THE USE OF ENGLISH KIDS SONGS TO IMPROVE LEARNER'S LISTENING COMPREHENSION IN MTS SWASTA AL IKHLAS TANAH TERBAN

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THE MINISTRY OF RELIGION AFFAIRS
STATE INSTITUE FOR ISLAMIC STUDIES LANGSA
2021 M / 1442 H

STATEMENT OF APPROVAL

THE USE OF ENGLISH KIDS SONGS TO IMPROVE LEARNER'S LISTENING COMPREHENSION IN MTS SWASTA AL IKHLAS TANAH TERBAN

Submitted to the Tarbiyah and Teaching Training

State Institute for Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements

For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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Has been defended in *Sidang Munaqasyah* by the Board of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirements for *Sarjana Pendidikan (S.Pd)* in English Department of Tarbiyah and Teachers Training Faculty on:

Thursday, January 27th 2022 M

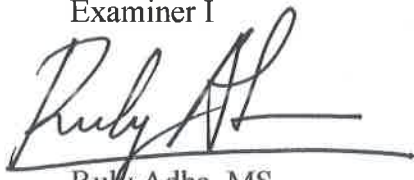25 Jumadil Akhir 1443 H

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul " *The Use of English Kids Songs to Improve Learner's Listening Comprehension in Mts Swasta Al Ikhlas* " untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapatdibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 14 November 2021
Yang membuat pernyataan

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ABSTRACT

Rico Ardiansyah 2021   *The Use of English Kids Songs to Improve Learner's Listening Comprehension in Mts Swasta Al Ikhlas.*

Supervisor (1). Nina Afrida, M.Pd, **(2).** Wahidah, M.Ed

The researcher found that the seventh-grade students had difficulty listening because the teacher only dictated what they should hear without any media. The purpose of this research was to find out the effect of kid's song in increasing the student's listening skill and to find how the English kid's song can increase their listening comprehension. This research was conducted with a quasi-experimental research design. There are two data in this research; pre-test and post-test, and the two will be compared. First data from experiment class and second data from control class. The research population selected was two seventh-grade students at MTs Swasta Al Ikhlas Tanah Terban, which consisted of 2 classes or 40 students. The first class was used as an experimental class taught using English kids' songs, and the other class was a control class that does not receive treatment. The researcher choosed 7A Class as experimental class and 7B Class as experiment class. Before the researcher distributed the test, the researcher did validity and reliability test. The researcher gave pretest to the students before gave treatment. After the researcher did the treatment, the researcher gave posttest to the students in order to took the final result. Based on the result of the research, the researcher found that there was a significant difference between the students' listening comprehension scores that were taught by using English Kids song and who were taught without English Kids song. In experimental class, the mean score of pretest is 44.6. After the researcher gave the treatment, the mean score of posttest of experimental class is 61. In control class, the mean score of pretest is 44.3 and the mean score of posttest is 50. English Kids song made the students remembered about the pronunciations of vocabulary and made them interested in learning listening comprehension by English Kids Song.

Keywords: *Listening, Kids Song, English*

ACKNOWLEDGEMENT

The researcher would like to thank Allah the Almighty for giving her strength and health, in order to accomplish the thesis entitled " ***The Use of English Kids Songs to Improve Learner's Listening Comprehension in Mts Swasta Al Ikhlas***". Praise be upon to prophet Muhammad SAW who has brought the *ummah* from the darkness to the place that full of knowledge.
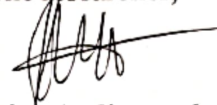
The researcher realized that in writing this thesis, there are many people have given their valuable suggestion, guidance, advices, and assistance for the completion of writing this thesis. Therefore, the researcher would like to give the deepest sincerely appreciation for:

1. The researcher's mother, Elvi Yanti, who always educate, give the best pray, and provide every material and nonmaterial support, so the researcher could finish writing her thesis well.

2. The researcher's supervisors, Nina Afrida, M.Pd and Wahidah, M.Ed, for their assistance in guiding and advising the researcher to complete writing this thesis.

3. The researcher's brother and sister, Reny Novita and Rian Romero who always supported the researcher in writing the thesis.

4. For the names who has not been mentioned by the researcher above, May Allah SWT be with us, Aamiin.

The researcher hopes that this thesis could provide valuable and useful information for the people that read this thesis. The researcher appreciates all the critics and suggestions from readers and will accept all of it.

Langsa, November 14th 2021
The researcher,

Rico Ardiansyah
Nim. 1042017019

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CHAPTER I

INTRODUCTION

A. **The Background of Study**

Kids are individuals who have not yet reached the age of 18 and are very active and full of curiosity. Kid's songs are a unique way to improve students' listening ability. Among the basics four skills in our life, listening is the most frequently used. Listening accounts for 45%, speaking 30%, reading 16%, while writing 9%.[1] The average adult spends more time listening than reading, writing, and speaking.[2] However, everyone can enjoy the kid's song: even teenagers, adults, and parents. Kid's songs can be nursery rhymes accompanied by music, songs created and shared by kids among themselves, or modern creations intended for entertainment, home use, or education. One strategy that teachers can use is to use supporting media for the learning process. Several media can be used, but the researcher chooses kid's songs to improve students' listening ability.

The students who are the objects for this study are grade 7 MTS Swasta Al Ikhlas Tanah Terban. This study based on the phenomenon of students' low listening ability and still needs improvement. The researcher conducted interviews with teachers who taught English subjects at the school. The method used by the teacher in teaching is suitable, but students still feel bored, unhappy, and the

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[1] Hedge Tricia, *"Teaching and Learning in the Language Classroom,"* January 2007, p.9.
[2] Laura A. Janusik, *"Teaching Listening: What Do We Do? What Should We Do?,"* *International Journal of Listening* 16, no. 1 (January 2002), p.8.

learning atmosphere is too monotonous seen from the expressions of students who did not respond to the interaction of the teacher, and sometimes students were confused by what the teacher explained when the teacher explained by speaking. So the researcher needs to apply a strategy to support learning to improve students' listening ability. Kid's songs are an effective strategy to encourage students' learning ability and interest in listening.

Music and songs are crucial parts of growing and learning. There are many advantages to using songs in the classroom.[3] Music is an essential requirement for every human being because music can make people feel happy and comfortable. Music can be influential in academia by helping shape learning patterns, overcoming boredom, and warding off annoying external noise. Making music actively affects the mental and physiological development of the brain. This activity helps establish the neural pathways that connect in the brain and encourage the formation of connections between brain cells. It can enhance one's mental and physical growth. Music can also help us feel energized, confident, reduce sadness, eliminate anger, release stress and reduce fear and anxiety.[4]

Classroom conditioning also influences the process of improving students' listening skills. Students can hear well if there are no other disturbing sounds. Students will be disturbed if they hear a noise, so they feel uncomfortable and can affect the emergence of anxiety in students.

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[3] Ni Luh Gede Windy Lestary, Si Luh Nyoman Seriadi, *"The Use of Songs to Improve Students' Listening Comprehension Ability"*. Vol. 2 no. 2, August 2019, 34, p.17.
[4] Utari Rismi, *"Musik Dan Kecerdasan,"* 2012, accessed June 20, 2021, http:utarirismi140192.blogspot.co.id.

Listening skill is one of crucial abilities in English. Unfortunately, most of the students are not able to achieve listening skill well. There are so many factors that makes students' ability in listening is low. Speed in speaking, limited vocabulary or Monotonous learning media are usually faced the student. Stivani and Hayati conducted a research entitled Using Animation Clips to Improve the Listening Ability of the Eight Graders of SMP Negeri 21 Malang. She found that 52% of students could not reach the SKM and 93% of students said that the media used in the class is monotonous.[5]

The researcher found that the seventh-grade students had difficulty listening because the teacher only dictated what they should hear without any media (in other words, the teacher dictated the text from the textbook and students were required to write answers in the notebook). As a result, most students had difficulty writing down what they listen to from the teacher, which does not look very interesting.

