**Improving Listening Comprehension through Adele’s Selected Songs of the Eleventh Grade Students of SMA Ummul Mukminin**

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**ABSTRACT**

The objectives of this research are to find out: (1) the use of Adele’s Selected Songs can improve the students’ listening comprehension of the Eleventh Grade Students of SMA Ummul Mukminin Islamic Boarding School Makassar, and (2) the use of Adele’s Selected Songs is motivating to the Eleventh Grade Students of SMA Ummul Mukminin Islamic Boarding School Makassar. This research employed quasi-experimental design, involved two groups they were experimental and control group which done in SMA Ummul Mukminin Islamic Boarding School Makassar. The participants of this research were students of IPA 1 and IPA 2 program. To collect the data, the researcher used listening test and questionnaire with the students. In analyzing the data, the researcher used quantitative method. The research result showed that the use of Adele’s selected songs in students’ listening comprehension significantly improved the students’ listening. It was proved by the mean score of the students’ posttest in experimental group that showed 85.20 while the mean score of the students’ posttest in control group was 40.27. It means that there was a positive improvement in experimental group. With those several benefits, Adele’s songs ensure that students have a high positive respond. It was proved that the students were *strongly motivated* in the use of Adele’s songs in listening. This means that using Adele’s selected songs in teaching listening contributed to the students’ listening productivity

Keywords: Listening Comprehension, Adele’s Songs and Students’ Motivation.

**INTRODUCTION**

Listening is considered as an important ability that has to be mastered. How well someone has a major impact on the quality of their relationship with others. Listening ability is also important to be mastered for its benefit in building a good communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation.

Listening to English is harder for students who are not major in English. Many students have associated listening courses with pain and boredom and often complain that they benefit little from listening lessons. So, it is absorbing for English teachers to accomplish the quaity of how to make listening classes more interesting and to cognizant to encourage students so that they can create progress in listening comprehension.

A lot of English teachers have long recognized that songs and music work well in language classes. The statement shows that teachers can use songs as media to overcome the students’ difficulties in listening and to improve their listening ability. Creative teacher can also use songs to teach English through songs since they provide a break from the textbook and work book. It is new and interesting for them. Therefore, with this situation, they motivated especially in learning listening (Murphey, 1990).

Music or song has been an asset in the field of education in that it served as a tool or vehicle in learning. This is not surprising since the literature abounds with the positive statements about the effective of music in learning. In this respect, Dr. Georgi Lozanov’s method of instruction was quite relevant for it used music to increase the academic achievement of students (Peterson, 1977).

Using songs in the classroom is a great way to fulfill listening activities. It can be added a couple of steps that have been performed with success to the process though to create the listening activities more effective. However, the teacher cannot bring all songs into the class. She/ he should be able to select appropriate songs for the students. She/ he should think about the level of the students, the theme, and the students’ motivation of the songs.

Based on the illustration above, the purpose of this research was to find out:

1. The use of Adele’s Selected Songs can improve the students’ listening comprehension of the Eleventh Grade Students of SMA Ummul Mukminin Islamic Boarding School Makassar.
2. The use of Adele’s Selected Songs is motivating to the Eleventh Grade Students of SMA Ummul Mukminin Islamic Boarding School Makassar

**LITERATURE REVIEW**

**Listening**

Listening is the ability to establish and impute what others are saying. According to, listening is really a receptive skill along side with reading skills and the role of listeners is no longer passive but active (Anderson and Lynch, 1998).

Listening is a composite solution skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences and directed discourse.

**Song**

Music is one of the basic expressions of the human spirit that contain the unique meaning. He continues that song can put forward difficult meaning (expression such as advise, critic, love, etc)

Song is an interesting media that offers the high imagination. The language song usually easy to be understood, it gives motivation and makes the relation between the teacher and students closer. And the relation made the students have bravely to ask the teacher about everything including new vocabularies in song that they learn.

Songs is like a magic that can hypnotize the listeners, therefore, when the listeners hear the songs we could be brought into the songs. As a teacher, we can use music to stimulate mentally and to organize heart situation, change from bored into active in the learning environment.

