

**THE EFFECTIVENESS OF ENGLISH POP SONG TO IMPROVE  
STUDENTS' LISTENING COMPREHENSION AT THE EIGHTH GRADER  
OF ISLAMIC JUNIOR HIGH SCHOOL OF FATHUL HIDAYAH  
LAMONGAN**

**THESIS**

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**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG  
2021**

# **TITLE PAGE**

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### **THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of  
the Requirement for the Bachelor Degree of English Language Teaching (S.Pd.) in  
the English Education Department

By:

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Malang, October 12<sup>th</sup>, 2021

The Researcher



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## **APPROVAL SHEET**

**THE EFFECTIVENESS OF ENGLISH POP SONG TO IMPROVE  
STUDENTS' LISTENING COMPREHENSION AT THE EIGHTH GRADER  
OF ISLAMIC JUNIOR HIGH SCHOOL OF FATHUL HIDAYAH  
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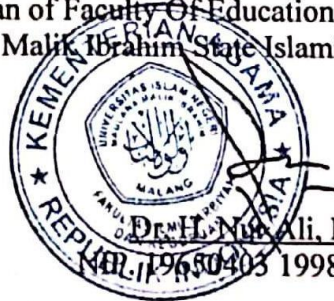
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The Honorable,  
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*Assalamu'alaikum Wr. Wb.*

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**MOTTO**

*"Don't say that your problem is serious until you face it".  
-Alfian-*



## **DEDICATION**

The researcher would like to express gratitude to ALLAH SWT and the Prophet Muhammad SAW. They have given grace and gifts that have given, such as knowledge, strength, fortitude, and health, which helped me to continue to rise and struggle to complete this thesis.

This thesis that the researcher has made will be dedicated to Hj. Musrifun Mustofa is a person who always supported researcher to achieve his goals, his beloved mother as well. To Drs. H. Achso Bandi is a figure who motivates researcher to always to keep trying and be enthusiastic even though there were serious obstacles, and Alfun Lailatul Musobikhah, a beloved sister who gives enthusiasm and encouragement to be able to complete this final project as well as friends in arms and don't forget the brothers and sisters. Brothers at PSHT UIN Malang always support and pray for researcher to make things easier for him to do.

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*In the Name of Allah SWT, The Beneficent, The Merciful*

All praise belongs to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the writer has the knowledge and willingness to arrange this thesis to meet the bachelor's degree requirement. *Shalawat* and Salam may always be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled “The Effectiveness of English Pop Song to Improve Students’ Listening Comprehension at the Eighth Grader of Islamic Junior High School of Fathul Hidayah Lamongan” will not be successful without any support in the form of continuous pray, love, and motivation from other people. Then, the writer would like to express his thanks and gratitude, especially to Mrs. Ima Mutholiatil Badriyah, M.Pd. for her advice, suggestion, motivation, and her time until the writer is able to finish and complete this thesis.

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Malang, October 9, 2021

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## LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

### A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	‘	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

### B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

### C. Dipthong Vocal

أَوْ = aw

أَيَّ = ay

أُوْ = ŭ

أَيَّ = î

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## ABSTRAK

Andreanto, Mohammad Alfian. 2021. Keefektifan Lagu Pop Bahasa Inggris untuk Meningkatkan Pemahaman Mendengarkan Siswa Kelas Delapan MTs Fathul Hidayah Lamongan . Skripsi Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Ima Mutholliatil Badriyah, M.Pd.

### **Kata Kunci: Keefektifan, Lagu pop Inggris, Pemahaman mendengarkan**

Mendengarkan adalah salah satu keterampilan yang paling penting karena keterampilan ini sangat dibutuhkan dalam kegiatan sehari-hari maupun pada proses pembelajaran siswa dikelas, khususnya pada mata pelajaran Bahasa Inggris. Meskipun demikian, tidak menutup kemungkinan bahwasannya masih banyak siswa yang mendapatkan kesulitan dalam pemahaman mendengarkan. Berangkat dari permasalahan tersebut, akhirnya dihasilkan suatu gagasan untuk meningkatkan keterampilan siswa dalam mendengarkan yakni melalui sebuah strategi pembelajaran yang menggunakan English pop song sebagai media pembelajaran agar mempermudah para siswa dalam meningkatkan pemahaman dalam mendengarkan.

Studi ini dilakukan dengan tujuan untuk mengetahui apakah lagu pop berbahasa Inggris efektif atau tidak untuk meningkatkan pemahaman mendengarkan siswa MTs Fathul Hidayah Lamongan. Dalam studi ini, peneliti menggunakan metode kuantitatif dengan desain quasi eksperimen perbandingan dua kelas sebagai metode penelitiannya. Subjek penelitian ini adalah Siswa kelas delapan MTs Fathul Hidayah Lamongan. Penelitian ini dilaksanakan di dua kelas yaitu kelas VIII B dan VIII C. Kelas VIII C sebagai kelas kontrol, dan kelas VIII B sebagai kelas eksperimen dengan jumlah sampel kelas eksperimen 26 siswa dan kelas control 27 siswa. Instrument penelitian ini adalah tes. Peneliti menggunakan rumus Independent sampel T-test dengan menggunakan program SPSS versi 25 untuk menganalisis data.

Hasil dari penelitian ini menunjukkan bahwa lagu pop song Bahasa Inggris efektif dalam meningkatkan pemahaman mendengarkan siswa kelas delapan MTs Fathul Hidayah Lamongan. Hasil yang di dapatakan dari uji statistic menunjukkan bahwasanya nilai signifikansi (*Sig. 2-tailed*) adalah 0,000 yang mana nilai yang diperoleh tersebut adalah  $< 0,05$ . Hal tersebut menyimpulkan bahwa strategi lagu pop song Bahasa Inggris yakni efektif terhadap peningkatan pemahaman mendengarkan siswa kelas delapan di MTs Fathul Hidayah Lamongan dan dapat digunakan sebagai strategi alternative untuk meningkatkan pemahaman mendengarkan siswa.

## ABSTRACT

Andreanto, Mohammad Alfian. 2021. The Effectiveness of English Pop Song to Improve Students' Listening Comprehension at the Eighth Grader of Islamic Junior High School of Fathul Hidayah Lamongan. Thesis. Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Ima Mutholliatil Badriyah, M.Pd.

**Keywords: Effectiveness, English pop song, Listening comprehension**

Listening is one of the most important skills because this skill is needed in daily activities and students' learning process in class, especially in English subjects. Nevertheless, many students may still have difficulties in listening comprehension. Based on the problems, it resulted an idea to construct teaching listening strategy through the use of English pop song as learning media to ease the students and to improve their listening comprehension.

This study was conducted to know whether English pop songs are effectively improve students' listening comprehension at MTs Fathul Hidayah Lamongan. In this study, the researcher used quantitative method with a quasi-experimental design by comparing two classes as the research method. The subjects of this study were the eighth-grade students of MTs Fathul Hidayah Lamongan. This study examined two classes, namely class VIII B and class VIII C. Class VIII C was as the control class and class VIII B was as the experimental class, with 26 students in the experimental class and 27 students in the control class. The research instrument was tests. The researcher used the Independent sample T-test formula using the SPSS version 25 program to analyze the data.

This study indicates that English pop songs effectively improve the listening comprehension of the eighth-grade students at MTs Fathul Hidayah Lamongan. The results obtained from the statistical test show that the significance value (Sig. 2-tailed) is 0.000, where the value obtained is  $<0.05$ . It concludes that the English pop song effectively improves the listening comprehension of the eighth-grade students at MTs Fathul Hidayah Lamongan and it can be used as an alternative strategy to improve the students' listening comprehension.

## التلخيص

أندريانتو, محمد ألفيان, 2021. إنفعالية الغناء " فوف " في اللغة الانجليزية لترقية الفهم السماعي لطلاب فصل الثامن بالمدرسة المتوسطة فتح الهداية لامونجان. البحث العلمي. قسم تعليم اللغة الانجليزية. كلية التربية و التعليم. جامعة مولانا مالك إبراهيم الاسلامية الحكومية مالانج. المشرفة : إيما مطلعة البدرية, الماجستير.

### الكلمات المرشدة : إنفعالية, الغناء " فوف " في اللغة الانجليزية, الفهم السماعي

السماع من الكفاءة المهمة لأنها محتاجة في الأنشطة اليومية بل في عوائد تعليم الطلاب في الفصل, خاصة في مادة اللغة الانجليزية, بجانب ذلك يمكن أن الطلاب مازالوا في صعوبة في الفهم السماعي. من هذا, هناك فكرة أو تصوّر لترقية كفاءة الطلاب في السماع من إستراتيجية التعليم باستخدام الغناء " فوف " في اللغة الانجليزية كالوسيلة التعليمية لسهولتهم في ترقية الفهم في السماع

عقدت هذه الدراسة لمعرفة إنفعالية " فوف " في اللغة الانجليزية و عدمه ف ترقية الفهم السماعي عند الطلاب بالمدرسة المتوسطة فتح الهداية لامونجان. و استخدم الباحث طريقة البحث الكمي بالصورة التجريبية بين الفصلين. و مدار البحث فيه فمأخوذ من فصلين الفصل الثامن ب و الثامن ج. الثامن ج كالفصل المراقب بعدد 27 طالبا و الآخر الفصل التجريبي بعدد 26 طالبا. آلة البحث فيه الامتحان. و استخدم الباحث الرمز المستقل لمثال الامتحان بوسيلة SPSS لتحليل الحقائق.

النتيجة من هذا البحث أن الغناء " فوف " في اللغة الانجليزية منفعل لترقية الفهم السماعي عند طلاب فصل الثامن بالمدرسة المتوسطة فتح الهداية لامونجان. النتيجة المحسولة من الامتحان الإحصائي تدلّ على نتيجة الترقية " -2 Sig. tailed " هي 0,000 التي كانت النتيجة المحسولة هي  $0,05 <$ . و هذه تدلّ على أن الإستراتيجية في غتخدام الغناء منفعل لترقية الفهم السماعي عند طلاب فصل الثامن بالمدرسة المتوسطة فتح الهداية لامونجان و مستخدم كالطريقة الثاية لترقية الفهم السماعي عند الطلاب.

# CHAPTER I

## INTRODUCTION

In this chapter, the Researcher explains things related to the introduction: the Background of the study, Research objective, Significance of the study, Limitation of the study, and definition of the term.

### 1.1 Background of the Study

The fourth industrial revolution era has changed many aspects of the world of work and industry associations and education institutions from manual into digitization systems. Most aspects of human life are driven by internet technology, which connects all people around the world. Of course, it impacts the rapid development of science and technology, resulting in many breakthroughs from various disciplines related to everything digital.