Most students in the school admitted that of the four skills in English, Listening is the most difficult. According to Underwood, there are seven potential problems that students may encounter while learning to listen to English. Three of them are; the students are not able to get things repeated; the students have limited vocabularies; and the students are lack of control over the speed at which the speakers speak. The problem of English listening skill also happens to the students

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[5]. Rizki Stiviani and Nur Hayati, *"Using Animation Clips To Improve The Listening Ability Of The Eighth Graders Of Smp Negeri 21 Malang"* (n.d.): 8, p.5.

of general English classes although not all problems are experienced by all of them.[6]

Founded on the problem above, the teacher should use media that help their students to solve problem in speaking skill. One way that can teachers use to make their student interested or improve their listening comprehension is by using English song as a media in a learning process. "Song can stimulate a positive emotional attitude to language learning".[7]

In order to use the song for learning media, a teacher must be observant in choosing the type of song, the level of ease of the song, the meaning of the song, and the target level and character of the learner it makes the use of songs, that are not appropriate and without seeing the target level (level of learners), will feel more useful. This is because not achieving the desired learning objectives. In this case the target of learners who will be taugth English are the second grades' students at MTs Swasta Al-Ikhlas Tanah Terban. Before using the song as medium of instuction for the children, the teachers should choose a simple song with the learning needs. The criteria for the songs used are kid's songs that contain positive meanings, easy listening, and suitable for learning.[8]

There are many english song fo the students that can be used as learning media, such as; ABC, Alphabet, Brother John, I love you (ost Barney), Old

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[6] Bertha Wikara et al*., "Efek Pembelajaran Yang Menyenangkan (Fun Learning) Terhadap Kemampuan Memori," Spektra: Jurnal Kajian Pendidikan Sains* 6, no. 2 (October 31, 2020): 192, p.35.

[7]El-Nahhal, *The Effectiveness of using children songs on Developing the Fourth Grader' English Vocabulary in rafah Governmental School* (Gaza: Al-Azhar University, 2011), 18.

[8] Amanda Nabila Yusuf, "The Used of a Medium of Learning Song Foreign Language in Learning Speak Stranger in ElementarySchool," *JURNAL PAJAR (Pendidikan dan Pengajaran)* 4, no. 5 (September 23, 2020): 904, p.26.

Mcdonald, Are you sleeping, Twinkle-Twinkle Little stars. Thomas & Friend theme song.

Based on the problems above, the researcher is interested to Implementation of English Kids Songs to Improve Junior high school students' Listening Comprehension at the 7 grade of MTs Swasta AL-Ikhlas Tanah Terban. There are many advantages of using English. They can explore their motivation from vocabulary, expression, imagination, song can make the students sensitive to sound, they will be happy and enthuastic in larning English.

Therefore, the researcher decided to conduct a research entitle "***The Use of English Kids Songs to Improve Learner's Listening Comprehension in Mts Swasta Al Ikhlas Tanah Terban***".

B. The Problem of the Study

1. What is the effect of teaching listening by using kid's song to seven grade students at MTs Swasta Al Ikhlas Tanah Terban?

2. How the English kid's song can increase the students of MTs Swasta Al Ikhlas Tanah Terban listening ability?

C. The Purpose of the Study

Based on the problems that have been described, to find out the effect of kid's song in increasing the student's listening skill and to find how the English kid's song can increase their listening comprehension

D. The Significance of the Study

It is expected that the result of the study will be benefited to:

1. The researcher :

   It is expected that research can be used in reference for other researchers who concent on using song in teaching English.

2. The English teacher :

   This song will encourage teacher and will be the best method of teaching listening at the elementary level

3. The students :

   It is expected that this research can be beneficiary in developing and implement in students" listening skills through the effect of the kids' song.

4. The School :

   This result can be input for knowledge development related to the teaching strategy at elementary level by using songs.

E. Scope of Study

   In this study, the problem is understanding listening using English Kids song at the seventh-grade students of Junior High School. This research focuses on making the children understand the English language contextually at the seventh-grade of MTs Swasta Al Ikhlas Tanah Terban.

F. **Terminology**

Kid's song is a group of beautiful words in which there is a message to be conveyed to individuals who have not reached puberty and presented with a piece of beautiful music to get the message.[9] Kid's songs are an easy and fun way for students to convey the essence of learning

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[9] Shofiyah. (2015). *The Use Of Children Songs To ImproveStudents'listening Skills*. A Thesis. Semarang: University of Walisongo, p.1.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

Many studies prove that including songs in teaching English is a handy tool.[10] A song can help improve listening, speaking and pronunciation skills. Moreover, the variety of available songs require attention in the selection of songs by considering the characteristics and the peculiarities of students and the possibilities the music gives them to present the present language they want students to contact.[11]

Songs used in class are a powerful technique for teaching and practicing vocabulary, grammar, listening, and speaking.[12] Songs are an alternative way to improve English and provide opportunities for students, especially on vocabulary.

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[10] Mardliyatun. (2007, April). *Children songs as media in teaching English pronunciation (The case of fourth graders of SD N 01 Sekaran Gunungpatiin the academic year 2006/2007).* (Unpublished undergraduate thesis). Universitas Negeri Semarang. Indonesia. Retrieved June 18, 2021 from: http://lib.unnes.ac.id/1733/.

Asih, N. (2011). *The effectiveness of using pictures and songs in teaching vocabulary to young learners.* Gunadarma University Library. Retrieved June 19, 2021, from: http://papers.gunadarma.ac.id/index.php/letter/article/view/16970/16151.

Apsari, Y. (2012). *Teaching English vocabulary through songs. Universitas Pendidikan* Indonesia. Retrieved June 19, 2021, from: http://repository.upi.edu/operator/upload/abs_2012_yanuarti_teachingenglishvocabularythroughsongs.pdf.

[11] Henry Sevilla Morales and Lindsay Chaves-Fernandez*, "Authentic Assessment in the Listening Comprehension Classroom: Benefits and Implications," GIST – Education and Learning Research Journal*, no. 19 (December 12, 2019): 6–30, p.17.

[12] Robin Walker, *Going for a song*. l. English Teaching Professional (43), 19-21, p.20.

"There is also a lot of evidence that songs help with memorization, and rhythm and rhymes from lyrics can certainly help vocabulary too.[13]

Songs also allow students to enrich vocabulary by voicing the language.[14] The effectiveness of using songs in teaching English has been studied in various fields of research studies. One such study was conducted at Gaza's Al-Azhar University ElNahhal, which examined the effectiveness of using kid's songs in developing kid's songs. Fourth grade English vocabulary at Rafah public school. With 120 sample students, the test results revealed that using songs to teach English increased elementary students' vocabulary learning.[15]

In her study, Qurt aims to make vocabulary unconsciously easy to remember by all students. He found that students became highly motivated to sing, especially if the song related to real-life situations. Furthermore, they become better learners of vocabulary and learn passionately and unconsciously. Finally, students feel free without shame and singing songs in the morning activities.[16]

Many international studies are investigating the effectiveness of using songs in developing the vocabulary and pronunciation of elementary grade students with mixed results.

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[13] Roudlotun Nurul Laili and Muhammad Nashir, "Improving The Fifth Grade Students' Vocabulary Achievement Through Song Integrated With Picture," *Educatio* 13, no. 2 (December 31, 2018): 90, p.57.

[14] Eni Burhayani, *"The effectiveness of teaching vocabulary through songs to the second years students of Ikatan Keluarga Kesejahteraan Tentara (IKKT) Elementary School West Jakarta".* 2nd International Seminar on Quality and Affordable Education, (ISQAE 2013). 70-73, p.70.

[15] Iman I A Shehadeh, *"The Effectiveness of Using Children's Songs in Developing Elementary Graders' English Vocabulary and Pronunciation in Jerusalem, Palestine"* 4, no. 2 (2016), p.25.

[16] Qurt D, "Learning Vocabulary through Songs," *British Council Organising Better Learning Programme Conference* (May 2013), p.24.

Language teachers realize that music can improve language acquisition and become extraordinary language learning media.[17]

Music has an indirect positive influence on student learning and makes the classroom atmosphere more comfortable.[18]

Using songs can help teach young learners. For example, Children learn faster than adults, primarily if they are not taught traditionally. Until the use of songs is an effective tool in improving English listening skills for young learners, especially in making them not aware that they are learning English, i.e. they provide an engaging and fun environment to study without feeling pressured. The analysis of the findings shows that in Bangladesh, teachers are not sensitive to the effectiveness of using songs, rhymes, and games in children's classrooms as a means of interest and motivation; they still use traditional methods, which are ineffective in teaching by memory.

Influence of the effectiveness of the track will appear at a later stage with a minimum level of proficiency in English to cope with their course. Even good students have to strive to be higher CGPA secondary exam. [19]

Millington discusses the reasons for considering song as a valuable pedagogical tool that assists learners in improving their listening and pronunciation skills and vocabulary and sentence structure. It also discusses

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[17] Abdulvahit Cakir, *" Musical activities for young learners of EFL"*. The Internet TESL Journal, 5(1999). Retrieved on June 20, 2021 from: http://iteslj.org/Lessons/Cakir MusicalActivities.html1.

[18] Maria Lappi, *"Musical Experiences in Learning English as a Foreign Language"* (n.d.): 135. from: http://urn.fi/URN:NBN:fi:jyu-200911164411, p.27.