**Motivation**

Motivation is some kind of drive that encourages somebody to pursue a course of action (Harmer, 1991). Motivation is commonly through of as a lunar drive, impulse, emotion or desire that moves one to particular action.

**METHOD**

This research employed a quantitative approach with a quasi-experimental design with two groups’ they were experimental and control groups. Both groups taught by pretest and posttest. One received treatment (using Adele’s selected songs) and the other received without Adele’s songs (the story from recording). The pretest carried out to find out the prior knowledge of students while posttest done to find out the improvement of English teaching which focused on listening comprehension by using Adele’s selected songs.

This research variable consists of one independent variable and two dependent variables. The dependent variables were students’ listening achievement and their motivation in learning listening through Adele’s selected songs. The independent variable was the use of Adele’s selected songs in teaching and learning listening comprehension.

The researcher classified the population first by listing down all members of population. The total number of students was 150 students in academic year 2016-2017. In this research, the population was around 60 students taken from IPA 1 and IPA 2 SMA Ummul Mukminin Boarding School Makassar. Based on the population, the researcher used cluster random sampling. One of two groups was chosen as experimental group and the other was as control group (IPA 2 as the experimental group and IPA 1 as the control group). Numbers of all samples were two classes and 60 students; 30 students of IPA 2 were in experimental group and 30 students of IPA 1 were in control group. Dealing with the sample size of experimental research, 60 students were representative enough to be the sample of this research. In collecting the data, the researcher used two kinds of instruments namely listening test and questionnaire.

Listening test consisted of a pretest and a posttest. The students were given a piece of paper and asked the students to listen carefully then filled the question based on their listen. The form of question in pretest was similar with posttest. In this research, questionnaire was given to find out the students’ opinion on their motivation and participation toward listening of song. There were 25 questions given to the students to cover the students’ opinion in the implementation of song.

In the first week, the researcher conducted a pretest in listening in order to know the students’ proficiency in listening and to find out their scores. The pretest ran out for 90 minutes. It was conducted in a learning time. The students listens the song lyric and then they answered the questions of paper. Listened the lyric and filled the blanks into the right word then listened the lyric and guessed if it true or false and the last they matched the antonym words from the song lyric. It was implemented by using extra time before conducting treatment where the students had to singing the song. The researcher provided Adele’s selected songs. The researcher played selected song of Adele and listen the song carefully then the students try to answer the questions on the sheet form. The treatment was conducted in 6 meetings. Each meeting ran in 90 minutes. In those meetings, the researcher used a different title song of Adele, problem solving, sharing experience task, and song together. The procedure in giving the treatment was appropriate with lesson plan that made before. At the end of the meeting, the researcher conducted a posttest. The posttest ran for 90 minutes. It was conducted in a learning time. The students listens the song lyric and then they answered the questions of paper. Listened the lyric and filled the blanks into the right word then listened the lyric and guessed if it true or false and the last they matched the antonym words from the song lyric. Data on students’ listening testwere collected in line with the instument (test ad questionniare). The data were analyzed by using the following procedure:

1. Listening test

The students answer from the test was transcribed. The transcription will be analyzed using the following criteria level introduces by Depdiknas (2008: 38). Then obtained scores were analyzed by using the following steps;

1. Converting the scores
2. Classifying the score of the students into ssven level as follow:

**Table 2. Scoring Classification of Students’ Listening**

|  |  |  |
| --- | --- | --- |
| **No.** | **Classification** | **Score** |
| 1 | Excellent | 96 – 100 |
| 2 | Very Good | 86 – 95 |
| 3 | Good | 76 – 85 |
| 4 | Fairly Good | 66 – 75 |
| 5 | Fair | 56 – 65 |
| 6 | Poor | 36 – 55 |
| 7 | Very Poor | 0 – 35 |

(Depdiknas, 2008: 38)

1. Calculating the Mean Score, Standard Deviation, and t-test value.

To find out students’ mean score, standard deviation ad t-test value between pretest and posttestboth classes, the researcher was used Statistical Package for Social Science (SPSS) program version 20.0.