According to Amzah (2020), the philosophical basis for developing science and technology can be studied and explored in the Qur'an, which is the holy book of Islam, which deals with a lot of information about science and technology, such as those found in fragments of the verses of the Qur'an. Below, which underlies that science and technology have been taught since ancient times.

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَّكُمْ لِنُحْصِنَكُمْ مِنْ بَأْسِكُمْ فَهَلْ  
أَنْتُمْ شَاكِرُونَ ﴿٨٠﴾

*"And we taught Daud to make armor for you, for you in your battles; then afterward you give thanks (to Allah)" (Surah Al-Anbiya ' , 21: 80)*

From this information, it is clear that humans must do something using technological development, and for mastery, science is needed. It is also necessary

to understand that scientific knowledge (science) does not recognize the word "eternal" because what was considered wrong in the past can actually be recognized as true in modern times.

Responding to technological developments and this new era so as not to be left behind, as a developing country, Indonesia needs to prepare citizens and generations to survive in this era and be able to compete with the global market. This is in line with Lathifah & Helmanto (2019), which states that a great nation is a nation with a strong character which can compete in high competence and grows and develops from education that applies good values in all life. It can be reached by improving the quality of education because it is important and, at the same time, has a big role in the progress of the nation (Sya & Helmanto, 2020).

Moreover, in this global competition, global market, global communication, and digitation era, mastering an international language is a must. As one of the international languages, English can connect people from different nations and countries because it is the most widely used communication internationally. It makes English becomes Lingua Franca. Besides that, almost all science and technology are packaged in English. So, to absorb science and technology, we must master English, both spoken and written well. Akbari (2015) explained that "English is a language that many people consider as an international language. Proficiency in this language can provide opportunities for work, travel, higher education, and at the same time, a better life. So having good English will open the possibility of having a better life and career journey.

The Indonesian government also emphasizes the importance of English by requiring the students to learn English from elementary to tertiary level. Indonesian government introduces English as the first foreign language used in Indonesia (Chairina, 2019). English is included in the curriculum and becomes a compulsory subject in elementary, junior, and senior high schools. It has a great opportunity to be used as the language of instruction in several schools in Indonesia. More than that, as has been stipulated in Law no. 20 of 2003 article 33 paragraph (3), which stipulates that "Foreign languages can be used as the language of instruction in certain educational units to support the foreign language skills of students." The point is a policy intended to encourage mastery of foreign languages because the demands of necessity are appropriate.

Due to the government policies about the importance of English, MTs Fathul Hidayah Lamongan also obligates the students to learn English. The students are taught four English skills, those are writing, speaking, reading, and listening. Anyhow several problems occur during the English teaching and learning process. Since the school is located in the Islamic boarding school area, the institution sets a rule in which the students cannot carry their electronic gadgets such as cellphones and laptops. This rule affects the teacher's way of teaching and the students' motivation in learning English. The teacher applies traditional method in teaching even though the explanation conveyed by the teacher is clear and understandable. However the students feel bored and lose their enthusiasm for learning. The English teacher said that at the school, more students sleep than pay



attention to the teacher explanation during learning process. It leads the students' score decline. English has an important role in obtaining information, knowledge, arts, culture, and communication tools in international languages. Therefore, English is a crucial subject in school.

The problems above are mostly caused by the lack of students' listening comprehension. For them, listening is the most difficult skill to be mastered. Whereas, mostly, listening is needed in every activity and conversation in the class. In the teaching and learning process, students must listen to teacher's explanation to get new information and to give responds to the teacher. Besides that, listening is also one of the keys to get knowledge, understanding concepts, or information that has been spoken by the teacher. In fact, teaching listening is not easy to do. Because this is an internal process that cannot be observed directly. Therefore, it will be more difficult for the teacher to know whether the students understand or not. Sometimes, students do not want to ask the teacher what they have not understand and do not know in class. So, the teacher could not help students explain much dealing with students' problems, especially in listening.

Many schools or educational institutions face the same problems as MTs Fathul Hidayah Lamongan in teaching and learning English. Therefore, researchers chose this learning method to provide more interesting and more understandable learning in listening learning. Many previous researchers have overcome this problem, including Siti Rahma Dewi (2015), who says that using English songs is an effective way to improve oneself. Students' ability to master

listening skills. From the students' initial test results from the experiment. In the experimental class, the mean scores of the pre-test were 59.5 and 86.10 for the post-test. Meanwhile, after being taught using English Pop Songs, the students' scores in the experimental class were higher, namely 86.10. This shows that teaching listening using pop songs in English can improve students' listening skills.

According to Miranty et al. (2018), the use of English pop songs effectively improves students' listening skills, and teachers can use English pop songs as a medium to help students' difficulties, especially in terms of listening and also improving their listening skills. Based on the study results, It can be conclude that students who were taught with English pop songs media had better performance. We can see this from the data analyzed using the t-test to test this study's hypothesis at the 5% significance level. The results of the data that the use of English pop songs in learning English, especially listening comprehension, has a positive effect on learning English. Students can create a good class atmosphere; Students can feel happy, relaxed, and interested in the learning process.

According to Ariani et al. (2020), she concluded that the student's listening score was higher than the minimum completeness criteria (KKM), so that English pop songs were essential to improve students' listening skills, meaning that English pop songs improved students' listening skills because there was a significant increase in students' listening skills. Besides, pop songs in English make the learning process more interesting for students. The use of pop songs in English can improve students' listening skills. Each meeting resulted an improvement for their

skill, this is also supported by the post-test average result of 76, and the percentage is 84%. This means that using pop songs in teaching English is very important to improve students listening skills. Many English teachers also use their creativity in developing education by using songs because they also limit students from being too fixated on textbooks and workbooks. It makes learning English becomes attractive and fun. Therefore, students are more motivated in learning English, especially in listening activity.

Previous researchers have conducted many studies by using English pop songs in English teaching and learning. Nonetheless it does not rule out the possibility the distinctions of the setting, subject, focus, and variable of the study will lead different result. Hence, the researcher intends to conduct a research by using English pop song as a method in English learning to improve students' listening comprehension at MTs Fathul Hidayah Lamongan.

So, this study aims at examining the effectiveness of English pop songs in improving students listening comprehension skill. So the researcher chose the thesis title **The Effectiveness of English Pop Songs to improve English Listening comprehension of the Eighth Grade Students of MTs Fathul Hidayah Lamongan** can be beneficial to do.

## 1.2 Research Question

Based on the background of study above, the researcher conducted this research to answer the question: "Is English pop song effective to improve listening comprehension of the students of MTs Fathul Hidayah Lamongan?"

### **1.3 Research Objective**

From the identification of the problem above, this researcher aims as follows:

To find out whether English pop song is effective or not to improve listening comprehension of the students of MTs Fathul Hidayah Lamongan.

### **1.4 Significance of Study**

The significance in this study will be useful for:

1. For students

The results of this study provide alternative methods to students and increase enthusiasm, interest, and pleasure in learning English, significantly to develop listening comprehension skills and to provide new experiences in learning English.

2. For the teachers

The results of the study are expected to provide an alternative solution to improve students listening comprehension effectively as a teaching strategy among other strategies. Besides, the researcher hopes that the research results can also be used in the learning process.

3. For the Principals of MTs Fathul Hidayah Lamongan

This study provides information to the principals about the effectiveness of this strategy so that it can be implemented as a foothold in making policies to improve student in English listening skill.

#### 4. For the future researcher

The results of the study can inspire future researchers to conduct a research on the same topic with different subjects of study, other genres of music, or different innovation in the application of teaching English using pop song.

### **1.5 Limitations of the Study**

This study focused on the data of using English pop as a learning media to improve students' skills in English comprehension of eighth-grade students in learning activity.

This study used a formal situation setting in which the English teaching and learning process were conducted. This study focused on the English class, especially listening skill.

### **1.6 Definition of Key Terms**

To avoid misconceptions about keywords and key concepts of the study, the researcher defines some terms found in the following headings:

#### 1. Listening Comprehension

Listening comprehension is an interactive process that involves the listener accepting a more specific meaning and making the listener better understand the meaning of these meanings so that they can obtain appropriate results in the listening experience for the words received.

## 2. Pop song

The pop song is a music genre that creates a more relaxed atmosphere, awakens and influences the learning mood, and makes the atmosphere conducive to learning. The material contained in the song is also following the syllabus taught to students.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains information related to previous studies. The researcher also discusses meanings and several theories related to the variables in the research contained in this chapter. In addition, it also obtains previous information about theories related to variables in titles such as Theoretical Framework of Listening, Purpose of Listening, The Process of Listening, and Listening for Junior High School level, Listening Assessments, Definition of Song, The Basic Elements of Song, and English Pop Song as a Learning Media.

#### **2.1 Theoretical Framework of Listening**

##### **2.1.1 Concept of Listening**

Listening is one of the most important skills. As we know, listening is a skill that understands the spoken language. As receptive skill, listening is an important part of communication as well as a foundation for learning a second language. According to Nunan (2003), listening is breaking down the sounds heard from a phoneme into a complete text. Listening means a skill that is used to understand the meaning of what is heard. This process will help students to respond to what is said or spoken. In addition, listening is effective communication.

According to Field (2010), Listening is an essential skill for someone who is learning English because, in learning, we can communicate with one another. In education, we often have to listen to people who speak English

so that they are familiar with the sentences to get new vocabulary. Not only listen to people speaking English, but you can also listen to songs and watch movies in English.

According to Paul and Jonathan (2008), Listening is a skill that has a close relationship with speaking. In the early stages of language development listening to the main focus is knowledge of other languages. Listening is the initial ability we have when we talk and talk about a continuous relationship with listening. Because when we listen to other people, we get new words or sentences to practice what we hear.

According to Brown in Bozorgian (2012), Listening is the main skill in language learning. However, Listening is the essence of language learning, but it is very minimal to learn and understand because it is often ignored. Most people find this skill easy to perform. Although these listening skills are the least studied, they are the most widely used skills. According to Holden (2004) that most people spend their time on listening skills. Because skills are more often used in daily activities.

### **2.1.2 Listening Comprehension**

This chapter provides some theories about listening. These theories are expected to provide an overview to the reader about the concept and definition of listening. According to Jack (2008), listening comprehension is a general way of thinking about the essence of listening. Literally, the term of listening comprehension is almost the same. The term of listening leads



to an important assumption of second language learning in facilitating the understanding of spoken speech. Whereas listening comprehension is a kind of receptive ability in oral mode. When we talk about the true meaning of what we say in our native language, listening and understanding what we hear, we have all the skills and background knowledge needed to understand what we hear, so we may not know how complicated the process is.