[19] Shaheen Ara, "Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh," *Dhaka University Journal of Linguistics* 2, no. 3 (January 1, 1970): 161–172.

cultural reflection that enhances enjoyment. Through practical examples, he shows how a song can be used as an assignment language. He also explores how to adapt classic songs to fit a particular theme or part of the curriculum.[20]

B. Song

A *song* is a beautiful work that can make the listener feel happy, calm, and not bored. Using songs to study is also very effective for the learning process. Children learn faster than adults, primarily if they were not taught in traditional ways. So, the use of songs and games is an effective tool in teaching English for young learners, especially that they made them unconscious that they are learning a language, i.e., they provide an exciting and enjoyable environment for learning without the feeling of pressure.[21]

1. The Basic Elements of Song

When the teachers choose the song to teach students, so the teacher should know the essential elements of the song, are:

a. Melody

Melody is sweet, melodic, and arranged music notes in expressive music. A melody in music is a linear event or succession; isn't it simultaneously in chords. However, this succession must contain changes of several types and are considered as one entity called a melody. The non-main melody is the

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[20] Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners," *Language Education in Asia* 2, no. 1 (August 16, 2011): 134–141.

[21] Shaheen Ara, *"Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh," Dhaka University Journal of Linguistics* 2, no. 3 (January 1, 1970): 161–172.

melody duration, pitch, and quality (timbre, texture, and loudness). A melody consists of one or more musical phrases, motifs, and usually throughout the song or the various inside shapes.

b. Rhythm

Rhythm from the Greek is rhythmos, "any regular series of motion, symmetry" is "a movement characterized by a succession of arranged elements of strong and weak, or of opposite or different conditions." In other words, rhythm is just the timing of the sound of music and silence. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to presentation visuals as "timed movement through space.

c. Lyrics

Lyrics are simply words of the song, the lyric of song text roles as a complement of the song and an as important part of musical elements that determine the theme, character, and mission of the song.[22]

2. Kid's Songs

Kid's song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message.[23] Kid's songs are an easy and fun way for students to convey the essence of learning.

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[22] Shofiyah, "The Use of Children Songs to Improve Students' Listening Skills(A Classroom Action Research at the Seventh Grade of MTS Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015" (University Of Walisongo Semarang, 13), p 9.

[23] Shofiyah. (2015). *The Use Of Children Songs To ImproveStudents'listening Skills*. A Thesis. Semarang: University of Walisongo, p.12.

3. Listening Comprehension

There are different definitions of the term "listening comprehension." Listening comprehension is the different processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.[24] According to Hamouda listening comprehension refers to the understanding of what the listener has heard and it is his/her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension.[25] O'Malley, Chamot, and Kupper said that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement.[26]

4. Consideration and principles in choosing kid songs

There are several considerations and principles in choose educational songs. The following considerations:

a. Structure and lexis are simple and understandable

b. Songs are appropriate with the language degree of students' grades from elementary, intermediate, and advanced levels.

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[24] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, *"Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review," English Language Teaching* 9, no. 6 (May 5, 2016): 123, p.29.

[25] Dr Arafat Hamouda, *"An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," International Journal of Academic Research in Progressive Education and Development* 2, no. 2 (2013): 43, p.32.

[26] Pourhossein Gilakjani, A., & Ahmadi, M. R. (2011). *A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.* Journal of Language Teaching and Research, 2(5), 977- 988.

c. Songs have to suitable with the age level of the students

d. Teacher chooses songs that should have words which suitable of the songs

e. Songs have to more attractive to the students.

The other principles are:

a. Songs and rhymes for young children should be interesting and understandable

b. Songs should have a relationship to the children area

c. Songs should be linked to the theme; they should relate and be interested.[27]

From the previous research above, the researcher concludes that the consideration and principles of choosing kid's songs that the teacher has to select the suitable pieces for the students' level. So, it can make interest, enjoy, easy, and happy.

C. Listening Skills

Listening is a natural stage for speaking; the early stage of development in one's first language (and in the naturalistic acquisition of other languages) is dependent on listening. So listening is the first communication skills we use when we are born. Listening is also called a passive skill. This has the wrong idea because listening asks the listener to be active. To change the message from speaker argument to the listener, one must be engaged. It contributes knowledge from linguistic and nonlinguistic sources. The nature of listening comprehension

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[27] Mohammed Mousa El-Nahhal, The Effectiveness of Using Children Songs on Developing the Fourth Grade's English Vocabulary In Rafah Governmental Schools, (Al-Azhar University Gaza: Thesis, 2011), p.20

is that students must report to carry out an active process of listening to meaning. It uses not only its linguistic guide but also its nonlinguistic knowledge.[28]

Listening skill is a crucial skill to listen to something from someone or something, for that reason, Machado (2012:223) states that; Listening skill is the first language art skill learned, and it develops before a child speak. Many children develop the ability to listen carefully to talk to others during infancy and early childhood. Since language growth is described as receiving followed by a transmission process, a child's listening skills are essential for speaking, reading, and writing. Machado (2012:223) further explains that; Hearing and listening are very different. Hearing is a process involving nerves and muscles that reach adult efficiency by 4 to 5 years. Listening is a learned behavior, a mental process related to hearing, paying attention, distinguish, understand, and remember. Who can improve it with practice? Listening skills can be described as passive and receptive but involve active thinking and extension.[29]

From the explanation above, listening is the key to receive messages effectively. It is a combination of hearing what the other person is saying and psychological engagement with speaking. Listening is a Language skill. For the desire to understand other humans, and an attitude of respect, acceptance, willingness to open one's mind to try and see things from another person's perspective. It takes a lot of concentration and energy. I for demands that we think

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[28] William Littlewood, Communicate Language Teaching An Introduction, (New York : Cambridge University Press, 1991), p.66-67

[29] Moch. Ridwan Prayoga, Teaching Listening Skill Using Audio Lingual Method at First Grade Students of Asrama Bengkel Bahasa Course, (Bandung : STKIP) Siliwangi,2012), p.2

according to our plan, ourselves in someone else's shoes and try to see the world through that person's perspective.

1. The process of Listening

Listening assumes greater and more importance in foreign language classes are reasons for this growing popularity. Points out, listening is significant in language classes because it provides input for learners. Without understanding the input at the right level, and learning cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. These are a bottom-up view of processing and a top-down interpretation view. When listening to a monologue either in person or through the media, listening is, by definition, non-reciprocal.[30] Many listening processes occur in five stages. They hearing, filtering, comprehending, remembering, and responding.[31]

a. Hearing

It is referred to as the response caused by sound waves stimulating the sensory receptors of the ear; it is a physical response; hearing is the perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an essential requirement for compelling listening.

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[30] "Methodology in Language Teaching: An Anthology of Current Practice," *Cambridge Core* (Cambridge University Press, April 2002), last modified April 2002, accessed July 7, 2021, https://www.cambridge.org/core/books/methodology-in-language-teaching/88EAF4840F533BD7DC572931A3E7D906.

[31] "Process of Listening | Management Study HQ," accessed October 7, 2021, https://www.managementstudyhq.com/listening-process.html.

b. Filtering

The next step involves sensing and filtering of heard sounds. The heard message is categorized as wanted or unwanted, useful or useless. The unwanted message is discarded. In this step, the individual's sense of judgment comes into play; that is, the filtering process is subjective, and a person chooses to retain what makes sense to him/her.

c. Comprehending

The next level of listening consists of comprehending or understanding. The listener understands or interprets what the speaker has tried to convey. This activity can be described as absorbing, grasping or assimilating. To grasp the message's meaning, the listener uses his knowledge, experience, perception and cognitive power. The verbal and auditory message is coupled with non-verbal communication to understand it.

d. Remembering

Remembering is a crucial listening process because it means that an individual has received and interpreted a message and added it to the minds storage bank. In Listening, our attention is selective, so too is our memory-what is remembered may be quite different from what was initially seen or heard.

e. Responding

For listening to be complete, a response is essential. Responding to a message may take place at the end of the communication, immediately after or later. When it is stored for future use, the response may take place later.

However, if there is a need to seek clarification or empathize with the listener, it may occur earlier. Responding may also take the form of prodding or prompting to show that the message is being received and comprehended.

2. Function of Listening

    The goal of listening is to understand fully what the other person is trying to communicate. The function of listening can be summarized as follows:

    a. To focus specifically upon the messages being communicated by another person.

    b. To gain a complete and accurate understanding of the other person's problems/issues.

    c. To convey interest, concern and attention to the other person.

    d. To develop a client-centered approach during the interaction.

3. Types of Listening

    There are two broad types of listening, namely:

    a. One-way listening – usually one-way listening related to information transfer (transactional listening)

    b. Two-way listening – usually associated with maintaining social relationships (interactional listening) Again, we can distinguish conventional listening views from more contemporary views. Traditionally, listening is associated with transmitting information, that is, by listening in one direction. This can be seen in the extensive use of monologues in older listening material. While this is

fine if we primarily deal with listening in an academic context, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two-way listening). Much contemporary material reflects this re-emphasis by moving toward natural-sounding dialogue.