1. Questionnaire

The questionnaire was given to the students by using the Likert scale. The aim was to ask the samples to respond to a series of statements by indicating whether one strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD) with the statements will be given.

Each response was associated with a point value and an individual score was detemined by summing the point value for each statements. The point values were assigned to response to be the positive statements. For negative statements, the point values were reversed. The data were analyzed as follows:

**Table 3 Likert Scale**

|  |  |  |  |
| --- | --- | --- | --- |
| **Positive statement** | | **Negative statement** | |
| **Score** | **Category** | **Score** | **Category** |
| 5  4  3  2  1 | Strongly Agree  Agree  Undecided  Disagree  Strongly disagree | 1  2  3  4  5 | Strongly agree  Agree  Undecided  Disagree  Strongly disagree |

(Sugiyono, 2008: 181)

To interpret the students’ opinion, the researh used classification system. The questionnaire employed 5 categories and the rating score from 25 to 125 in determining the level of students’ opinion on Adele’s seleted songs. The interval rating score of the students’ responses can be shown as follows:

**Table 4 The Score of Motivation Classification**

|  |  |
| --- | --- |
| **Interval Score** | **Classification** |
| 101 – 125 | Strongly motivated |
| 76 – 100 | Motivated |
| 51 – 75 | Fairly motivated |
| 26 – 50 | Unmotivated |
| ≥ 25 | Strongly unmotivated |

Mesures of frequency (descriptive statistics) method were used in calculating the percentage of the students’ perception through SPSS 20.0.

**FINDINGS**

The findings of the research reveals the result of the treatments, students listening comprehension and the students motivation toward the used of Adele’s selected songs as an audio material to the students’ listening comprehension in improving listening comprehension in Adele’s selected songs. Students’ listening comprehension score is described in four parts namely the frequency and percentage of the students’ listening score, the mean score and standard deviation of students’ listening comprehension score, the overall students’ opinion toward the use of Adele’s selected songs.

1. **Students’ Listening Comprehension.**
2. The frequency and percentage of the students’ listening comprehension score.
3. Scoring classification of the students’ pretest in experimental and control group.

**Table 5. The Frequency and Percentage of the Students’ Listening Comprehension in Pretest.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Classification** | **Range of Score** | **Control Group** | | **Experimental Group** | |
|  |  | F | % | F | % |
| Excellent | 96 – 100 | 0 | 0 |  |  |
| Very good | 86 – 95 | 0 | 0 |  |  |
| Good | 76 – 85 | 0 | 0 | 14 | 46.7 |
| Fairly good | 66 – 75 | 0 | 0 | 3 | 10.0 |
| Fair | 56 – 65 | 2 | 6.7 | 2 | 6.7 |
| Poor | 36 – 55 | 10 | 33.3 | 5 | 16.7 |
| Very poor | 0 – 35 | 18 | 60.0 | 5 | 16.7 |
| Total |  | 30 | 100.0 | 30 | 100 |

The comparison between experimental and control group in pretest result. The table 5 shows that in both control group and experimental group got poor classification at the beginning where 18 or 60.0 percent subjects got very poor classification in control group but none of samples got very poor classification in experimental group. In the experimental group 10 or 33.3 percent subjects got poor classification but in experimental group there were 5 or 16.7 percent subjects got poor classification. In the control and experimental groups there were 2 or 6.7 percent subjects got fair classification. In the experimental group there were 3 or 10.0 percent subjects got fairly good classification but none subjects in the control group got fairly good classification. Then 14 or 10.0 percent subjects got good classification and 5 or 16.7 percent subjects in experimental got a very good classification and only 1 or 3.3 percent subject got an excellent classification but none samples in control group got good, very good and excellent classification.

The result on the table 5 shows that most of the students have the same level on listening; they were poor before they were taught with Adele’s songs for experimental group and conventional for control group.