The general aim of listening is obviously to understand a message. Effective listening requires the ability to coordinate and recall what is conveyed because the listener needs to comprehend the message or news as it is presented. To acquire sense, listen then requires giving conscious attention to the sounds. Adequate attention, or focus, must be provided to the message to supersede be heard and all other conflicting sounds.

According to Lund (1990), the type of comprehension was divided into several, namely comprehension of the main idea, full comprehension, and detailed comprehension. From comprehension, the main idea is an understanding that involves the message's accuracy and leads to vocabulary recognition. Comprehension of more details leads to more specific information; this comprehension can be done independently, unlike comprehension of the main idea. However, when the listener knows directly what information is being heard. Full comprehension, which is the goal of listening instruction, involves comprehension of the whole message, main ideas, and details.

## 2.2 Purpose of Listening

Listening is one of the four skills that students must master because with one of these skills, and we can learn English from the lowest level to the highest level, therefore why listening is a skill that must be studied carefully. According to Hunt in Henry's book (2008), listening has four main functions, such as:

- a) To get information related to the profession.
- b) To make interpersonal relationships more effective.
- c) To create a data set to conclude or make sensible decisions.
- d) To be able to provide an appropriate response.

However, according to Logan and Shrope in Henry's book (2008), the purpose of listening are as follows.

- a) To gain knowledge from material conversations with other people, it means listening to learn.
- b) We are listening and enjoying the beauty of audial, it means listening to something that is said, heard or displayed (especially in the arts).
- c) Listening to evaluate, the point is to judge what is being heard (good or bad, logical or illogical, true or false, etc.).
- d) Listening to give appreciation or feedback, the intention is to enjoy and appreciate what is being heard (such as debates, discussions, story reading, poetry reading, dialogue, etc.).
- e) Listening to communicate ideas, opinion, or feelings towards others correctly and precisely.

f) Listening to distinguish sounds with precise, distinctive sounds.

Usually, this is evident for someone in learning a foreign language engrossed in listening to the utterances of a native speaker.

g) Listening to solve problems creatively and analysis can help solve problems because the speaker can get or conclude input.

h) Persuasive listening, the point is listening to the speaker to convince himself of a problem or opinion that has been in doubt.

### **2.3 The Process of Listening**

Listening is an active process by which we make sense of, assess, and respond to what we hear. According to Gebhard (2000), information processing is divided into two categories, namely bottom-up processing, and top-down processing. The scheme is connected to the experience of the listener daily about the topic being heard. Listening teaching has five basic principles, according to Helgesen (2003), such as:

- a) Provide learning to students about information processing (Bottom-Up and Top-Down)
- b) Provide learning to students about various types of listening
- c) Provide learning from various tasks
- d) Provide consideration about the level of difficulty and authenticity of a text

Provide learning various types of listening learning strategies and responding, evaluating, clarifying, monitoring, guessing, and drawing conclusions.

The learning that can be given to students in improving listening comprehension skills is by teaching students Top-down and Bottom-up strategies to easily build knowledge from daily experiences and understand new grammar and vocabulary.

The listening strategy is a direct technique for understanding and remembering listening input. These strategies can be grouped based on how the listener carries out a process by applying Top-Down and Bottom-Up learning strategies. Top-Down strategy leads to active meaning based on guesswork, withdrawals, goals, and other relevant knowledge. However, with the Bottom-Up strategy, listening is more directed at grammar and word meaning.

In line with Gebhard, I. S. P. Nation and J. Newton (2009) also divided the listening strategy into two: those are Bottom-Up and Top-Down. According to him, Bottom-up is a process in which listeners collect messages from the sound stream one by one, from part to whole. Top-down processing involves hearing-phonetics, phonemes, syllables, vocabulary, syntax, semantics, propositions, pragmatics, and interpretation, starting to understand and decipher the flow of sound at a higher level. While top-down is a process that involves the transfer of listeners from all their previous knowledge and content and rhetorical schemes to various parts of it, in other words, listeners use their knowledge of the communication context to predict the content of the message and use parts of the message to confirm, correct, or add to the message.

## 2.4 Listening for Junior High School level

In Indonesia, listening for junior high school students is as at the beginner level. The learning activities of this level is like listening which starts from the group of words, sentences, and meaning. The activities at this level are like listening, starting from groups of words, sentences, and meanings. As stated by Brown (2001) who divided the types of listening performance in the classroom into six types

### 1) Reactive

The learners simply listen to the surface structure of an utterance for the single purpose of repeating the text. The role of the listener is very limited because the listener is not generating meaning.

### 2) Intensive

The focus is on components (phonemes, words, intonation, discourse markers, etc.) of discourse. They include bottom-up techniques which are the focus on sounds, words, intonation, grammatical structures, and other components of spoken language. Example of the performances:

- Students listen for the individual drills.
- Teachers repeat a word or sentence until the students get the meaning.
- The students are asked to listen to a sentence and to notice a specified element, such as intonation, stress, or a grammatical structure.

### 3) Responsive

Responsive listening refers to a significant proportion of classroom listening activity consisting of short stretches of language in order to make an equally short response, e.g. asking questions, giving commands, checking comprehension, and seeking clarification.

### 4) Selective

The purpose is not to look for global or general meanings but to be able to find the important information in a field of potentially distracting information. Examples of such discourse include speeches, media broadcasts, stories and anecdotes, and conversations. The teacher can ask the students to listen for people names, dates, certain facts or events, location, situation, and main ideas.

### 5) Extensive

This performance aims to develop a top-down, global understanding of spoken language. Top-down techniques are more concerned with the activation of schemata, meaning derivation, global understanding, and the interpretation of a text, for example, note-taking.

### 6) Interactive

This performance can include all five of the types above as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

From the distribution of types of listening in the class at the junior high school level, we can conclude that the listening level learning in the class is at an intensive level, leading to student focus in their listening comprehension. However, it is possible that from these things, students are still in early listening learning level, they are still at the beginner level, namely with a basic learning system.

## **2.5 Teaching Listening Strategy**

Listening is an important skill in foreign language communication. Among the four language skills, some research show that listening skills are the most commonly used in communication. Therefore, listening strategies and the ability to use them effectively contribute to language learning performance. In learning to listen, the use of strategy is very important to help students improve their understanding. Therefore, teachers are given the authority to teach students to learn listening well.

In teaching, listening is a type of receptive skill that requires a particular strategy to achieve the expected competence. The strategy in question is a listening cognitive process strategy, namely a cognitive strategy that includes all activities related to mental processing. The cognitive category can consist of all activities that occur in the brain to acquire a foreign language. This category can include intelligent guessing, finding patterns in sentences, reasoning, associating, summarizing, grouping thoughts, deduction, imagery, and other mental processes. Many strategies can be applied in listening, including metacognitive and social

listening strategies. The core of all these strategies is to improve students' achievements, skills, motivation. Of course, the strategy applied must also be adapted to the condition of students and the availability of facilities. Ukti Lutvaidah (2015) said the learning process for students indeed expects good learning outcomes because good learning outcomes can help them achieve learning goals. Only with a good learning process can one achieve student goals very well too.

For the junior high school level, where adolescents' mood and psychological development strongly influence students' motivation in learning, a learning strategy is needed to help students develop in the learning process that is by the conditions of the students themselves.

In addition, Hughes (1991) mentions that there are two skills involved in listening, namely micro-skills and macro skills. In micro-skills, to understand what someone is saying, listeners must explain intonation patterns, recognize functions and structures, cohesive devices, detect sentence components, and recognize discourse markers. In macro skills, to understand what someone is saying, the listener must listen to certain information and get the main point of what is heard. The listener must follow the instructions or get an overview of the information.

## **2.7 Listening Assessments**

Brown (2004) states that there are two types of listening assessments: formative and summative. Assessment which is done directly and informally when students are involved in the learning or listening process is called formative



assessment, which is used by the teacher to assess students diagnostically. In contrast to formative assessment is an assessment required by a school, college, and government, such as quizzes, achievement test, proficiency test, and standardized or more risky tests.

Listening assessments must have validity, reliability, authenticity and washback/feedback. Brown and Abeywickrama (2010) said that validity assesses the degree of measurement accuracy and the object being measured. Reliability is an assessment to measure the extent to which the assessment can be used. Authenticity is a form of measurement which represents the use of real-life language. Washback/feedback is a measurement that provides useful feedback for students and which can influence the learning process.

## **2.8 Song**

### **2.8.1 Definition of Song**

According to Simms (1993), A song with lyrics, rhythm, melody, harmony, and expression is part of a short movement in music. Songs are musical arrangements that are sung from several lyrics and for many voices and short poems. In other words, it shows that a song is a collection of beautiful words in which there is a message to be conveyed to others and presented with beautiful music. Songs can support themes such as stories, advice, study, religion, environment, universe, love, happiness, and sadness.

Utami (2002), stated that song is a short musical work with lyrics sung by people. The majority of people like songs. Song is claimed to be like magic.

Only by listening to songs can people cry, laugh, be sad, or upset. They can also learn many things from songs, such as history and new words. Based on the factors above, we think that songs can be used in language learning as an alternative. A song is not just a word or sentence that contains nonsense but has a message of its own.

Therefore, songs are not only beautiful words that are arranged into a sentence that contains a message given by the songwriter, but the song is the art of tone or sound in a sequence, a combination in a temporal sequence that is usually accompanied by a musical instrument to produce a rhythm or sound—rhythmic called song. According to the Oxford dictionary, songs are a small part of the music. Music greatly influences and enhances our trends and lifestyle. This means that music or songs have a big influence on our feelings and energy levels.

## **2.9 The Basic Elements of Song**

The essential elements of a song that we must understand, they are:

### **a) Melody**

Melody is a series of tones (vibrations with regular vibrations) that are heard sequentially and together with the expression of ideas harmonious in a tonal arrangement of terms. The main elements of a melody are duration, pitch, and quality (timbre, texture, and loudness). A tune consists of one or more musical phrases and is usually repeated throughout the song or work in various forms.

b) Rhythm

Any regular recurring motion, symmetry is a movement marked by the controlled succession of strong and weak elements, or of opposite or distinct circumstances. Rhythm is the timing of musical sounds and silences. While rhythm most frequently refers to sounds like music and spoken language, it is also possible to refer to the visual presentation as "timed movement through space."

c) Lyrics

Lyrics are words in the song, a supplement to the song and a component of the musical elements that describe the theme, role, and mission of the song and the lyrics of the song text role. According to Vosahlik (2016), Apart from the words of a song, lyrics have an additional meaning, namely "a short poem that expresses the personal thoughts and feelings of the person who wrote it.". Hence, lyrics are an expression of someone's feelings or thoughts that are written in a song.