4. Assessing Listening Skill

In the teaching and learning process of listening, there are some ways of assessing tasks and techniques in testing listening. Rost in Helgesen and Brown outlines some listening assessment and testing techniques. They are as follows.[32]

a. Discrete-item tests

1. Multiple choice questions following a listening test (responses scored right or wrong)

2. True-false format(responses scored right or wrong)

3. Open questions following presentation of a listening text(questions scored on a scale of correctness and completeness)

4. Standardized test scores (e.g., TOEFL or TOIEC)

b. Integrative tests

1. Open summarizing of a listening text (scored in scales of accuracy and inclusion of facts and ideas)

2. Close summarizing of a text (scored on correct completions of blanks)

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[32] *Practical English Language Teaching : Listening* (London: Pearson Longman Inc: McGraw-Hill, 2007), p.19.

3. Dictation, complete or partial (score based on supplying the correct missing words)

c. Communicative tests

1. Written communicative tasks involving listening (scored on the basis Successful completion of a task, such as writing a complaint letter after heading a description problem).

d. Interview tests

1. Face to face performances with the teacher or another student (scored Based on a checklist of items, such as appropriate response to questions, appropriate use of clarification questions)

2. Extended oral interview (scoring is keyed to a scale of native-like behaviors, such as the Foreign Service Institute scale)

e. Self-assessment

1. The learner rates self on given criteria, via questionnaire

2. The learner provides a holistic assessment of their abilities via oral or written journal entries

f. Portfolio assessment

1. The learner is observed and evaluated periodically throughout the course on behavior in tasks and other class activities: observations maybe audio or videotaped.

2. Portfolios may include any or all of the above types of objective and subjective measures.

5. The teaching of listening

     According to the School-Based Curriculum (KTSP), listening is a language skill that students must master. Teaching listening in junior high schools must refer to competency standards and essential competencies used as guidelines for teachers. They are as follows:

Standard of Competence	Basic Competence
Listening 1. Understand the meaning of short transactional and interpersonal conversations to interact with the immediate environment.	1.1. Responding meaning in short transactional (to get things done) and interpersonal (socialization) conversations accurately, fluently, and acceptable to interact with the surrounding environment, which involves speech acts: asking, giving, and refusing services, asking, giving, and refusing something, accept, deny facts, and ask for and give opinions.

	1.2. Responding meaning in short transactional (to get things done) and interpersonal (socialization) conversations accurately, fluently, and acceptably to interact with the surrounding environment involving speech acts: inviting, accepting and refusing invitations, agreeing/disagreeing, praising and congratulating.

D. Previous Study

The previous research of the thesis is from Mustafa Sevik. In this study total physical response (TPR) methodology seems to be the pioneering way of teaching English to YLs, and using songs to this effect increasingly gains popularity worldwide. Singing is one of the most effective language learning strategies reported by most children. However, if themes are used effectively and in meaningless ways, they can easily become mere entertainment and pleasurable interruptions. What should choose meaningful songs that suit the cognitive and linguistic needs of children? I hope that the example provided in this study will prove helpful for English teachers to YLs all around the world and reinforce the

practice of songs in EFL/ESL contexts. In this research, the researcher using the "My Alphabet" song to teach the students.[33]

The second previous research was from Indah Rahmawati on "The Use of English Kid's Songs as Media to Improve Students' English Vocabulary Power in Noun" (A Classroom Action Research with the Students of 5 at MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011). The background of the research in this study is that students still have difficulty remembering new vocabulary and are confused to understand vocabulary. Teachers still use conventional methods; the teacher only translates words and is too monotonous, so students get bored quickly. To improve young learners' understanding, teachers use English nursery rhymes as teaching aids to help them in the teaching and learning process.

This research problem :(1) how to implement flashcards to improve young learners' understanding of concrete nouns? And (2) how to increase students' English vocabulary strength in nouns after being taught through English kid songs? The research was conducted at MI Miftahul Ulum Sekuro

Jepara Academic Year 2010/2011. The subject of this research is a fifth-grader. The number of subjects is 38. The research design used is classroom action research because teachers can develop and improve their skills in providing material to students. This research was conducted pre-test and two cycles in classroom action research. The techniques used to collect data are observation and

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[33] Mustafa Sevik, "First Step to Effective Listening: 'Listen and Show' Songs" 1, no. 1 (2012),p.10.

tests. In the pre-test, the teacher uses the conventional method. Teaching the learning process in cycle 1 to cycle 2 in the research class action, the teacher introduces the words represented by English nursery rhymes and gives tests. In this study, researchers analyzed the results of observations and achievements test of each cycle. In the pre-test, there are about 45% or less half of the students give maximum attention and response to the teacher, and the average student achievement is 57.35. In the first cycle, about 50% or half of the students joined the class, and the average student achievement was 66.38. In cycle II, about 75% or almost most of the students join the class; the average student achievement is 80.27. Based on the study results, we can conclude that using English kid's songs in teaching nouns can improve students' ability in vocabulary. And it is expected to be helpful as a source of information for students, teachers, and researchers herself.

The thesis's Third prior research comes from Sofiyah; the title is "The Use of Kid Songs to Improve Students' Listening Skills (A Classroom Action Research at the Seventh Grade of MTS Nahdlatusy Syubban Sayung)." Demak in the 2014/2015 academic year)". The research design employed was Classroom action research (CAR) is being conducted so that instructors can grow and improve their skills. Restore their abilities in delivering content to students and the methods that Observation and testing were employed to obtain data. According to the findings of this survey, the average score of students in the pre-cycle is 60.10 percent. The student's average score in the first cycle is 70.48 percent. The average score for students in the second cycle is 78.31 percent. Pre-cycle, first-cycle, and second-

cycle the average student score is constantly rising. It indicates that kids' listening abilities have improved due to being taught through kid's songs. To summarize, "mother and head shoulders songs" are excellent at improving kids' listening abilities. The use of kid's songs in the listening process has been proposed. Typically, kid's songs are eager to be used to develop listening skills. Students learn a simple approach for listening. However, the topic of listening comprehension can be understood by the pupils in the classroom.[34]

E. Hypothesis

A hypothesis is a quick answer to a problem research that is theoretically considered possible or highest truth level. This provisional truth is determined by the researcher, who must be tested and proven.

The types of hypotheses used are Ho, which is a hypothesis which states that there is no significant effect on the object of research. Also called the negative hypothesis and the alternative hypothesis (Ha). The theory states that there is a significant effect of object research. Also known as the positive hypothesis.

1. H_a: There is difference ability of students in listening comprehension by using kid's song as a media.

2. H_0: There is no difference ability of students in listening comprehension by using kid's song as a media.

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[34] Shofiyah, "The Use of Children Songs to Improve Students' Listening Skills(A Classroom Action Research at the Seventh Grade of MTS Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015" (University Of Walisongo Semarang, 13).

CHAPTER III

RESEARCH METHOD

A. The Research Design

In this study, the researcher uses quantitative research to find data and the results of tests that the researcher has carried out to see the students' ability to understand their listening.

Leedy & Ormrod states quantitative research methodology as the holistic steps that a researcher uses in starting research work. Therefore, quantitative research methods are concerned with the quantification and analysis of variables to obtain results. It involves utilizing and analyzing numerical data using specialized statistical techniques to answer questions such as who, how much, what, where, when, how much, and how.[35] Clarifying this definition, Aliaga, and Gunderson, describe quantitative research methods as explaining a problem or phenomenon through collecting data in numerical form and analyzing with the help of mathematical methods, especially statistics.[36]

In this study, the researcher used quasi-experimental research. According to Sugiyono, there are several forms of design experimental design, namely: pre-experimental design, true experimental design, factorial design, and

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[35] Leedy, Paul E., and Jeanne Ellis Ormrod. *Practical Research: Planning and Design*. Boston: Pearson, 2010, p14.

[36] Aliaga, Martha, and Brenda Gunderson. *Interactive Statistics*. Upper Saddle River, N.J.: Prentice Hall, 1999, p.49.

quasi-experimental design.[37] Sugiyono states that the main characteristic of the quasi-experimental design is the development of a true experimental design, which has a control group but cannot function fully to control external variables that affect the implementation of the experiment.[38]

Based on the explanation above, it can be concluded that quasi-experimental design is a type of research design that has a control group, and the experimental group is not chosen randomly. The quasi-experimental research was applied because the researcher was able to control at least one of the most dominant research variables the students' listening skills[39]. This experimental study was chosen to determine how much influence an outcome or dependent variable had,[40] namely the effect of using English Kid's Songs in Listening Comprehension in the seventh-grade students of MTs Swasta Al Ikhlas Tanah Terban.