1. Scoring classification of the students’ pretest in experimental and control group.

**Table 6. The Frequency and Percentage of the Students’ Listening** **Comprehension in Posttest.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Classification** | **Range of Score** | **Control Group** | | **Experimental Group** | |
|  |  | F | % | F | % |
| Excellent | 96 – 100 | 0 | 0 | 3 | 10.0 |
| Very good | 86 – 95 | 0 | 0 | 8 | 26.7 |
| Good | 76 – 85 | 0 | 0 | 17 | 56.7 |
| Fairly good | 66 – 75 | 2 | 6.7 | 2 | 6.7 |
| Fair | 56 – 65 | 5 | 16.7 | 0 | 0 |
| Poor | 36 – 55 | 12 | 40.0 | 0 | 0 |
| Very poor | 0 – 35 | 11 | 36.7 | 0 | 0 |
| Total |  | 30 | 100.0 | 30 | 100 |

The table 6 shows that the students’ achievement in experimental group is improved. In the control group, the score of the subjects tend to spread from 11 or 36.7 percent subjects got very poor classification and none of samples got very poor classification in experimental group. In the control group there were 12 or 40.0 percent subjects got poor classification and none of samples got poor classification in experimental group. Then, in the control group there were 5 or 16.7 percent subjects got fair classification but none of samples in the experimental group got fair classification. In the control and experimental group there were 2 or 6.7 percent subjects got fairly good classification. In the experimental group there were 17 or 56.7 percent subjects got good classification and 8 or 26.7 percent subjects in experimental got a very good classification and there were 3 or 10.0 percent subjects got an excellent classification but none samples in control group got good, very good and excellent classification.

The score distribution for control group and experimental group on listening comprehension in posttest shows the differenced from the pretest. After conducted the treatment to both of the groups, it showed an improvement but in the experimental group which applied Adele’s songs gave higher improvement than the conventional teaching. It means that songs were effective to improved students’ listening comprehension.

1. The Mean Score and Standard Deviation of the Students’ Pretest and Posttest in Listening Comprehension.

**Table 7. The Mean Score and Standard Deviation of the Students’ Listening in Pretest and Posttest.**

|  | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | Groups | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Post test Experiment | 85.20 | 30 | 5.480 | 1.000 |
| pre test experiment | 73.37 | 30 | 15.639 | 2.855 |
| Pair 2 | Post test Control | 40.27 | 30 | 18.236 | 3.329 |
| Pre test Control | 32.53 | 30 | 14.994 | 2.737 |

Table 7 indicates that there were differences of students’ score and standard deviation of students’ listening comprehension. The data analysis shows the students’ mean score for both groups experimental and control was average or it classified fair. The mean score of the pretest for control was 32.53 with standard deviation 14.99 or 0 – 35 interval score and in experimental was 73.37 with standard deviation 15.63 or 66 – 75 interval score. However, after applied treatment, the students’ listening comprehension is improved. It is proved by students’ mean score in posttest; in experimental group were 85.20 with standard deviation 5.48 or 76 – 85 interval score and in control group 40.27 with standard deviation 18.23 or 36 – 55 interval score. Even though, the students’ mean score improved in posttest, but the students’ score in experimental was greater than control group or 85.20 ˃ 40.27. It indicates that the use of Adele’s songs is effective to improve students’ listening comprehension.

1. **The Analysis of Questionnaire**

The questionnaires were distributed to the students to know their motivation toward the use of Adele’s songs to improve students’ listening comprehension.

The students’ motivation of the eleventh grade students of SMA Ummul Mukminin Boarding School Makassar toward the use of Adele’s songs to improve students’ listening comprehension can be seen in the following analysis of the questionnaire analysis.

| **Group Statistics** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | group | N | Mean | Std. Deviation | Std. Error Mean |
| Skor | experimen | 30 | 103.80 | 8.652 | 1.580 |
| control | 30 | 96.67 | 7.373 | 1.346 |

Based on the statistical analysis, it means that the students’s mean score in the experimental group 103.80 and in the control group 96.67. It is proved that the students’ motivation in listening through Adele’s selected songs has a positive statement.