## 2.10 Pop Song

According to Joseph (1969), a pop song is usually written and performed by a singer interestingly and dynamically. Therefore, pop songs make people who listen to enjoy the song. According to Richard (1993), listeners usually express their attractive actions by moving their bodies to enjoy. Therefore, we can enjoy the songs you listen to freely. According to Pursell (1992), pop songs

are usually written for trading purposes and used by as many audiences as possible as an information commodity.

Songs are made to be listened to and consumed by the wider community and to provide entertainment when you feel a lonely atmosphere. Many people from record sales like fans of pop songs, concerts held, and when there are events or competitions they mostly sing pop songs that are increasing—usually connoisseurs of pop song listeners among young people who have reached adulthood. Therefore, Songs especially pop songs are also used by humans to support all their activities; for parties, celebrations, restaurants, malls, public transportation, even education. They are usually used as a supporting media to make the atmosphere more comfortable.

### **2.11 English Pop Song as a Learning Media**

Songs are an excellent 'tool' to help students to learn English; more specifically, songs are believed can motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds. Studying various types of meaningful sounds. Songs can also make the class more exciting and lively. When children like the song taught by the teacher, they will be happy and enthusiastic to engage in activities instructed by the teacher. Songs lead the students learning subconsciously by using songs, the advantages for teachers are that they can make classroom learning more exciting, develop students' interest in learning English, and improve the learning atmosphere in the class that is more able to concentrate.

From technological aspect, beside songs can help teachers to motivate students in learning process, songs also can be a learning tool that can provide new colors and new methods of learning in the classroom.

There are several advantages in using pop songs as student learning media, as stated by Dale (1992) that the benefits of using them are:

- a) Songs can make students feel more relaxed before or when carrying out the learning process.
- b) Listening to a song's rhythm can help students improve their mood and comfort in the learning process.
- c) Students can quickly improve their listening skills and add new vocabulary and grammar simultaneously.
- d) Using a pop song can introduce the music and the culture that is in the pop song.
- e) With pop songs, they can focus on the material provided by the teacher
- f) Sometimes, students don't understand the meaning of the song. However, they can still accept the song by feeling that what they are listening to is very familiar because it is repeatedly played.

Pop songs can be a learning instrument that can help teachers learn to listen.

## **2.12 Previous Related Studies**

First, Rusmiati and Siti Rahma Dewi (2015) the purpose of their study is to find out the problem faced by students' in listening, and to know the

improvement of students' listening. To find data and information in the field, the writer conducted the research at SMP Negeri 17 Banda Aceh. The participants were the second grade students which was about 28 students'. The researchers also used some techniques in the data collecting process, such as questioner and experimental teaching. The data analysis of experiment group were 59, 5 for pre-test, and post-test 86, 10. So, it can be concluded that teaching listening by using English pop song is effective and can improve students ability in listening.

Second, a study that was conducted by Miranty et al. (2018) The objective of their research was to find out the effectiveness of using English pop songs toward students' listening comprehension at the tenth grade of SMAN 5 Kota Serang. The population of this research was all the students of the tenth grade of SMAN 5 Kota Serang, and the sample were X Science 4 as experimental class and X Science 3 as control class. The researcher used quantitative method by implementing true experimental design. The instrument of research was the tests: pre and post-test. The result of students' average in pre-test were 45.17 for experimental and 46 for control class. The result of students' average in post-test were 78 for experimental and 71.67 for control class. It can be concluded that using English pop songs was effective toward students' listening and the teachers can use English pop songs as media to overcome students' difficulty in listening and improve their listening comprehension, too.

Third, Ariani et al. (2020) this research aims to find out the use of English Pop Song to enhance students' listening ability in the first grade of SMAN 10

Mataram in 2020/2021. The research method of this research used Classroom Action Research. The data in this research was taken based on the listening test. The subject of this research was first-grade students IPS 1 of SMAN 10 Mataram, which consisted of 25 students. This research was conducted in one cycle. The instruments of this research were taken by test and observation sheet. The main score of students listening ability of pre-test was 45 with a percentage (12%) and the main score of post-test was 76 with a percentage (84%). The researchers concluded that the score of the students' listening was higher than the Minimum Complete Criteria Success (KKM). So it meant that the use of English Pop Song was significant to enhance students' listening ability.

From There are some similar points between this research and the three previous research, so are the differences. The similar things are on the kind of English skill and learning media were researched; those are listening skill and English pop songs. Whereas the differences are on the subject being studied, the setting of time and place, and the research method used. First, based on the subject of the study, all samples of the two previous research were the students of senior high school and one of them were the students of junior high school, while the sample of this research was the students of Islamic junior high school. Second, the setting of place of three previous research were public school, and this research was Islamic school in Pesantren (in which the students are not allowed to bring gadget). Third, among all of these research were conducted in different time. Fourth, two of those research were used experimental research and

one of the classroom action research. This research used quasi experimental research. These differences may lead the different results of the research. These gaps can be counted as very valuable distinction of this research with others. So, this research was worth to do.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter contains a description of research techniques that explains in-depth how the researcher collect data using the approach taken by him. This chapter includes research design, subject of the study, research instruments, data collection, treatments, the procedures of intervention, validity and reliability testing, and data analysis.

#### **3.1 Research Design**

This research used quantitative methods. According to Watson (2015), quantitative method collect data by using numbers to explain a certain phenomenon. This study focused on experimental research method, namely to determine the cause and effect of a variable. As pointed out by Ramez (2017) that experimental research allows researchers to at least partially evaluating causes beyond definitions and conditions, beyond the recognition of this kind of research is also used to test a hypothesis.

In this research, the researcher used a quasi-experiment as a research design. A quasi-experimental research design is often used in the field of education, especially when the researcher aims at compromising between experimentation and the nature of human language skills which he wants to investigate. The following is an illustration of the design of the research.

*Table 3.1 The Illustration of Quasi-Experiment design*

Experiment Group	Pre-Test	Treatment	Post-Test
Control Group	Pre-Test	-	Post-Test

The table above shows that the research employed two groups to be observed, those were the experimental group and the control group. Both groups received pre-test and post-test. The group receiving the new treatment or special treatment is called the experimental group, and the group receiving no treatment or the conventional treatment is called the control group. So, this study has two classes, the control group, and the experimental with the different treatment were conducted in each group.

This research involved two variables. The researcher used English pop songs as the independent variable and student listening comprehension as the dependent variable during this research. This research focused on observing the students listening comprehension skill of the experimental group treated with English pop songs, and then the researcher analyzed students' development through the tests results.

### **3.2 Subject of the Study**

The subject of the research was the eighth grade students of MTs Fathul Hidayah Lamongan. From the population, the study was conducted in two classes as the sample: VIII B class and VIII C class. VIII C class was the control group,

and VIII B class was the experimental group. There were 27 students in VIII C, and VIII B had 26 students, so the total participants of the research were 53 students. Based on the observations, those two classes, VIII B and VIII C have the same characteristics on their competences, same grade level and they are taught by the same teacher.

### **3.3 Research Instrument**

The instrument used in this study was the cloze listening test as the main instrument, including for the pre-test and post-test. The cloze tests were given to the students in the form of a written test in which they completed the missing words of the text given. Each test provides 20 questions. The questions were taken from the module used by the students. The researcher provided 20-25 minutes for the students to accomplish the test. The scoring system used by the researcher uses the exact words method Heaton (1997) and Pikulski and Tobin (1982) in Litz, David R., et al. (2006) suggest that this method is very fast and efficient and because there is no question whether the answers given are correct. The scores were given to students who answered the questions by filling in the blanks with the right words. The correct answer of the test were scored 5.

### **3.4 Data Collection**

The researcher used two types of tests namely pre-test and post-test to obtain the data. Then, the students' scores of the test were employed as the data. According to Brown (2004), testing is a method used to measure a person's ability,

knowledge, and performance in a certain field. The techniques for collecting data are explained below:

a) Pre-test

The pre-test was given for both the experimental and the control groups before the treatment were given to them. The procedures of the pretest given to the students were: 1) the teacher distributed question sheets to 26 students of the experimental group and to 27 students of the control group. So, the total number of the students who followed pretest were 53 students. 2) The students got an explanation about the direction on how to accomplish the task given. The task given to the students was in the form of cloze test. That was filling in the blanks of missing words of a recount text entitled Merapi Mountain. 3) The students worked on the questions by filling in the gaps, as many as 20 missing words. The time allotment was 20 minutes to work on the question individually. 5) The students submitted their work to the teacher. 6) The researcher analyzed the results of the pre-test.

b) Post-test

The Post-test was a test that was performed after both the Experimental class was treated by using English Pop song and the Control class was treated by conventional method. This test was used to measure students' listening comprehension and their scores after the treatments were given. The procedures of the pretest given to the students were: 1) the teacher distributed question sheets to 26 students of the experimental group and to 27

students of the control group. So, the total number of the students who followed pretest were 53 students. 2) The students got an explanation about the direction on how to accomplish the task given. The task given to the students was the same with that in the pre-test. 3) The students worked on the questions by filling in the gaps, as many as 20 missing words. The time allotment was 20 minutes to work on the question individually. 4) The students submitted their work to the teacher. 6) The researcher analyzed the post-test results. 7) The results of this test were compared to the results of the pre-test.