According to Sugiyono, there are two forms of quasi-experimental design, namely time series design and nonequivalent control group design. The design used in this study is quasi-experimental and uses a nonequivalent control group design model. Before being given treatment, both the experimental group and the control group were given a test, namely the pre-test, to know the condition of the

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[37] Sugiyono Sugiyono, "Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D," *Alfabeta Bandung* (2010), p.73.

[38] Sugiyono Sugiyono, "Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D," *Alfabeta Bandung* (2010), p.75.

[39] Creswell, John W. *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 2014. p. 295

[40] McMillan, James H., and Sally. Schumacher. *Research in Education : Evidence-Based Inquiry*. Harlow, England: Pearson, 2014. p.119

group before treatment. Then after being given treatment, the experimental group and the control group were given a test, namely the post-test, to determine the condition of the group after treatment.[41]

In investigating the effect of using English Kid's Songs on Listening Comprehension, two classes from grade seven were selected. The first class is used as an experimental class taught using English kids' songs, and the other class is a control class that does not receive treatment.

The following is an illustration of a quasi-experimental design model of a nonequivalent control group design:

$$\begin{array}{ccc} O_1 & X & O_2 \\ \hline O_3 & & O_4 \end{array}$$

Information:

O_1 = experimental group before being given treatment

O_2 = experimental group after being given treatment

O_3 = control group before treatment

O_4 = control group not given treatment

X = Treatment

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[41] Sugiyono Sugiyono, "Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D," *Alfabeta Bandung* (2010), p.75.

B. Research Setting

The teaching experiment was carried out at the MTs Swasta Al Ikhlas Tanah Terban. The selection of this study was based on considerations because the school is close to the researcher's house, and the researcher has also practiced teaching at the school so that the researcher can research MTs Swasta Al Ikhlas Tanah Terban. This research was conducted from October

C. Population and Sample

"Population" consists of two classes to be tested. It includes all possible cases (people, objects, events) that constitute the known whole. Sampling is the process of selecting a group of subjects for study so that individuals represent the larger group from which they are selected. The part that represents this population is called the sample. The research population selected was two seventh-grade students at MTs Swasta Al Ikhlas Tanah Terban, which consisted of 2 classes or 40 students. The sample of this research was selected by using the purposive sampling technique. As stated by Muijs, in conducting quasi-experimental research, the control and experimental class should be as similar as possible in terms of gender, achievement, or ability.[42] So. Class 7A and Class 7B will be the sample in this study. Both classes have the same characteristics and English values. The experimental class is class 7A, which consists of 20 students, and the

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[42] Daniel Muijs, "Doing Quantitative Research in Education with SPSS" (Los Angeles, Calif.; London: Sage, 2014), /z-wcorg/, p. 28.

control class is class 7B which consists of 20 students. So, the number of samples is 40 students.

D. The Technique of Data Collection

Data collection is an important instrument, and in this research, the data collection techniques used were: pre-test and post-test. Here are the pre-test and post-test:

1. Pre-test

   Students from both control and experimental classes were given a test, which is called Pre-test. The pre-test was conducted as a testimony for the learning process. The students were given an English kid's song consisting of 14 item test questions for blanks in an English kid's song or essay test after treatment and explanation. A pre-test measures whether the experimental and control class are equal.

2. Post-test

   The post-test was held at the end. Both 7A as experimental class and 7B as control class were given post-test. The post-test was given to the experimental class after being given treatment and explanation. This test determines whether English kid's songs are more effective in listening comprehension or not. After getting the test results, they are given a score. The test used is a closed test that skips a few words, divided into 14 questions for blanks and multiple-choice in an English kid's song or essay test. This test also means that students' scores will range from zero (when students cannot answer all questions). Score as high

as possible 100 (if students can answer all questions). These results are applied as research results.

When scoring the students worksheet, is the rating as follow:

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

E. Instrument Test

1. Validity Test

A validity test is used to measure the validity of an instrument. A questionnaire is said to be valid if the statement on the questionnaire can reveal something that the questionnaire will measure. To measure the level of validity can be done by collaborating between the score of the question items with the total score of the construct or variable.

The validity test is calculated by comparing the calculated r-value (correlated item-total correlation) with the r table value for the degree of freedom (df) = n – 2 (n is the number of samples). If r count > r table, then the

indicator question is declared valid, and vice versa if r count < r table (sig 5% level) then the question or indicator is declared invalid, r count is obtained from SPSS output results, the value is then compared with the value r table.[43] In this study, the researcher used content validity to measure the validity test.

$$r_{xy} = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Explanation:

r_{xy} = correlation coefficient

n = number of samples

$\sum x$ = total score of statement items

$\sum y$ = the total score of the item turned out to be

$\sum xy$ = the sum of the products of x and y

2. Reliability Test

According to Ghozali, a reliability test is a tool used to measure a variable questionnaire.[44] A questionnaire is reliable if a person's answer to a question is consistent or stable from time to time. Respondents' answers to this statement are reliable if each question wants to measure the same thing. If the answer to

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[43] Imam Ghozali, *Aplikasi analisis multivariate dengan program IBM SPSS 25 edisi ke-9* (Universitas Diponegoro, 2018), http://slims.umn.ac.id//index.php?p=show_detail&id=19545, http://slims.umn.ac.id//lib/phpthumb/phpThumb.php?src=../../images/docs/Aplikasi_Analisis_Multiva riete_Dengan_Program_IBM_SPSS_23__E.jpg.jpg.

[44] Imam Ghozali, *Aplikasi analisis multivariate dengan program IBM SPSS 25 edisi ke-9* (Universitas Diponegoro, 2018), http://slims.umn.ac.id//index.php?p=show_detail&id=19545, http://slims.umn.ac.id//lib/phpthumb/phpThumb.php?src=../../images/docs/Aplikasi_Analisis_Multiva riete_Dengan_Program_IBM_SPSS_23__E.jpg.jpg.

the indicator is random, it can be said that it is not reliable. [45] A variable is reliable if: Result a > 0.60 = reliable and result from a < 0.60 = unreliable, meaning that it can have a Cronbach alpha value of more than 0.6.

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right]$$

Explanation:

r_{11} = instrument reliability

k = number of questions

$\sum \sigma_b^2$ = number of item variances

σ_t = total variance

F. The Technique of Data Analysis

1. Normality Test

Before deciding parametric or nonparametric statistics to calculate the data to answer the research hypothesis, normality and homogeneity were tested. The examination of normality was needed to know whether the data has been normally distributed. The Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance α (0.05), scores will be normally distributed. If the significant value of the normality test is greater than

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[45] Imam Ghozali, *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 21 Update PLS Regresi*, 2013, p.34.

0.05, the data is average. On the other hand, if it is below 0.05, the data is significantly far from a normal distribution.

The criterion of hypothesis is:

a. Ho: Significant Score > 0.05 means the data is normally distributed.

b. H1: Significant Score < 0.05 means the data is not normally distributed.

2. Homogeneity Test

After the normality test, then test the homogeneity of the data. The homogeneity test aims to see whether the data or samples in both classes are homogeneous or heterogeneous. This test determines whether the data from both classes had the same variant that tested by using a t-test. In calculating the homogeneity test, the researcher used the Levene Statistical Test from SPSS 22.

The steps are:

a. To Click Analyze Compare means

b. To Choosing One Way Anova

c. To Fill variable Score on the dependent list and fill Class variable on factor box

d. To Click option and Checklist Homogeneity of variance test

e. OK

If the results of the homogeneity test show that the significance of the data is greater (>) than the degree of significance ($\alpha = 0.05$), it means that the data is

homogeneous. However, if the significance of the data is lower ($<$) than the degree of significance ($\alpha = 0.05$), it means that the data is heterogeneous.

3. Hypothesis Test

    After analyzing the normality and homogeneity of the data, the researchers calculated the data to test the hypothesis that there is a significant difference between students' listening ability using English kid's songs in listening comprehension in the experimental class and students' listening comprehension in the control class. The researcher calculates the data using the t-test formula because the data obtained are normal and homogeneous. T-test was used to find out whether English kid's songs were congestive on students' listening comprehension. To test the hypothesis, the researcher used the t-test formula, which was adapted from Anas Sudijono.[46] Was used.

a. The Determining mean of an experimental class:

$$M_x = \frac{\sum \times}{N1}$$

   M_x = Mean of gained score of experimental class

   $\sum x$ = Sum of gained score of experimental group class

   N1   = The total students in experimental class

b. The determining mean of a controlled class:

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

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[46] Anas. Sudijono, *Pengantar statistik pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005), p. 306-307.

