	4
23	5	9	4	16
24	5	6	1	1
25	7	9	2	4
Amount	$\sum X1 = 145$	$\sum X2 = 207$	$\sum X = 62$	172
Mean	5.8	8.28	2.48	$\sum X^2 = 6.68$

$\sum N1$ = The total students in the experintal class
$\sum X1$ = The total pre-test score of students in the experimental class
$\sum X^2$ = The total post-test score of students in the exeperimental class
$\sum X$ = The total gained score of students in the experimental class
$\sum X^2$ = The square of the total gained score of students in the experimental

Based on the table above, the writers got $\sum X1 = 145$, $\sum X2 = 207$, $\sum X = 62$, and $\sum X^2 = 172$.The result be used to find out the t-test. That is showed the gained score class of pre-test, post-test, gained score and X² (square of the total score). The pre test was given on the second metting before giving the treatment class and based on the table 5, it can be seen that average score of pre-test in gained score was 5,8 , the highest score of gained score was 7 and the lowest score was 5. The average score of gained score of post-test was 8,28 with the highest score 9 and the lowest score was 7. The average score of gained score was 2.48 the highest score of gained score was 1 and the lowest score was 4. The average score

of X^2 (square of the total score) was 6.68 the highest score of gained score was 1 and the lowest score was 16.

Tabel 6. The students' Gained Score in Class VIIB
(The controlled Class)

No	Pre-test (Y1)	Post-Test (Y2)	Gained Score	Y^2
1	5	7	2	4
2	6	7	1	1
3	5	8	3	9
4	7	7	0	0
5	5	8	3	9
6	5	8	3	9
7	6	7	1	1
8	7	7	0	0
9	6	8	2	4
10	5	7	2	4
11	6	8	2	4
12	7	8	1	1
13	5	7	2	4
14	6	9	3	9
15	6	7	0	0
16	5	7	2	4
17	6	8	2	4
18	5	7	2	4
19	7	7	0	0
20	7	8	1	1
Amount	∑Y1 = 117	∑Y2 = 149	∑Y = 32	∑Y² = 72
Mean	5.58	7.45	1.60	3.60

∑N2 = The total students in the experintal class
∑Y1 = The total pre-test score of students in the experimental class
∑Y2 = The total post-test score of students in the exexperimental class
∑Y = The total gained score of students in the experimental class
∑Y² = The square of the total gained score of students in the experimental class

Based on the table above, the writers got ∑Y1 =117 , ∑Y2 = 149, ∑Y = 32, and ∑XY² = 72. The result be used to find out the t-test. That is showed the gained score class of pre-test, post-test, gained score and Y² (square of the total score). The pre test was given on the second metting before giving the treatment class and based on the table 6, it can be seen that average score of pre-test in gained score was 5.85 , the highest score of gained score was 7 and the lowest score was 5. The average score of gained score of post-test was 7,45 with the highest score 9 and the lowest score was 6. The average score of gained score was 1.60 the highest score of gained score was 4 and the lowest score was 2. The average score of Y² (square of the total score) was 3.60 the highest score of gained score was 4 and the lowest score was 16.

Calculation of the significant level
After analysing the data, the next prosedur of this writers is analysing the data of students' scores, from the result of pre-test and post-test of both experimental and control classes.

The writers calculated the data by using t-test formula with significance level 5% in some steps as follow :

1. Determine mean of variable X with formula :
   $Mx = \frac{\sum x}{N1} = \frac{62}{25} = 2.48$
2. Determine mean of Y with formula :
   $My = \frac{\sum Y}{N2} = \frac{53}{20} = 2.65$
3. Determine standard devitation variable X with formula :
   $SD_x = \frac{\sum x^2}{N1} = \frac{172}{25} = \sqrt{6,68} = 2.584$
4. Determine standard devation of variable Y formula :
   $SD_y = \frac{\sum y^2}{N2} = \frac{147}{20} \sqrt{7.35} = 2.711$
5. Determining t_0 with formula :
   $t_0 = \frac{Mx - My}{N1 - N2}$
   $= \frac{2.48 - 2.65}{25 - 20}$
   $= \frac{0,17}{5} = 0.034$
6. *Determining t-table in signicance level 5% with degree of freedom (df) :*
   df $= (Nx + Ny) - 2$
   $= (25 + 20) - 2$
   $= 43$
   The value of df is 43 at degrees of signicance 5% or t-table is 2.584.

Hypotheses Testing
The writers tested the hypotheses based on the statistical hypotheses as follow:
If $t_0 > t_t$: the null hypotheses (Ho) is rejected and the alternative hypotheses (Ha) is accepted. So there is effectiveness of using song in learning listening comprehension at 7th grade students of SMP Kristen Kefamenanu $t_0 > t_t$: the null hypotheses (Ho) is acceted and the alternative hypotheses (Ha) is rejected. So, there is no effectiveness of using song in learning listening at 7th grade students of SMP Kristen Kefamenanu.

The testing of hypotheses

Ha $= t_0 > t_t$
$= 0.034 > 2.584$

From the calculated above, the writers assumed a hypotheses of the research that that "Media song is effective in teaching Listening." The result from calculating the data is $t_0 = 0,034$ and $t_t = 2.284$ it means, t_0 is higher than t_t in sicnificant 5%. So the null hypotheses is rejected and the alternative hypotheses is accepted.

The data Taken that was collected from 25 students in experimental class, it could be explained that the mean of pre-test before using media song in listening comprehension 5.8 with the lowest score of pre-test is 5 and the highest score of pre-test 8. Meanwhile the mean of post-test after giving treatments using song in learning listening is 8.28 with the lowest score of post-test 6 and the score of post-test 9. So the writers got the mean of gained score is 2.48. Meanwhile the value of students' score in control class that was taken from 20 students, it could be explained that the mean of pre-test is 5.85 with the lowest score of pre-test is 5 and the highest score of pre-test is 8. Meanwhile the mean of post-test after

teaching text with conventional method is 8.5 with the lowest score of post-test is 6 and the highest score of post-test is 9. So the writers got the mean of gained score is 2.48.

The result of the mean score in each class (the experimental and the controlled class), it is obtained the t-observasion (t_0) is 0.034, meanwhile the t-table (t_t) of df is 43 in signicance 5% is 2.584. it means t-observation (t_0) is higher than t-table (t_t). So, the alternative hypotheses (Ha) is accepted and the null hypotheses (Ho) is rejected because $t_0 > t_t$ (0.034> 2.584). So, there is significant difference between the students' score in learning by using song and the students' score in learning without using song at the seventh grade students of SMP Kristen Kefamenanu. It means that the using song in teaching listening to the seventh grade students of SMP Kristen Kefamenanu are effective. From the data, it can be obseved that the score of students who have been taught by using song in listening comprehension is higher than the scores of students who have been taught without song as media. It proves that song as media is affective. This research, can conclude that song is simple, it is also effective to increase students' listening comprehension at seventh grade students of SMP Kristen Kefamenanu.

Conclusion

Learning english using song is one of the alternative solutions that the teacher can use to teach listening comprehension to their students. It makes students more relax in learning, thus they cn learn and understand them easily. After conducting the research, it is concluded that t_0 is 0.034 t-table of degree of significance 5% is 2.584. it means that alternative hypotheses is accepted and the null hypotheses is rejected because the t_0 is higher that t_t ($t_0 > t_t$) or 0.034>2.584. Therefore, it can be concluded that learning listening comprehension using song is more effective than learning listening comprehension without using songs.

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