### **3.5 Treatments**

To test the effectiveness of English pop songs, the experimental group was treated by the learning process, which carried out English pop songs as the learning media. The treatments were given two times during this study. Those were on Sunday, April 11st 2021, and Sunday, April 18th, 2021. The researchers did the treatment twice because the time given by the school was only a little. The researchers had done as much as possible in providing treatment for students, especially for experimental groups, with the time given by the school. Each treatment applied the same scenario of teaching procedures in implementing English pop songs as teaching media to improve their listening comprehension through their scores. The teaching scenario included pre, while, and post-listening activities. Even though the activities were the same, the students listened to a different topic of the songs in each treatment. For the first treatment, the students

listened to the song entitled "Paradise," For the second treatment, the song's title was "Just give me a Reason." The treatments scenario is elaborated in the following teaching procedures:

*Table 3.2 The Treatment Scenario of Teaching Procedures*

No	Aspect	Teachers' Activity	Students' Activity
	<b>Pre-listening activities</b>	<ul style="list-style-type: none"> <li>The teacher asks one of the students to lead a prayer before the lesson begins</li> </ul>	<ul style="list-style-type: none"> <li>The students responded the teacher's instructions.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher introduced the topic would be discussed to the students, grabbed their interest and boosted their mood by playing English pop song.</li> </ul>	<ul style="list-style-type: none"> <li>The students listened to the music.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher introduced the topic "Simple past Tense" to the students. He did brainstorming by giving the students some questions related to the topic being discussed and connected to the song they listened.</li> </ul>	<ul style="list-style-type: none"> <li>The students answered the teacher questions</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher explained the learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>The students followed the teacher's instructions.</li> </ul>

		and the song as the teaching media used.	
2.	<b>Whilst-listening activities</b>	<ul style="list-style-type: none"> <li>The teacher discussed the strategy on how to listen and understand the lyrics of a song.</li> </ul>	<ul style="list-style-type: none"> <li>The students followed the discussion.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher distributed worksheet of cloze quiz to the students that they had to fill in the missing words by listening to the music. The questions were related to the learning material.</li> </ul>	<ul style="list-style-type: none"> <li>The students received the worksheet.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher explained the rules of the quiz.</li> </ul>	<ul style="list-style-type: none"> <li>The students paid attention to the instruction and they prepared to do the quiz.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher played the song for the students three times and gave the students chance to fill in the blanks with the words they listened from the song. The played song</li> </ul>	<ul style="list-style-type: none"> <li>The students were listening to the song and answering the questions by filling in the blanks (missing words).</li> </ul>

		was the same with the song played in the pre-listening activity.	
		<ul style="list-style-type: none"> <li>• After the quiz, the teacher invited the students to discuss the answers of the questions and wrote the true answers on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>• The students discussed and compared their answers with the true answers.</li> </ul>
		<ul style="list-style-type: none"> <li>• The teacher explained the definition, text structure, and linguistic elements of the simple past tense material. It included how to understand vocabulary meaning contextually and recall detailed information. The explanation and the examples of it were connected to the song that the students had listened.</li> </ul>	<ul style="list-style-type: none"> <li>• The students paid attention to teacher's explanation.</li> </ul>



3.	<b>Post-Listening Activities</b>	<ul style="list-style-type: none"> <li>The teacher asked some questions to the students (randomly) about the materials had been explained by the teacher and discussed by the students.</li> </ul>	<ul style="list-style-type: none"> <li>The students answered the questions orally.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher invited the students conclude the materials they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>The students made conclusion orally about the materials they have learnt and understood.</li> </ul>
		<ul style="list-style-type: none"> <li>The teacher gave the students feedback, reward and compliment of their work.</li> </ul>	<ul style="list-style-type: none"> <li>The students responded to the teacher.</li> </ul>

### 3.6 The Procedures of Intervention

This section focuses on explaining the procedures of intervention conducted in the experimental class. In the learning process of listening, the intervention was conducted by using popular English songs as the learning media. The treatments of the use of English pop songs as a learning media for improving the students listening comprehension were given for two meetings or twice a week.

The English pop songs used in the experimental class were two songs. The researchers did the treatment twice because the time given by the school was only a little. The researchers had done as much as possible in providing treatment for

students, especially for experimental groups, with the time given by the school. The researcher prepared two English pop songs which contents were suitable with the material of the school's curriculum. Since the topic was about simple past tense, the researcher chose songs that also tell about the past. The researcher did the treatment two times. The song was given to the students in the first treatment entitled Paradise. Cold Play sang it. For the second treatment, the researcher prepared a song entitled Just Give Me a Reason, and it is a pop song sung by Pink feat Nate Ruess.

These pop songs were used as the materials of the treatments since they contained sentence structure of simple past tense, in which it was in line with the curriculum of the eight graders of junior high school. Each treatment was given through teaching scenario including pre-, whilst-, and post-listening activities. The activities focused on building the students listening comprehension by using bottom-up technique which drilled the students on sounds, words, intonation, grammatical structures of spoken language. The drilling activities were given through quiz of each meeting which was followed by the teacher explanation.

The treatments were initiated by a pre-test and ended by a post-test which were followed by both experimental class and control class. Nonetheless, during the treatments were given to the experimental class, the control class discussed the same topic of the material (past tense) by using conventional method.

### **3.7 Validity and Reliability Testing**

Since testing is a process of measuring students' ability, the researcher conducted a good test to determine whether the tests were useful and usable to measure the development of the students listening comprehension, in order the results of the tests would be valid and reliable. So that, the researcher examined the tests given to the students through validity and reliability tests.

#### **3.7.1 Validity**

Validity is the degree to which assumptions derived from the evaluation results are suitable, valuable, and beneficial for the evaluation (Brown, 2010). It means that the test can be said to be valid when it measures what should be measured. The current view on the effectiveness focused not only on the tool itself but also on the instrument score's interpretation and meaning. To determine whether the test had a good validity, the researcher used two types of validity: content validity and construct validity.

##### **a) Content validity**

Content validity is related to the test's degree of ability to measure the coverage of the substance to be measured. According to Didi (2020), a test is said to have content validity of the test material truly represents the learning material provided. That is, the test's content is following what has been taught based on the curriculum. Moreover, since the instrument was structured based on the core competence and basic competence in the 2013 English curriculum for

Junior High School at 8th grade, the instrument used in this research met the criterion of content validity.

*Table 3.3 Core competence and basic competence in 2013 curriculum of English for junior high school at 8th grade*

<b>Core competence</b>	<b>Basic Competence</b>
4. Experimenting, processing, and presenting in the realm of the concrete (using, unravelling, assembling, creating, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) following what is learned in school and other sources in the same perspective/theory.	3.9. Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and asking for information related to conditions/actions/activities/events that are carried out / occur, routine or not routine, or become general truths in the past, according to with the context in which it is used. (Pay attention to the simple past tense linguistic elements).

b) Construct validity

Construct validity is related to the construction or concept of the field of science that will be tested for the instrument's validity. Proving

the existence of the construct validity of the language subject instrument constructs is an attempt to show that the scores produced by the measuring instruments of English subjects truly reflect the same construct as the abilities that are the target of the measurement.

Sugiyono (2012) pointed out that to test the effectiveness of a building, experts' opinion can be used (expert's judgment). In this study, after constructing the instrument for the aspect to be measured, consultations with experts were conducted. The researcher asked some experts to express their opinions on the instruments of pre-test and post-test. The experts that the researcher consulted with were people who know better in the field of this study, they were the teacher of the 8th grade of MTs Fathul Hidayah Lamongan, the lecturer of English Listening course, and the lecturer of English Grammar course. They gave the researcher some advice, opinion and revisions to the constructed tests.

### **3.7.2 Reliability**

Reliability is a measure of whether a measuring instrument can consistently measure something that will be measured from time to time (Wahyuni and Ibrahim, 2012). It deals with reliability of numbers on the degree of consistency of the tool in measuring what it will measure. It can also be used to measure the tests repeatedly with the same results.

In this study, the researcher checked the test's reliability before applying the instrument to the experimental and control groups. For this reason, the researcher conducted trials to test the reliability of the instruments. The researcher used inter-rater reliability, where the researcher proposed another assessor to assess student trials results. After conducting the trials, the researcher used the SPSS 25 for windows program to calculate the instrument's reliability. According to Ridwan (2004), reliability tools are divided into the following five categories:

- a) If the alpha Cronbach score is 0.00 - 0.20: low reliability
- b) If the alpha Cronbach score is 0.21 - 0.40: rather reliable
- c) If the alpha Cronbach score is 0.41 - 0.60: reliable enough
- d) If the alpha Cronbach score is 0.61 - 0.80: reliable
- e) If the alpha Cronbach score is 0.81 - 1.00: very reliable.

*Table 3.4 Reliability Testing of Pre-test*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.961	.962	2

*Table 3.5 Reliability Testing of Post-test*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.957	.957	2

From the results of calculations on SPSS 25, the pre-test reliability value is 0.986. The Cronbach's Alpha scale in table 3.8 is very reliable because the reliability test value is between 0.81 - 1.00. In addition, the post-test reliability score was 0.987. The Cronbach's Alpha scale in table 3.9 is very reliable because the value is between 0.81 - 1.00. So the researcher can conclude that the pre-test and post-test instruments are very reliable.

### **3.8 Data Analysis**

According to Donald et al. (2010), analytical data is gathered from respondents that need to be analyzed. In this study, the quantitative data were obtained from the students' scores of pre-test and post-test by then were evaluated by the researcher by using statistical procedures (SPSS). Statistical analysis of data in this quantitative research generated evidence to support or does not support research hypotheses. The researcher used quantitative data analysis techniques, in this study, by using statistical methods to determine the significant difference in listening comprehension scores between the students who used English pop songs as the learning media and those who did not. Finally, the results of data analysis were used to generate that English popular songs were able to improve the students' listening comprehension.

#### **3.8.1 The Normality Test**

The normality test is a test of the distribution of normal data. This test is the most extensive test performed by parametric statistical analysis

because the distributed normal data is a prerequisite for parametric testing. The normality test was also used in this study to check whether the data distribution of the experimental and control classes was normal. To test its normality, the researcher employed the Kolmogorov-Smirnov test by using IBM SPSS Statistics 25 to analyze it. The data is considered normal if  $p \geq \alpha$ , and  $\alpha$  as a significance level of 0.05.

The hypothesis of the normality test is:

- a)  $H_0$ : The data is normally distributed
- b)  $H_a$ : The data is not normally distributed.

The normality test hypothesis shows that if  $H_0$  is accepted, the data is normally distributed; if  $H_a$  is accepted, the data is not normally distributed. When the significance value is higher than 0.05 ( $\alpha=5\%$ ),  $H_0$  is accepted; when the significance value is lower than 0.05 ( $\alpha=5\%$ ),  $H_0$  is rejected.

### **3.8.2 The Homogeneity Test**

A homogeneity test is a test which is used to measure the differences between two or more populations. The population characteristics may vary from one population to another. In this study, to measure the homogeneity of the population, the researcher utilized the Homogeneity of Variance Tests using SPSS 25. This test aimed at knowing whether the experimental class and control class's population variance was same or different. The test resulted significance value ( $\alpha$ ) = 0.05.



According to Stanislaus (2009), the essential decision for homogeneity testing is as follows:

- a) If the significance value is  $> 0.05$ , the data distribution is homogenous
- b) If the significance value is  $< 0.05$ , the data distribution is not homogenous.

### **3.8.3 Hypothesis Test**

After the researcher analyzed the normality and the homogeneity of the data, the researcher began to calculate the data to test the hypothesis. It was tested to measure whether there was a significant difference between students' listening comprehension in the experimental and control classes. This hypothesis testing was used to determine whether the hypothesis was rejected or not. The researcher analyzed and calculated the data using the t-test (significance level of 0.05) on the SPSS 25 system. Hypothesis testing in this study was as follows:

- a) Hypothesis Null ( $H_0$ )

There is no significant difference in scores in the listening comprehension between students who are taught and those not taught using the English pop song listening method.