My = Mean of a gained score of a controlled class

$\sum$Y = Sum of a gained score of experimental group class

N2 = The total students in a controlled class

c. Determining standard deviation of experimental class (X)

$$SD_x = \frac{\sum X2}{N1}$$

SD_x = Standard deviation score of experimental class

$\sum X^2$ = Sum of the squared deviation of a score of experimental class

N1 = Number of students of experimental class

d. Determining Standard Deviation of Controlled Class (Y)

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

SD_y = Standard deviation score of a controlled class

Σy^2 = Sum of the squared deviation of score controlled class

N2 = Number of students of a controlled class

e. Determining of standard error mean of variable X

$$SEM_X = \frac{SDx}{\sqrt{N_1 - 1}}$$

SEM_x = Standard error mean of experimental class

SDx = Standard deviation score of experimental class

N_1 = Number of students of experimental class

f. Determining of standard error mean of variable Y

$$SEM_y = \frac{SDy}{\sqrt{N_2 - 1}}$$

SEM_y = Standard error mean of controlled class

SDy = Standard deviation score of controlled class

N_2 = Number of students of controlled class

g. Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$SEM_X - M_y = \sqrt{SE\ Mx^2 + SE\ My^2}$$

h. Determining T_0 (T observation) with formula:

$$T_0 = \frac{Mx - M_y}{SEM_x - M_y}$$

i. Determining t – table (t_t) in significant level 5 % and 1 % with degree of freedom (df), with formula:

$$df = (N_x + N_y) - 2$$

df = Degree of freedom

N_x = The total students in the experimental class

N_y = The total students in the controlled class

4. Statistical Hypotheses

From the result of such analysis, the value of t_0 and t_t can determine the truth or false of the hypotheses. If the value of t_0 is equal to or higher than the t_t value, the null hypothesis (H_0) will be rejected, and the alternative hypothesis (Ha) will be accepted. Conversely, If the value of T_0 is smaller than the value of t_t, the null hypothesis (H_0) will be accepted, and the alternative hypothesis (Ha) will be rejected. Statistically, the hypotheses of this study are expressed as follows:

$$t_0 \geq t_t, H_0 \text{ is rejected and } H_a \text{ is accepted}$$
$$t_0 < t_t, H_0 \text{ is accepted and } H_a \text{ is rejected}$$

a. If $t_0 > t_t$, the null hypotheses (H_0) are rejected, and the alternative hypotheses are accepted. It means that there is a significant difference between the students' listening comprehension scores who were taught by using English kid's songs and who were taught without English kid's songs at the seventh-grade students of MTs Swasta Al Ikhlas Tanah Terban ($\mu1 \neq \mu2$). In other words, Using English Kid's Song is effective in Learning Listening Comprehension.

b. If $t_0 < t_t$, the null hypotheses (H_0) are accepted, and the alternative hypotheses (H_a) are rejected. It means that there is no significant difference between the students Listening Comprehension score who were taught by using English Kid's Song and who were taught without using English Kid's Song at the seventh-grade students of MTs Al Ikhlas Tanah Terban ($\mu1 =$

μ2). In other words, Using English Kid's Song is not effective in learning

listening comprehension.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Research Finding

1. Data Description

The researcher taken the data which collected from the students' pretest and posttest score of listening. The researcher did the research in October 12th, 2021 to October 19th, 2021. The researcher took the data by two class, experimental class and control class. The researcher gave the pretest before treatment for control class and experimental class.

The researcher started to give pre-test for both class in the first day. When the researcher had collected the pretest score from both class, the researcher gave the first treatment in the same day. The students of experimental class were taught by using English Kids Song and the students of control class was taught by using conventional method. In the last day of treatment, the researcher gave the posttest after the treatment was conducted in order to analyze the use of English Kids Songs to Improve Learner's Listening Comprehension in MTS Swasta Al Ikhlas Tanah Terban.

Table 1: The Criteria Mastery of Control Class

Level	Score Range	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Excellent	91-100	0	0%	0	0%
Very Good	81-90	0	0%	0	0%

Good	71-80	0	0%	0	0%
Fair	61-70	0	0%	1	5%
Poor	51-60	8	40%	8	40%
Very Poor	Less than 50	12	60%	11	55%
Mean Score		**44.3**		**50**	

Based on the result of control class above, There were 8 students who had poor criteria with the percentage was 40% and there were 12 students who had very poor criteria with the percentage was 60% in pretest. In post-test, there were 1 students who had fair criteria with percentage was 5%, there were 8 students who had poor criteria with the percentage was 40% and there were 11 students who had very poor criteria with the percentage was 55%. In control class, the mean of pretest was 44.3 and the mean of post-test was 50.

Table 2: The Criteria Mastery of Experiment Class

Level	Score Range	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
Excellent	91-100	0	0%	1	5%
Very Good	81-90	0	0%	2	10%
Good	71-80	0	0%	5	25%
Fair	61-70	0	0%	3	15%
Poor	51-60	9	45%	1	5%
Very Poor	Less than 50	11	55%	8	40%
Mean Score		**44.6**		**61**	

Based on the result of experimental class above, There were 9 students who had poor criteria with the percentage was 45% and there were 11 students who had very poor criteria with the percentage was 55% in pretest. In post-test, there was 1 student who had excellent criteria with percentage was 5%, there were 2 students who had very good criteria with the percentage was 10%, there were 5 students who had good criteria with the percentage was 25%, there were 3 students who had fair criteria wih percentage was 15%, there was 1 students who had poor criteria with the percentage was 5% and there were 8 students who had very poor criteria with the percentage was 40%. In experiment class, the mean of pretest was 44.6 and the mean of post-test was 61.

Based on the data above, we could see that the mean of pretest score is 44.6 and the mean score of posttest is 61 in experiment class. It means that the difference score between pretest and posttest in experiment class was 16.4. In control class, the mean score of pretest is 44.3 and the mean score of posttest is 50. It means that the difference score between pretest and posttest in control class was 5.7.

2. The Analysis of Research Finding

a. Validity and Reliability

Based on the statement from Gronlound, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from the assessment results are

appropriate, meaningful, and useful in terms of the purpose of the assessment[47]. To determine the validity of instrument the researcher used formula Karl Person product moment in this research.

The validity in this research was measured with SPSS, SPSS is probably the most common statistical data analysis software package used in education research[48]. With df or db is (n) 20 in 5% significance the price of r table is 0,443. If r count is under r table, it could be concluded that the grains were not valid instrument. The item said to be valid instruments if the coefficient of correlation (r count) of magnitude more than 0,443. To validity and reliability instruments research, the researcher gave 20 questions for this class. Based on the the result of validity test, 14 questions were valid and 6 questions were invalid. So, the research took 14 questions as the instrument in this research.

To know the reliability of the test, the researcher analyzed the statements by using Cronbach's alpha. A reliable test is consistent and dependable if you give the same of test to the same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test[49].

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[47] James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 175

[48] Daniel Mujis, *Doing Quantitative Research in Education with SPSS,* (California: Sage Publication, 2004), 85.

[49] Daniel Mujis, *Doing Quantitative Research in Education with SPSS* (California: Sage Publication, 2004), 20-21

The sample is (n) seventh grade students, n = 20 and the significance the price of r table is 0,6. The result of calculation reliability instruments was presented below:

Table 3: The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.947	14

The result of the value was more than.0.6 as it can be seen in Cronbach Alpha Reliability Level. The Reliability Statistics table shows Cronbach's alpha coefficient is 0,947. Based on the calculation above, the test was reliable with the interpretation of reliable criteria is very high reliable (0,81 - 1,00).

3. **Normality Test**

Normality testing was conducted to determine whether the gotten data is normal distribution or not. The researcher used SPSS in this research with Kolmogorov-Smirnov test by the value of significance (α) = 0.050. The result could be seen in the table below:

Table 4: The Result of Normality Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	.43830816
Most Extreme Differences	Absolute	.153
	Positive	.082
	Negative	-.153
Kolmogorov-Smirnov Z		.686
Asymp. Sig. (2-tailed)		.734

a. Test distribution is Normal.

b. Calculated from data.

The standard significant in this research is 0.05 (α = 5%). To determine if the data was normal distribution or not, it could be seen from the result of data normality testing. Based on the output from SPSS above, the significance value from the test is 0,734 and bigger than 0.05(0,734> 0.05). It means that the data is distributed normally.

4. **The Result of Homogeneity Testing**

Homogeneity testing was conducted to know whether the gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used Test of Homogeneity of Variances with SPSS by the value of significance (α) = 0.050. The result can be seen below:

Table 5: The Result of Homogeneity Testing

Levene Statistic	df1	df2	Sig.
.835	1	38	.366

The standard significant of education is 0.05 (α = 5%).Based on the output from SPSS above is known that the test called homogeny if the significant score more than 0.05. Based on the table above, the test is homogeny because 0.835> 0.05. So, it can be conclude that the data is homogen.

5. **The Examining of Hypothesis**

Hypothesis testing was been doing to know whether there is any significant influence or not to the variable. Based on the testing normality and homogeneity it

can be seen that the data is normal and homogeneous. So hypothesis testing which is used is t-test.