**DISCUSSION**

This section deals with the interpretation of the findings derived from the result of statistical analysis and also the description of data gained from the questionnaire based on students’ opinion through Adele’s selected Songs in teaching listening. Relating to the data collected through the pretest and posttest it is shown that the students’ listening through Adele’s selected songs as an instructional device was good. It is supported by the rate percentage of the students’ pretest and posttest. After giving the treatment for experimental group there were 3 or (10.0 percent) samples got excellent, 8 or (26.7 percent) samples got very good, 17 or (56.7 percent) samples got good, and 2 or (6.7 percent) samples got fairly good classification. The data shows that the result of the rate percentage of the students’ posttest is higher than pretest before giving treatment. Because when before treatment I gave students’ motivation and exercise in the form of pretest and there were still some students who didn’t know of Adele’s songs, some of them have just see the question, and leave the paper. However, after treatment with explained the listening comprehension and gave some test, the students listen carefully and attention of slow speech, so that when I provided exercise in the form of posttest of students has increased, the students has already understand and enjoy about the material of listening comprehension. Relating to the data collected through the pretest and posttest it is shown that the students’ listening through Adele’s selected songs as an instructional device was good. It is supported by the rate percentage of the students’ pretest and posttest. After giving the treatment for experimental group there were 3 or (10.0 percent) samples got excellent, 8 or (26.7 percent) samples got very good, 17 or (56.7 percent) samples got good, and 2 or (6.7 percent) samples got fairly good classification. The data shows that the result of the rate percentage of the students’ posttest is higher than pretest before giving treatment. Because when before treatment I gave students’ motivation and exercise in the form of pretest and there were still some students who didn’t know of Adele’s songs, some of them have just see the question, and leave the paper. However, after treatment with explained the listening comprehension and gave some test, the students listen carefully and attention of slow speech, so that when I provided exercise in the form of posttest of students has increased, the students has already understand and enjoy about the material of listening comprehension.

Based on the result of the t-test, I found that there was significant difference between the result of pretest (7.308) percent or lower and posttest (16.359) percent or upper. It means that there was a significant difference result of the pretest before and after teaching and learning process by using Adele’s selected songs as an instructional device, so that null hypothesis (H0) is rejected while alternative hypothesis is accepted. I used Adele’s selected songs can improve

students’ listening comprehension. One advantage of Adele’s songs is may speeds up the listening process and make the students enjoyable in learning.

From the discussion above, it can be concluded that the Eleventh Grade Students’ of SMA Ummul Mukminin Boarding School Makassar have a good listening comprehension, after learning Adele’s selected songs as an audio material, so I have finished in the posttest.

The questionnaire was distributed to the students to know their motivation toward Adele’s songs in teaching listening. The data of the students’ interval score based on the questionnaire in the Analysis of questionnaire indicates that the use of Adele’s selected songs in teaching listening was strongly motivated to the students. Further, analysis showed that the mean score of students’ motivation toward Adele’s selected songs in teaching listening were categorized strongly motivated.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

The use of Adele’s selected songs as audio material improved the listening comprehension of the eleventh grade students of SMA Ummul Mukminin Boarding School Makassar. It was proved by the analysis of tests showing that the experimental group in posttest is greater (EGpretest = 73,37 ˃ CGpretest = 32,53) than control group in posttest (EGposttest = 85,20 ˃ CGposttest = 40,27). It can be also seen through the result of table *paired samples* test shows that sig (2-tailed) is 0,000 or the probability is less than 0,05 (0,000 ˂ 0,05). The probability is less than 0,005, it means that there is a significant difference between pretest and posttest.

The use of Adele’s selected songs as audio material that improved students’ ability in listening comprehension is *motivating* to the students they feel interested, stimulated, enjoyed and encouraged to develop their listen in Listening comprehension. This led to the conclusion that the use of Adele’s selected songs as audio material is motivating, effective, efficient, and applicable in teaching listening comprehension.

**Suggestion**

Teachers of English should be creative to create and manage the material for teaching English to the students such as by using Songs.

Teachers of English should give enough opportunity and motivation the students to improve their listening comprehension by practicing their ability by using Adele’s selected songs as audio material because it is easy to be presented and it is also enjoyable the students in learning.

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