- b) Alternative Hypothesis ( $H_a$ ).

There is a significant difference in scores in the listening comprehension between students who are taught and those not taught using the English pop song listening method.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

This chapter contains the research findings and discussion. They describe the data, test for normality and homogeneity, data analysis, and test research hypotheses.

#### **4.1 Research Findings**

In this subchapter, the researcher presents the findings of the data and statistics which were analyzed in the form of numbers. The data were gained from the pre-test and the post-test given to both the experimental class and the control class. The researcher chose class VIII B as the experimental class, which consisted of 26 students, and class VIII C as the control class, which consisted of 27 students. They were the students of the eighth grade of MTs Fathul Hidayah Lamongan.

In the experimental class, the students were given treatments by using English pop songs as the learning media to comprehend the 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 pop 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.

#### 4.1.1 Data of Experiment Class

*Table 4.1 Student's Score Experiment Class*

<b>NO</b>	<b>Subject</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1	<b>AMI</b>	45	80
2	<b>AAP</b>	40	75
3	<b>AHAMP</b>	35	60
4	<b>ANU</b>	45	65
5	<b>AES</b>	35	55
6	<b>AH</b>	50	55
7	<b>FNRW</b>	45	65
8	<b>FRO</b>	55	85
9	<b>FA</b>	50	70
10	<b>GFT</b>	60	65
11	<b>HMR</b>	50	80
12	<b>IF</b>	65	80
13	<b>KZAS</b>	40	70
14	<b>LYN</b>	55	75
15	<b>MDRAR</b>	30	65
16	<b>MS</b>	40	65
17	<b>MU</b>	55	65
18	<b>MNSZ</b>	80	80
19	<b>MZAF</b>	40	75
20	<b>PAB</b>	50	75
21	<b>RAW</b>	40	80
22	<b>REJK</b>	50	75
23	<b>SDS</b>	50	70
24	<b>SW</b>	60	70
25	<b>UNA</b>	35	60
26	<b>UH</b>	65	55
<b><math>\Sigma</math></b>		1265	1815
<b>Average Score</b>		48.65	69.81

Generally, table 4.1 shows that the highest pre-test score in the experimental class was 80, the lowest score was 30, and the average score was 48.65. Meanwhile, in the post-test, the highest score was 85, the lowest was 55, and the average score was 69.81. The data shows the improvement of the students' scores between pre-test and post-test, including the highest, the lowest and the average scores. Of course, it implies to the significant improvement of the total scores of the pre-test and the post-test with the range of them as many as 565 which means the average score was 21.731 higher. The student's scores above can be explained in detail, as follows:

*Table 4.2 The Student's Scores of Pretest in the Experiment Class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.7	3.8	3.8
	35	3	11.1	11.5	15.4
	40	5	18.5	19.2	34.6
	45	3	11.1	11.5	46.2
	50	6	22.2	23.1	69.2
	55	3	11.1	11.5	80.8
	60	2	7.4	7.7	88.5
	65	2	7.4	7.7	96.2
	80	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

Table 4.2 shows that the students' scores of pre-test were vary from 30-80. There was 1 student or (3,8 %) who got score 30, it was the lowest score. The highest score was 80 which was achieved by 1 student or (3,8 %).

The results of pre-test also shows that there were 3 students or ( 11,5 %) who got score 35, 5 students or (19,2 %) who got score 40, 3 students or (11,5 %) who got score 45, 50 students or (23,1 %) who got score 50, 3 students or (11,5 %) who got score 55, 2 students or (7,7 %) who got score 60, 2 students or (7,7 %) who got score 65, and 1 student or (3,8 %) who got score 80. The detailed improvement from the pre-test to the post-test of the experimental class can be seen in the following table.

*Table 4.3 The Student's Scores of Post-test in the Experiment Class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	3	11.1	11.5	11.5
	60	2	7.4	7.7	19.2
	65	6	22.2	23.1	42.3
	70	4	14.8	15.4	57.7
	75	5	18.5	19.2	76.9
	80	5	18.5	19.2	96.2
	85	1	3.7	3.8	100.0
	Total	26	96.3	100.0	
Missing	System	1	3.7		
Total		27	100.0		

Based on the results, the students' scores of post-test were also vary, but it improved from 30-80 (in pre-test) became 55-85 in post-test. There was 3 student or (11,5 %) who got the lowest score 55, and 1 student or (3,7 %) who achieved the highest score 85.

The table also shows that there were 3 students or (11,5 %) who got score 55, 2 students or (7,7 %) who got score 60, 6 students or (23,1 %) who got score 65, 4 students or ( 15,4 %) who got score 70, 5 students or (19,2

%) who got score 75, 5 students or (19,2 %) who got score 80, 1 students or (3,7 %) who got score 85.

#### 4.1.2 Data of Control Class

*Table 4.4 Student's Score Control Class*

NO	Subject	Pre-Test Score	Post-Test Score
1	BCL	55	60
2	ESND	25	40
3	GGS	30	45
4	HRAA	50	60
5	LH	50	55
6	LP	40	60
7	MGS	50	55
8	MDP	40	45
9	MCS	35	50
10	MAOM	20	35
11	MFR	50	50
12	MAAR	45	45
13	MHW	50	45
14	MIM	35	50
15	MQD	35	40
16	NNFR	40	55
17	NNF	45	50
18	RAS	60	60
19	RNM	45	55
20	RUT	40	40
21	RAI	35	30
22	SN	45	45
23	SFPM	45	55
24	WAAY	30	45
25	ZN	40	50
26	SNL	30	45
27	RFN	40	55
$\Sigma$		1105	1290
Average Score		40.93	47.78

Table 4.4 explains that the highest score of pre-test score in the control class was 60, and the lowest score was 20. So the average score for the control class was 40.9. However, the highest score in the post-test of the control class was 60, and the lowest was 20. The average score for the post-test was 47.78. The results of the post-test shows the improvement of the students' average scores between pre-test and post-test was as much as 6.852 points, and the range of the total scores between pre-test and post-test improved as much as 185 points. The improvement of the scores achieved by the students of the control class was not as significant as those of the experimental class.

*Table 4.5 The Student's Scores of Post-test in the Control Class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	3.7	3.7	3.7
	25	1	3.7	3.7	7.4
	30	3	11.1	11.1	18.5
	35	4	14.8	14.8	33.3
	40	6	22.2	22.2	55.6
	45	5	18.5	18.5	74.1
	50	5	18.5	18.5	92.6
	55	1	3.7	3.7	96.3
	60	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Based on the table 4.5, it shows that the students' scores of post-test were spread from 20-60. 1 student or (3,7 %) of the control class got the lowest score 20. The highest score 60 was also achieved by only 1 student or (3,7 %).

Whereas other scores that the students of the control class achieved were 1 students or (3,7 %) got score 25. As many as 3 students or (11,1 %) got score 30, 4 students or (14,8 %) had score 35, 6 students or (22,2 %) had score 40, 5 students or (18,5 %) had score 45, 5 students or (18,5 %) had score 50, and 1 students or (3,7 %) had score 55. The control class also got an improvement scores from the pre-test to the post-test, as follows:

*Table 4.6 The Student's Scores of Post-test in the Control Class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	3.7	3.7	3.7
	35	1	3.7	3.7	7.4
	40	3	11.1	11.1	18.5
	45	7	25.9	25.9	44.4
	50	5	18.5	18.5	63.0
	55	6	22.2	22.2	85.2
	60	4	14.8	14.8	100.0
	Total	27	100.0	100.0	

The table above shows that there was no significant improvement of the students' scores in post-test. The lowest score in the post-test was the same with it in the pretest. Their scores were only varied from 20-60 (in pre-test) became 30-60 in post-test, it was very slight. There was 1 student or (3,7 %) who got the lowest score 30, and 1 student or (14,8%) who achieved the highest score 60.



The detailed achievement of the control class in post-test was there were 1 student or (3,7 %) who got score 30, 1 student or (3,7 %) who got score 35, 3 students or (11,1 %) who got score 40, 7 students or (25,9 %) who got score 45, 5 students or (18,5 %) who got score 50, 6 students or (22,2 %) who got score 55, and 4 students or (14,8 %) who got score 60. So, they had very slight improvement of the scores.

## 4.2 Analysis of the Data

### 4.2.1 The Normality Test

In this discussion, the researcher used Shapiro-Wilk as a normality test. Because the samples, which amounts at 26 and 27 samples, were still below 50, the hypothesis that proposed was:

H0: The x data is normally distributed

H1: The x data is not normally distributed

H0 was accepted if the significant value of the Shapiro-Wilk test was higher than the significant value  $\alpha$  (0.05).

*Table 4.7 Pre-Test Normality Testing*

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	.145	26	.167	.949	26	.217
Control Class	.127	27	.200*	.974	27	.706

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test output results on SPSS 25 and in table 4.7, the normality test results in the pre-test found that the experimental class variable was 0.217 and the control class variable was significant at 0.706. So it can be concluded that the data of the experimental class and the control class were more than 0.05. So it was categorized that the data was normally distributed. Therefore the data was qualified to be analyzed.

*Table 4.8 Post-Test Normality Testing*

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment Class	.131	26	.200*	.955	26	.296
Control Class	.151	27	.116	.939	27	.112

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test output results on SPSS 25 and in table 4.8, the normality test results in the post-test found that the experimental class variable was 0.643 and the control class variable was significant at 0.176. So it can be concluded that the data of the experimental class and the control class were more than 0.05. So it was categorized that the data was normally distributed. Therefore the data was qualified to be analyzed.

#### **4.2.2 The Homogeneity Test**

After the researcher calculated the normality of the data, the researcher calculated the homogeneity of it. Both homogeneous and

heterogeneous began to be calculated using descriptive statistics in the SPSS 25 program described in Chapter 3. The following were the results of the hypothesis:

H0: The sample of the experimental class was not different from the control class, or the sample was homogeneous.

H1: The sample of the experimental class was different from the control class, or the sample was heterogeneous.

*Table 4.9 Pre-test control-experiment class Homogeneity Testing*

Levene Statistic	df1	df2	Sig.
.680	1	51	.413

*Table 4.10 Post-test Control-Experiment class Homogeneity Testing*

Levene Statistic	df1	df2	Sig.
.532	1	51	.469

Based on the results of the output tables XI and XII. It is known that the significant values of the pre-test and post-test of the experimental class and control class were 0.413 and 0.702. So it can be concluded that the value was higher than 0.05 ( $\alpha = 5\%$ ). This means that H0 was accepted or the instrument was Homogeneous.