H_a : there is no significant difference between the students' listening comprehension scores were taught by using English Kid's song and who were taught without English Kid's song.

H_0 : there is a significant difference between the students' listening comprehension scores were taught by using English Kid's song and who were taught without English Kid's song.

Table 6: The Result of Homogeneity Testing

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	pre eksperimen - post eksperimen	-16.25000	17.25315	3.85792	-24.32472	-8.17528	-4.212	19	.000
Pair 2	pre kontrol - post kontrol	-5.95000	5.68909	1.27212	-8.61258	-3.28742	-4.677	19	.000

Based on the above table can be concluded that sig.(2-tailed) of posttest is 0.000<0.05, so H_0 is rejected and Ha is accepted. It means that there is significant difference between the students' listening comprehension scores were taught by using English Kid's song and who were taught without English Kid's song. It implies that the more a teacher uses English Kid's song in teaching listening.

B. Discussion

Based on the statements that has been stated by Shofiyah, kid's songs are eager to be used to develop listening skills. Students learn a simple approach for listening. However, the topic of listening comprehension can be understood by the pupils in the

classroom. Kids song is a group of beautiful words in which there is a message to conveyed to individuals who have not reached puberty and preseted with a piece of beautiful music to get the message. It could be the easy way to learn listening. English Kids Song is effective to be apply for the students. When the students listened English Kids Song in learning English, the would remember about a few pronunciation of vocabulary. It made them familiar with the vocabulary that never they listened before. Besides remember about a few vocabulary, it made the students interested in learning listening comprehension. Learning by the song was more interesting than learning with conventional method. The students need the new way to learn English so English Kids Song made them interested in learning listening comprehension[50].

The theory that has been explained above was appropriate with this research. The researcher collected the data from two classes, experimental class and control class. This research has been done from October 12th, 2021 to October 19th, 2021. The researcher conducted pretest before the students were given the treatment and then the researcher got the students' score result of pretest on October 12th 2021. In experimental class, the mean score of pretest is 44.6. After the researcher gave the treatment, the mean score of posttest of experimental class is 61. It can be conclude that there is an improvement in listening comprehension after the researcher gave the treatment with English Kids Song.

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[50] Shofiyah. (2015). *The Use Of Children Songs To ImproveStudents'listening Skills*. A Thesis. Semarang: University of Walisongo.

In control class, the mean score of pretest is 44.3 and the mean score of posttest is 50. It can be conclude that there is an improvement in listening comprehension after the researcher gave the treatment with conventional method.

The result of mean score in each class in each class, it is obtained the t-observation (to) is 0.000 meanwhile the t-table is 1.725. It means that t-observation is lower that t-table. So the alternative hypothesis is H_0 is rejected and H_a is accepted. It means that there is a significant difference between the students' listening comprehension scores were taught by using English Kids song and who were taught without English Kids song. The result above shows the English Kids Song has an effect to improve students' listening comprehension scores.

English kid's song can increase the students listening ability because English Kids Song could be the easy way to learn listening. When the students listened English Kids Song in learning English, the would remember about a few pronunciation of vocabulary. When the students listened English Kids Song, they would familiar with the vocabulary that never they listened before. Besides remember about a few vocabulary, it made the students interested in learning listening comprehension. Learning by the song was more interesting than learning with conventional method. The students need the new way to learn English so English Kids Song made them interested in learning listening comprehension and did not made them bored in learning listening.

According to the findings of the result, it can be concluded that English Kids Song is a way which is good for listening comprehension. The result of this research show that English Kids Song has an effect to improve students' listening

comprehension scores. English kids song able to increase the students listening ability because English Kids Song could be the easy way to learn listening and made the students remember about a few pronunciation of vocabulary. Besides that, the students interested in learning listening comprehension by using English Kids Song. Learning by the song was more interesting than learning with conventional method. The students need the new way to learn English so English Kids Song made them interested in learning listening comprehension and did not made them bored in learning listening.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher found that English Kids Song has the effect to improve students' listening comprehension skill. English Kids Song Method is a method which is suitable to be used in teaching listening comprehension. The result of data analysis shows that there was a significant difference between the students' listening comprehension scores were taught by using English Kids song and who were taught without English Kids song.

English Kids song makes the students remembered about the pronunciations of vocabulary and made them interested in learning listening comprehension by English Kids Song. English Kids song able to increase the students listening ability because English Kids Song could be the easy way to learn listening and made the students remember about a few pronunciation of vocabulary. The students interested in learning listening comprehension by using English Kids Song and did not feel bored with this way. It can be concluded that English Kids Song is a way which is good for listening comprehension and suitable to apply in teaching listening.

B. Suggestion

According to the conclusion above, the researcher gives some of solution as follows:

1. The English teachers are suggest to improve their teaching skill in teaching listening comprehension with interesting method to make the students interest in learning listening.

2. Another researcher are suggested to do the deep research about English Kids Song in teaching listening comprehension.

3. The readers are suggest to find and study more about English Kids Song in order to know another research about improving students listening comprehension.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Control Class day one

Sekolah   : Mts Swasta Al-Ikhlas Tanah Terban
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII B
Judul Bab   : Good morning. How are you?
Materi Pokok   : Menyapa, berpamitan, serta menanggapinya
Skill   : Listening
Alokasi Waktu   : 60 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris
• Mengidentifikasi ungkapan yang digunakan untuk berpamitan
• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris

B. Metode Pembelajaran

• Problem Based Learning

C. Media Pembelajaran, Alat/Bahan & Sumber Belajar

   ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian
   ❖ **Alat/Bahan:** Penggaris, spidol, papan tulis, Laptop & infocus
   ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2016

D. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk mendegar, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran	

yang baru dilakukan.
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

E. Penilaian Hasil Pembelajaran
- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

October 12th, Oktober 2021

Mengetahui
Guru Mata Pelajaran   Mahasiswa Peneliti

Siti Maulidjah, S.Ag   Rico Ardiansyah
NIP. 19710105 199905 2 001   NIM. 1042017019

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experimental Class day one

Sekolah   : Mts Swasta Al-Ikhlas Tanah Terban
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII A
Judul Bab   : Good morning. How are you?
Materi Pokok   : Menyapa, berpamitan, serta menanggapinya
Skill   : Listening
Alokasi Waktu   : 60 Menit

A.   Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
• Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris
• Mengidentifikasi ungkapan yang digunakan untuk berpamitan
• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris

B.   Metode Pembelajaran
• Audio Lingual Method

C.   Media Pembelajaran, Alat/Bahan & Sumber Belajar
❖   **Media:** Lirik lagu Good Morning to You, Lembar penilaian
❖   **Alat/Bahan:** Laptop, Spekaer, dan Print out lirik lagu
❖   **Sumber Belajar:** lagu Good Morning to You (https://www.youtube.com/watch?v=jHRxTDlGaXU)

D.   Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (40 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk mendengarkan, melihat, membaca dan menuliskannya kembali. Mereka di perdengarkan lagu "Good Morning to You" yang berkaitan dengan *Menyapa, berpamitan, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Menyapa, Berpamitan dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Menyapa, Berpamitan dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*.
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Menyapa, Berpamitan dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman*. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

> Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

E.   Penilaian Hasil Pembelajaran
   -   **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
   -   **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

………................……..,... Oktober 2021

Mengetahui
Guru Mata Pelajaran   Mahasiswa Peneliti

Siti Maulidjah, S.Ag   Rico Ardiansyah
NIP. 19710105 199905 2 001   NIM. 1042017019

Lirik Lagu

Good Morning to You

Good (1)…..…. to you
Good morning to you
Good morning my dear friend
Good morning to you

Good afternoon to you
Good afternoon to you
Good afternoon my dear friend
Good (2)…..…..… to you

Good (3)……….. to you
Good evening to you
Good evening my dear (4)……..
Good evening to you

(5)…….. night to you
Good night to you
Good night my (6)……..friend
Good night to you

(7)….. ……. to you
Good bye to you
Good bye my dear (8)……..
Good bye to you

Answer Key:
1. Morning   2. Afternoon   3. Evening   4.Friend
5. Good   6. Dear   7.Good Bye   8.Friend

Siswa di minta mengisi fill in the blank pada print out lirik lagu yang di berikan, serta memahami arti nya.
Siswa juga di ajarkan dan mempraktekkan cara berdialog dengan sapaan dan berpamitan.

Appendix 2

SOAL PRE-TEST POST-TEST

Choose the correct answer!