#### **4.2.3 Comparison of statistical data in post-test of Experimental Class and Control Class.**

The researcher began to compare the post-test scores of the students from 2 classes (the experimental and the control classes) which consisted of the average score, the lowest score, and the highest score in listening

comprehension of English pop songs. After that, the researcher examined the score of each class from the student's score on the post-test to find out whether the student's score was getting lower, the same, different, or higher. The different results of the experimental class and the control class is drawn through statistical data in the following table:

*Table 4.11 Descriptive Statistic of Post-Test Experimental and Control Class*

		Exp	Con
N	Valid	26	27
	Missing	1	0
Mean		69.81	48.89
Std. Error of Mean		1.698	1.518
Median		70.00	50.00
Mode		65	45
Std. Deviation		8.658	7.885
Minimum		55	30
Maximum		85	60
Sum		1815	1320

Based on table 4.11, there were several differences of the students' scores in the post-test of listening comprehension. The scores were gathered from the students of the experimental class who were treated by using English pop songs and the students of the control class who were taught by conventional strategy. The post-test scores of the experimental class show that the average score or the mean was 70.38 with the standard error 1.698, Whereas the median score was 70 with the mode was 65 and the standard deviation was 8.658. Further, the lowest or minimum score was 55, the highest or maximum score was 85, and the sum was 1815.

In the control class, the students' results of the post-test were different with those of the experimental class. The data of the control class showed that the average score or the mean was 47.78, the standard error of the mean was 1.518, whereas the median score was 50 with the mode was also 50. The standard deviation was 7.885, the lowest or minimum score was 30, and the highest or maximum score was 60. In detail, The effectiveness of English pop songs as leaning media to improve students' listening comprehension can be elaborated as follows:

*Table 4.12 Group Statistics of Two Classes*

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Experiment	26	48.65	11.363	2.228
	Control	27	40.93	9.306	1.791
Post-test	Experiment	26	70.38	9.479	1.859
	Control	27	47.78	10.222	1.967

Based on table 4.12, it can be seen that the number of the students (N) in the experimental class was 26 students, and the number of students from the control class was 27 students. The standard deviation of the experimental class was 9,479 and for the control class was 10,222. Then the standard error of the mean for the experimental type was 1,859 and for the control class was 1,967. It can be concluded that there were significant differences in the students' scores of both classes. The data shows that the

scores of the experimental class was higher than the scores of the control class. It means that the students' of the experimental class achieve much better than the student of the control class.

#### **4.2.4 Hypothesis Testing**

The research hypothesis testing is as follows:

- a) If the  $p$ -value (significance value) was less than or equal to 0.05 ( $\alpha = 5\%$ ), then the null hypothesis ( $H_0$ ) was rejected. The alternative hypothesis ( $H_a$ ) was accepted. This means that there was a significant difference of the students' scores in listening comprehension between the students who were taught by using English pop song as listening media and the students who were taught by using conventional strategy.
- b) If the  $p$ -value (significance value) was greater than 0.05 ( $\alpha = 5\%$ ), then the null hypothesis ( $H_0$ ) was accepted. The alternative hypothesis ( $H_a$ ) was rejected. This means that there was no significant difference of the students' scores in listening comprehension between the students who were taught by using English pop song as listening media and the students who were taught by using conventional strategy.

Therefore, to find out whether the English pop songs were effective to be used as learning media to improve the students' scores in listening comprehension, the researcher tested the results of the post-test by using the independent sample T-test in the SPSS 25 program. This subject was

called independent because it was independent of different subjects. The results were as follows:

*Table 4.13 The Result of Analyzing Independent Sample T-test*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	.338	.563	9.202	51	.000	20.919	2.273	16.355	25.482
	Equal variances not assumed			9.186	50.13	.000	20.919	2.277	16.345	25.493

Referring to the XIV table, the Levene's Test for Equality of Variances is seen at  $F = 0.338$  ( $p = 0,702$ ) because it is greater than 0.05. Then this shows that there is no difference in data variance, or in other words, the data is the same or arguably homogeneous. If the data is homogeneous, look at the Assumed Variances results. Table 4.9 shows that Df (Degree of Freedom) is 51. Therefore, the way to test whether the null hypothesis can be rejected is to compare the p-value with the standard significance level (0, 05). Table 4.9 shows that the obtained significant value (p-value) is 0, 000, and it must be divided in half because we have a

one-tailed test ( $0,000:2 = 0,000$ ). So the results of the SPSS obtained significant values  $<0,05$  ( $0,000 < 0,05$ ), less than  $0,05$  ( $\alpha = 5\%$ ). Thus, there is a significant difference in scores in students' listening comprehension who are taught using and not using the English pop song listening strategy. So the point is, the null hypothesis is rejected, or it can be said that the alternative hypothesis is accepted.

### 4.3 Discussion

Many researchers have proven that English pop songs can improve students' listening comprehension. The results of a previous study have shown that English pop songs effectively improve students' listening comprehension. So that researchers use pop songs as a medium in improving listening comprehension. The main objective of this study was to answer questions about the effectiveness of English pop songs to improve students' understanding scores at eight MTs Fathul Hidayah Lamongan.

Based on statistical data analysis, the results showed a significant difference in the scores of students in the experimental class and the control class. Calculation of independent T-test using SPSS 25 obtained the value of Sig. (2-tailed) indicates that the class significance value is 0.000, so it must be divided into two because this study has a one-sided test ( $0.000:2 = 0.000$ ) with a significance level of 0.05. Because 0.000 is smaller than significant ( $\alpha$ ) 5% or 0.05, then the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Thus, there was a significant difference in the listening comprehension



scores of students who were taught using the English pop song strategy and students who were not taught using the English pop song strategy. These results can be related to the opinion of Dale (1992), who stated that the benefits of using English pop songs are that students can quickly improve their listening skills. However, it can also provide several other factors that support the use of pop song learning media, namely adding new vocabulary and grammar simultaneously.

The difference in student scores after applying English pop songs as a learning media was visible in the pre-test and post-test scores of students in the experimental group and the comparison of students' post-test scores. Experimental class and control class students. First, the improvement of the experimental class students can be seen from the pre-test scores when they did not get treatment compared to the post-test scores after they received the treatment. The pre-test scores were; the highest score was 80, the lowest score was 30, and the mean was 48.65, the median was 50, and the mode was 50. Meanwhile, the students' post-test scores were; the highest score was 85, the lowest was 55, and the mean was 69.81, the median was 70, and the mode was 65. Some of the results achieved by these students provide evidence that listening to songs can help students improve their mood and comfort in the learning process, and songs can also make students feel more relaxed before or during the learning process.

Second, a significant improvement of the experimental group students in listening comprehension was also found in comparing post-test results between the experimental class and the control class. The results showed that the post-test

scores for the control class were: the highest score was 20, the lowest score was 65, the mean was 47.78, and the median value was 50, with the mode also 50. The standard error of the mean was 1.698, and the standard deviation was 8.658. This clearly shows that the experimental class got a much higher score than the control class. From these values, it can be concluded that English pop songs not only improve listening comprehension but with English pop songs, they can focus on the material given by the teacher so that these results it has provided theoretical evidence given by Dale that songs can provide some of the benefits that can make students more able to focus, get comfortable in learning and improve their listening skills and add new vocabulary and grammar.

The results of this study and referring to the theory proposed by Dale (1992). From the theory given, it produces results that follow the research. So the researcher concludes that the use of English pop songs can improve listening comprehension and have a positive effect that makes students more active, comfortable, and focused in the learning process. English pop songs can effectively improve the listening comprehension of class VIII MTs Fathul Hidayah Lamongan. The findings of this study also support the results of previous studies, which also examined the effectiveness of English pop songs to improve students' listening comprehension. The difference between this study and previous research is that the subjects rarely get facilities to listen to English songs because they live in Islamic boarding schools, which prohibit their students from using gadgets and online social media. So that their exposure to fun learning media is minimal.

Therefore, in this kind of environment, studies in this field are considered new and very important to do.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the research presents conclusions and suggestions based on the research findings and discussion presented in the previous chapter.

#### **5.1 The Conclusion**

Based on the study results, the researchers concluded that the use of English pop songs for students at MTs Fathul Hidayah Lamongan was effective for improving students' English listening comprehension. We can prove this with the opinion of Dale (1992) which says that there are several advantages and benefits of using English pop songs in improving students' listening comprehension skills, such as a) Songs can make students feel more relaxed before or during the learning process, b) Listening to the rhythm of the song can help students improve their mood and comfort in the learning process, c) Students can quickly improve their listening skills and add new vocabulary and grammar at the same time, d) With pop songs, they can focus on the material given by the teacher. e) Using pop songs can introduce the music and culture in the pop song. Also, students do not understand the meaning of the song. However, they can still receive the song with the feeling that what they are listening to is very familiar because it is played repeatedly.

From this theory, the researcher also relates the results of statistical data: 1) independent sample T-Test data using the SPSS 25 program, the significance value is smaller than the significance level ( $0.000 < 0.05$ ). This means that the null

hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. 2) Increasing the score of experimental class students from pre-test to post-test. In the pre-test, the highest score was 80, the lowest score was 30, the mean was 48.65, the median was 50, and the mode was 50. Meanwhile, in the post-test, the highest score is 85, the lowest is 55, the mean is 70.38, the median is 70, and the mode is 65. 3) The control class post-test scores are: the highest score is 20, the lowest score is 65, the mean is 47.78, and the median score is 50, with the mode also 50. The standard error of the mean is 1.698, and the standard deviation is 8.658. These results are evidence that the use of English songs can positively affect students who initially feel bored, uncomfortable in learning, and difficult to catch lessons. Students can focus more on the learning process with this media, and the class atmosphere is more fun.

English pop song media can provide student learning to understand the song and get new vocabulary in the learning. So that students can enjoy and receive lessons more easily. In addition, English pop songs are not only a solution for students to feel bored during the learning process, as we also know that the problems faced by students are feeling bored with traditional materials.

Therefore, looking at the research results and the evidence connected with the field situation and theory, the researcher can conclude that English pop songs effectively improve the listening comprehension of eighth-graders in junior high school Fathul Hidayah Lamongan.

## 5.2 The Suggestion

Based on the results of this study, researchers provide suggestions to the English teacher and further researchers as follows:

1. For students

Students can practice listening to it in a more creative and fun way. Still, they can also choose some songs that can make them comfortable in the learning process so that students are more relaxed, enthusiastic, interested, and have fun learning English.

2. For the teachers

English teachers are suggested to use the English pop song as listening learning media or as one of the strategies during the teaching and learning process since it has been proven that English pop song is effective to improve students listening comprehension. However, the teacher should thoroughly choose the songs will be used in order suitable with the topic and the materials being discussed in listening activities. The teacher can also create the songs become games that can attract students' interest.

3. For the institutions

The school is suggested to review the policy of allowing the students to use gadget or electronic media in the class to support teaching and learning process since the implementation of English pop song needs electronic media.

#### 4. For future researchers

In this study, the researcher only performed two treatments. Further researchers are expected to apply the treatment more than twice so that students also better understand the material taught in listening learning, especially in the use of the English pop song listening strategy. Then, further researchers can research with various levels of students and also with different English skills.

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## APPENDICES

### *Appendix I Research Permission Letter*



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
<http://fitk.uin-malang.ac.id> email : [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

Nomor : 1136/Un.03.1/TL.00.1/01/2021 2 April 2021  
Sifat : Penting  
Lampiran : -  
Hal : **Izin Penelitian**

Kepada  
Yth. Kepala Madrasah Tsanawiyah Fathul Hidayah Pangean  
di  
Jl. Imam Bonjol, Pangean, Maduran, Kabupaten Lamongan, Jawa Timur

62261

**Assalamu'alaikum Wr. Wb.**

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Mohammad Alfian Andreanto  
NIM : 17180004  
Jurusan : Tadris Bahasa Inggris - S1  
Semester - Tahun : Genap - 2020/2021  
Akademik  
Judul Skripsi : **"The Use of English Pop Song to Improve Students Listening Comprehension at Eighth Grade of Islamic Junior High School of Fathul Hidayah Lamongan"**  
Lama Penelitian : **Maret 2021 sampai dengan Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

**Wassalamu'alaikum Wr. Wb.**



Dekan,

Dr. H. Agus Maimun, M.Pd  
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

## Appendix II Instrument Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Malang, Jawa Timur  
<http://fitk.uin-malang.ac.id> email: [fitk@uinmalang.ac.id](mailto:fitk@uinmalang.ac.id)

Nomor : 1066/Un. 03.1/TL.001/01/2021 29 Maret 2021  
Lampiran : -  
Perihal : Validasi Instrumen

Kepada  
Yth. Bapak/Ibu Harir Mubarak, M.Pd  
di tempat

**Assalamualaikum Wr. Wb.**

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : MOHAMMAD ALFIAN ANDREANTO  
NIM : 17180004  
Program Studi : Tadris Bahasa Inggris - S1  
Judul Skripsi : THE USE OF ENGLISH POP SONG TO IMPROVE  
STUDENTS LISTENING COMPREHENSION AT EIGHTH  
GRADE OF ISLAMIC JUNIOR HIGH SCHOOL OF FATHUL  
HIDAYAH LAMONGAN  
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**



a.n. Dekan  
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A  
NIP. 197308232000031002

### ***Appendix III Instrument Validation***

#### **Instrument Analysis (Instrument Validation)**

Part of Speech	Answer
Nouns	(4) Mountain, drinks, stories, experience
Verb	(4) Went, Used, Felt, were
Adjective	(3) Professional, hard, careful
Adverb	(3) Slowly, there, few
Pronoun	(2) We, my
Preposition	(2) After, before
Conjunction	(2) However, and

The analysis of this instrument is based on several considerations:

1. There are 20 questions in each of the pre-test and post-test.
2. The type of problem is the same: fill in the blanks (incomplete sentence).
3. The questions' weight is the same, namely asking for missing words with the same number/composition of parts of speech.

Pay attention to the balance of the distribution of the questions on each sentence line.

#### *Appendix IV Worksheet Pre-Test and Post-Test*

##### Listening Test

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Instructions: fill in the blank text below with the appropriate word you hear from the record.**

##### **Merapi Mountain**

Two days ago I (1) ..... to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. (2) ..... start climbing at 8 p.m. It was so dark (3) .....\_we only (4) ..... flashlight to get the way. I (5) ..... no worry because all of my friends were (6) .....climbers. I just followed their instruction. We climbed (7) ..... and enjoyed the night there. (8) ....7 hours walking in the dark, we could reach the top of the (9) ..... . It was at 3 a.m. early in the morning. We (10) ..... not alone. (11) ..... were a lot of people who reached that top (12) ..... us. We waited for the sun rises by cooking some foods and making some hot (13) ..... to get back our energy. We sang some songs together, shared (14) ..... and got acquainted with people there. After seeing the sun raised, we had to go back home. Getting down the mountain was not as (15) ..... as the climbing process because we only spent a (16) ..... energy and time even we had to be more (17) ..... to do this process. (18) ....., it was great (19) ..... I had ever done so far. After all, that was (20) ..... great experience I had ever had.

## Listening Test

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Instructions: fill in the blank text below with the appropriate word you hear from the record.**

### **Merapi Mountain**

Two days ago I (1) went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. (2) We start climbing at 8 p.m. It was so dark (3) and we only (4) used flashlight to get the way. I (5) felt no worry because all of my friends were (6) professional climbers. I just followed their instruction. We climbed (7) slowly and enjoyed the night there. (8) After 7 hours walking in the dark, we could reach the top of the (9) mountain It was at 3 a.m. early in the morning. We (10) were not alone. (11) There were a lot of people who reached that top (12) before us. We waited for the sun rises by cooking some foods and making some hot (13) drinks to get back our energy. We sang some songs together, shared (14) stories and got acquainted with people there. After seeing the sun raised, we had to go back home. Getting down the mountain was not as (15) hard as the climbing process because we only spent a (16) few energy and time even we had to be more (17) careful to do this process. (18) However, it was great (19) experience I had ever done so far. After all, that was (20) my great experience I had ever had.



## *Appendix V Documentation*



## Appendix VI Letter of Completion of Research



**YAYASAN PONDOK PESANTREN FATHUL HIDAYAH  
MADRASAH TSANAWIYAH FATHUL HIDAYAH  
STATUS TERAKREDITASI : A**

SK. BAN-S/M NO:1334/BAN-S/M/SK/XIV/2020 NPSN:60730146 NSM:121235240163

**PANGEAN MADURAN LAMONGAN**

Website : [www.fathulhidayah.sch.id](http://www.fathulhidayah.sch.id) e-mail: [mts.fathulhidayah80@gmail.com](mailto:mts.fathulhidayah80@gmail.com)

Alamat : Jl. Imam Bonjol RT/RW: 1/1 Ds. Pangean Maduran Lamongan Jawa Timur

### SURAT KETERANGAN

Nomor: 189/ MTs.FH/G-4/V/2021

Yang bertanda tangan dibawah ini :

Nama : **SUGIATMO, S.Pd.**  
Jabatan : Kepala Madrasah  
Nama Lembaga : MTs. Fathul Hidayah Pangean  
Alamat Lembaga : Jl Imam Bonjol Rt 01 Rw 01 Desa Pangean Maduran Lamongan

Menyatakan dengan sesungguhnya bahwa :

Nama : **MOHAMMAD ALFIAN ANDREANTO**  
NIM : 17180004  
Semester-Tahun Akademik : Genap-2020/2021  
Jurusan : Tadris Bahasa Inggris – S1  
Telepon : 088235729824

Telah melakukan penelitian dilembaga kami untuk penyusunan skripsi mulai tanggal 11 s/d 19 April 2021 dengan judul *“The Effectiviness of English Pop Song to Improve Students’ Listening Comprehension at Eighth Grade of Islamic Junior High School of Fathul Hidayah Lamongan”*

Demikian surat keterangan ini disampaikan, agar dipergunakan sebagaimana mestinya



Lamongan, 27 Mei 2021  
Kepala Madrasah,  
**SUGIATMO, S.Pd.**

## Appendix VII Thesis consultation Logbook



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang  
[http:// fitk.uin-malang.ac.id/](http://fitk.uin-malang.ac.id/) email: [fitk@uin-malang.ac.id](mailto:fitk@uin-malang.ac.id)

### BUKTI KONSULTASI SKRIPSI JURUSAN TADRIS BAHASA INGGRIS

Nama : Mohammad Alfian Andreanto  
NIM : 17180004  
Judul : The Effectiveness of English Pop Song to Improve Students Listening Comprehension at the Eighth Grade of Islamic Junior High School of Fathul Hidayah Lamongan  
Dosen Pembimbing : Ima Mutholliatil Badriyah, M.Pd.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	01 - 12 - 2020	Konsultasi sistematika proposal	
2.	24 - 12 - 2020	Konsultasi Bab 1	
3.	07 - 01 - 2021	Revisi Bab 1	
4.	31 - 01 - 2021	Konsultasi Bab 1, 2, dan 3	
5.	09 - 06 - 2021	Konsultasi Bab 2 dan revisi	
6.	01 - 09 - 2021	Konsultasi Bab 1, 2, dan 3 final	
7.	27 - 09 - 2021	Konsultasi Bab 4 dan 5	
8.	08 - 10 - 2021	Revisi Bab 4 dan 5	
9.	11 - 10 - 2021	Konsultasi seluruh draft skripsi	
10.	12 - 10 - 2021	ACC Skripsi	

Malang, October 12<sup>th</sup> 2021  
Mengetahui  
Ketua Jurusan TBI,



Certificate No. ID08/1219

Dr. H. Langgeng Budianto, M.Pd.  
NIP. 197110142003121001

*Appendix VIII Curriculum Vitae*

**CURRICULUM VITAE**

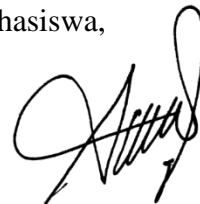
Nama Lengkap : Mohammad Alfian Andreanto  
Tempat, tanggal lahir : Lamongan, 16 Oktober 1999  
Jenis Kelamin : Laki-laki  
Agama : Islam  
Fakultas, Jurusan : FITK, Tadris Bahasa Inggris  
Perguruan Tinggi : UIN Maulana Malik Ibrahim Malang  
Alamat Rumah : Rt. 012 Rw. 003 Dusun Dempel  
Desa Pangean Kecamatan  
Maduran Kabupaten Lamongan,  
62261  
No. HP/Telepon : 088235729824  
Alamat E-mail : alfianandreanto16@gmail.com  
Nama Wali : Drs. H. Achso Bandi



**Riwayat Pendidikan**

- |    |                 |                                  |
|----|-----------------|----------------------------------|
| 1. | 2003 – 2005     | TK Dharma Wanita Jangkungsumo    |
| 2. | 2005 – 2011     | MI Hayatul Ulum                  |
| 3. | 2011 – 2014     | MTs Fathul Hidayah               |
| 4. | 2014 – 2017     | MAN Tambakberas Jombang          |
| 5. | 2017 – Sekarang | UIN Maulana Malik Ibrahim Malang |

Malang, August ...<sup>th</sup>, 2021  
Mahasiswa,



**Mohammad Alfian Andreanto**  
NIM. 17180004