1. Student : Good Afternoon, Sir!
    Mr. Ken : . . .
    a. Thank you
    b. No, problem
    c. See you tomorrow
    d. Good Afternoon

2. Julia   : Hi, Nadine! . . .
    Nadine   : I'm very well, thank you.
    a. How are you?
    b. Good morning
    c. Hello
    d. Thanks

3. What do you say to greet your teacher at 07.00 a.m?
    a. Good evening
    b. Good day
    c. Good morning
    d. Good afternoon

4. What do you say to greet your friend at 05.00 p.m?
    a. Good evening
    b. Good afternoon
    c. Good morning
    d. Good night

5. Which one is expression of greeting?
    a. Thank you
    b. I'm sorry
    c. How are you
    d. See you

6. Alkha   : . . . , Okta
    Okta   : Good bye, Alkha!
    a. Sweet dream
    b. Good night
    c. Good bye
    d. Fine, thanks

7. Tasya : Do you bring my book?
    Raisya : . . . I forgot to bring it.
    a. I'm sorry
    b. Thank you
    c. No, problem
    d. My pleasure

8. What will you say when you meet your teacher at school gate in the morning?
    a. Good evening Sir!   c. Good bye Sir
    b. Good morning, Sir!   d. Good luck Sir!

9. Dion   : "Hi, Jonny. How do you do?
    Jonny   : "Hello, Dion. How do you do?
    Donny   : " It's nice to meet you."
    Jeremy   : "————————-."
    a. nice to meet you, too.   c. Yes, that's right.
    b. I'm glad you like me.   d. Am I really nice?

10. What do you say when you make mistake?
    a. I am really sorry   c. Forget me
    b. I am happy   d. Never mind

11. What is the suitable response of expression
    "I am so sorry!"
    a. Nothing!
    b. Never mind
    c. You are welcome
    d. Thanks

12. What is the suitable response of expression *"Thank you so much!"*
    a. Welcome home   c. Come here
    b. You are welcome   d. Come in please

13. You meet your old friend, what would you say?
    a. Hello, how are you   c. Hey, It's good to see you again
    b. Good morning friend   d. Hi, What's up?

14. Which one is expression of greeting?
    a. How are you   b. I'm sorry   c. Thank you   d. See you

Appendix 3

PRETEST SCORE

No	Experiment Class	Right Answer	Pretest Score	Control Class	Right Answer	Pretest Score
1	Alif Rivaldi	6	43	Abdul Muiz Fahmi	7	50
2	Althatunnisa	5	36	Aji Febriansyah	5	36
3	Diana putri	7	50	Febriana Nasution	6	43
4	Fahira Raihana	7	50	Hajira Melisa Putri	5	36
5	Fakhrul Ramadhan	6	43	Humaira Azzandy	6	43
6	Fauzi Jalasni	5	36	Jihan Pranata Putri	6	43
7	Jamillah	7	50	M. Ikhsan Fadilah	5	36
8	Kasyifa Ananda	6	43	M. Iqbal	7	50
9	Khansa Adilla	7	50	Muhammad Fairuzi	6	43
10	Maulida Safitri	5	36	Muhammad Irfan	6	43
11	Muhammad Hendry	6	43	Muhammad Luthfy	5	36
12	Muhammad Raffhasan	5	36	Najwah Azzakiyah	7	50
13	Muhammad Riski	6	43	Nova Amelia	7	50
14	Muhammad Rizki Siregar	5	36	Olivia Liyan Kalista	5	36
15	Nina Febriyanti	6	43	Raihan Fakhira	6	43
16	Novi Adelia	7	50	Reva Julvianti	7	50
17	Nurlaila Rizkina	8	57	Silvia Nasution	8	57
18	Siti Khalijah	7	50	Surya Aditia	7	50
19	Suci Amanda	7	50	Yolany Deswita	7	50
20	Zefri Mahdi	7	50	Zaky Aifin	6	43

Appendix 4

POSTTEST SCORE

No	Experiment Class	Right Answer	Posttest Score	Control Class	Right Answer	Posttest Score
1	Alif Rivaldi	10	71	Abdul Muiz Fahmi	9	64
2	Althatunnisa	10	71	Aji Febriansyah	7	50
3	Diana putri	7	50	Febriana Nasution	8	57
4	Fahira Raihana	7	50	Hajira Melisa Putri	5	36
5	Fakhrul Ramadhan	6	43	Humaira Azzandy	8	57
6	Fauzi Jalasni	9	64	Jihan Pranata Putri	6	43
7	Jamillah	9	64	M. Ikhsan Fadilah	5	36
8	Kasyifa Ananda	6	43	M. Iqbal	8	57
9	Khansa Adilla	10	71	Muhammad Fairuzi	8	57
10	Maulida Safitri	5	36	Muhammad Irfan	7	50
11	Muhammad Hendry	6	43	Muhammad Luthfy	5	36
12	Muhammad Raffhasan	5	36	Najwah Azzakiyah	8	57
13	Muhammad Riski	10	71	Nova Amelia	8	57
14	Muhammad Rizki Siregar	13	93	Olivia Liyan Kalista	6	43
15	Nina Febriyanti	9	64	Raihan Fakhira	6	43
16	Novi Adelia	10	71	Reva Julvianti	7	50
17	Nurlaila Rizkina	8	57	Silvia Nasution	8	57
18	Siti Khalijah	12	86	Surya Aditia	8	57
19	Suci Amanda	12	86	Yolany Deswita	7	50

| 20 | Zefri Mahdi | 7 | 50 | Zaky Aifin | 7 | 50 |

Appendix 5

The Result of Validity and Reliability Test

No	rcalculate	Rtable	Information
1	0,776	0,443	Valid
2	0,866	0,443	Valid
3	0,645	0,443	Valid
4	-0,448	0,443	Invalid
5	-0,269	0,443	Invalid
6	0,683	0,443	Valid
7	0,791	0,443	Valid
8	-0,388	0,443	Invalid
9	0,468	0,443	Valid
10	0,645	0,443	Valid
11	0,776	0,443	Valid
12	0,866	0,443	Valid
13	0,645	0,443	Valid
14	-0,488	0,443	Invalid
15	0,254	0,443	Invalid
16	0,683	0,443	Valid
17	0,791	0,443	Valid
18	-0,683	0,443	Invalid
19	0,468	0,443	Valid
20	0,645	0,443	Valid

Reliability Statistics

Cronbach's Alpha	N of Items
.771	15

Appendix 6

THE RESULT OF HOMOGENEITY TEST

Test of Homogeneity of Variances

hasil

Levene Statistic	df1	df2	Sig.
2.339	3	76	.080

ANOVA

hasil

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	390.138	3	130.046	.897	.447
Within Groups	11023.850	76	145.051		
Total	11413.988	79			

Appendix 7

THE RESULT OF NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	.43830816
Most Extreme Differences	Absolute	.153
	Positive	.082
	Negative	-.153
Kolmogorov-Smirnov Z		.686
Asymp. Sig. (2-tailed)		.734

a. Test distribution is Normal.

b. Calculated from data.

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest Eksperimen	20	21.00	36.00	57.00	895.00	44.7500	1.42510	6.37326	40.618
Postest Eksperimen	20	57.00	36.00	93.00	1220.00	61.0000	3.77038	16.86167	284.316
Pretest Kontrol	20	21.00	36.00	57.00	888.00	44.4000	1.40000	6.26099	39.200
Postest Kontrol	20	28.00	36.00	64.00	1007.00	50.3500	1.86417	8.33682	69.503
Valid N (listwise)	20								

Appendix 8

THE RESULT OF T TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre eksperimen	44.7500	20	6.37326	1.42510
	post eksperimen	61.0000	20	16.86167	3.77038
Pair 2	pre kontrol	44.4000	20	6.26099	1.40000
	post kontrol	50.3500	20	8.33682	1.86417

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre eksperimen & post eksperimen	20	.127	.594
Pair 2	pre kontrol & post kontrol	20	.731	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pre eksperimen - post eksperimen	-16.25000	17.25315	3.85792	-24.32472	-8.17528	-4.212	19	.000
Pair 2	pre kontrol - post kontrol	-5.95000	5.68909	1.27212	-8.61258	-3.28742	-4.677	19	.000

Appendix 9

DOCUMENTATION

Appendix 10

CURICULUM VITAE

A. Personal Identity

Name	: Rico Ardiansyah
Students' Number	: 1042017019
Place/ Date of Birth	: Kuala Simpang, July 1, 1996
Occupation	: Students
Marital Status	: Single
Nationality / Ethnic	: Indonesian / Achenese
Hobbies	: Reading, Gaming, Cooking
Adress	: Desa Kota Lintang, Kuala Simpang

B. Background of Education

Elementary School	: SD N 1 Sriwijaya (2003-2005)
	SD N 1 Kuala Simpang (2005-2009)
Junior High School	: SMP N 1 Kuala Simpang (2009-2012)
Senior High School	: SMA N 2 Kejuruan Muda (2012-2015)
University	: English Department of IAIN Langsa

C. Family

Mother's Name	: Elvi Yanti
Sister's Name	: Reny Novita
Brother's Name	: Rian Romero