

THE EFFECT OF USING ISLAMIC SONGS ON THE SEVENTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT AT MTs NEGERI ARJASA JEMBER IN THE 2012/2013 ACADEMIC YEAR

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Abstract

Listening as one of the language skills is a critical element in the language performance for second language learners when they are communicating either at school or in the community. To reach a good development in teaching listening, an English teacher should create various teaching materials to motivate students learning in order to help them to reach the objective of listening class. One of the listening materials that can be used is Islamic songs. Songs that were used as materials in listening comprehension classes were only those that have Islamic English lyric, entitled "My Little Girl" that has characteristic of how to thankful to God of having a child, and "You are Number One for me" that has characteristic of how to respect to mother. Those songs are sung by Zain. The topic of the songs' and the test materials of this research were taken from the themes stated in the 2006 School-Based Curriculum (KTSP) of Junior High school. The research was conducted to the seventh grade students at MTs Negeri Arjasa in the 2012/2013 academic year. The design of this research was quasi experimental research with Nonequivalent-Groups Pretest-Posttest. In this research there were two kinds of data, namely the primary data and the supporting data. The primary data were collected from the scores of the achievement test on the students listening comprehension while the supporting data were collected by using interview and documentation. After the main data in the form of listening test scores were collected, the data were analyzed statistically by using Independent sample t- test in SPSS version 20. It was used to analyze the mean difference between the two groups. This research was intended to know whether or not there was a significant effect of using Islamic songs on the students' listening comprehension achievement. The findings showed that Islamic songs do not significantly affected the students' listening comprehension achievement. The significant value (2 tailed) was 0.397, and it was higher than probability 0.05. It means that the research h_0 cannot be rejected.

Key words: *Islamic Song, Listening, Students' Listening Comprehension Achievement.*

Introduction

English as an international language is used to communicate with other people in the world. It is the most widely spoken language used in the biggest part of the world for communication among people. The fact that English is widely used is that developed science, technology, art, education and culture come from west countries which are delivered in English. From these reasons, most people begin to learn English when they were children. The purpose is in order to make them accustomed to using English both in written and spoken language.

Listening has often been called as a passive skill. This is misleading because listening skill demands active involvement from the listener. In order to reconstruct the message that the speaker intends, the listener must actively contribute knowledge from both linguistic and non-linguistic sources. According to Hennings (1997:146) listening is an active process in which the receiver assumes a responsibility. It also calls for a response on the part of the listener. Such response may be a reply, an action, a facial expression, or something indicating that the message has been assimilated.

Unfortunately, many EFL students have problems in comprehending listening skill. The problems faced by students when the teacher gives listening exercises are the

students still make some mistakes in catching what the speaker says. It is caused by the limited vocabulary they have, and the speed of the native speakers' conversation. Not only the students have problems in learning listening activity, but also the teacher. The problems faced by the teacher in the process of teaching listening are she has difficulty to manage the class. Many teachers rarely teach listening. It can be seen that most of English learning activity that the teacher teaches in the class is reading, speaking, and writing rather than listening. This is because of limited listening materials in the classroom.

To reach a good development in teaching listening, an English teacher should create various teaching materials to motivate students learning in order to help them to reach the objective of listening class. One of the listening material can be used is using songs. Murphy (in Macias, 2000) recommends to start using songs in a small doses, as an experiment, by trying to find out in what ways it might increase students interest and motivation for learning. Songs have become an integral part of our language experience, and if they are used in coordination with a language lesson they can be a great value (Schoepp, 2010).

The reason of using songs as listening material is many students usually have interest in song after hearing it. The song that researcher used in teaching listening was a song

sung by Zain. By listening to the song that the researcher have been chosen, researcher hope after the class ends it can be useful and has a good effect for the students' daily life too. Besides practicing listening comprehensions, listening to Islamic song also means learning about religion and it also had a great value of preaching. Based on the description above, a research entitled "The Effect of using Islamic Songs on the Seventh Grade Students' Listening Comprehension Achievement at MTs Negeri Arjasa in the 2012/2013 Academic year" was conducted.

Research Methods

The design of this research was quasi experimental research with Nonequivalent-Groups Pretest Post-test design by using purposive method. According to Gribbons et. al (1997) a quasi-experimental design is commonly employed in the evaluation of educational programs when random assignment is not possible. The population of this research consisted of four classes. The respondents were taken by lottery. The subjects were tested in existing or intact groups rather than being randomly selected (Gribbons et al. ,1997). Then the first class was determined as the experimental group, and second class was determined as the control group. The experimental group (A) taken the pretest (O_1), received the treatment (X), and then taken the post-test (O_2); the control group (B) taken the pretest, received no treatment at all, and taken the post-test. The experimental group received the treatment by using Islamic Song as the material in teaching listening, whereas the control group was taught listening by using conventional method (the teacher read aloud the material while the students listened to the teacher). Then, the post-test (O_2) was given to both the experimental group and the control group to find out the mean difference between the two groups (McMillan, 1992:176).

The procedures of the research are; First, determining the two classes that are chosen as experimental group (class C) and the control group (class A) by using lottery. Second, administering a try out for pretest to establish reliability, index difficulty, and time allocation of teacher made test and analyzing the result. The try out was administered to class D. Third, giving the same pretest to the experimental group and control group. Fourth, giving treatment to the experimental group that was teaching listening by using Islamic songs, while the control group was taught by using conventional method (the researcher read and recorded the text materials for the students). The teaching learning process was conducted in two meetings, each meeting took 40 minutes. Five, giving the same post-test to both of classes to know the result of the treatment given. Six, analyzing the data of post-test by applying independent sample t-test of 95% confidence interval or 5% significance level to know whether or not there is a significant effect of using Islamic songs on the seventh grade students' listening comprehension achievement at MTs Negeri Arjasa Jember.

Seventh, drawing conclusion from the result of data analysis to answer the research problem.

There were two kinds of data, namely the primary data and the supporting data. The primary data were collected from the scores of the achievement test on the students listening comprehension while the supporting data were collected by using interview and documentation.

In this research, there were two kinds of test used to get the data, they were pretest and post-test. The pretest was administered to two classes of the seventh grade of MTs Negeri Arjasa before the treatments given, to measure in changes students' knowledge and to know the equivalent of the research subjects. The post-test was given based on the test items of try out which are proper to the students. The material in post-test was the same test as in pretest to measure the ability of students before and after the treatment given.

Before administering the pretest and post-test, try out was conducted. The try out was given to another class that was not chosen as experimental and control group. The try out was administered to know reliability coefficient, the difficulty index, and time allocation. Djwandono (1996:23) states that a teacher made test is usually constructed and prepared without any complete procedures to describe its characteristics. Therefore, try out was conducted first to know whether or not the test has fulfilled the qualification of good test, namely validity, reliability, and index of difficulty (Djiwandono, 1996:18).

The test was a teacher made test which consisted of 32 test items in the form of objective test. In task (A) each item scored 2, and in task (B) each item scored 5. So the maximum total score of the test is 100 points. The test was administered in 40 minutes.

Hughes (1996:22) states that a test is said to be valid whenever it measures accurately what is intended to measure. The validity of the test focused on its content validity in which the materials of the test is constructed based on the research indicators and the 2006 School Based Curriculum for the seventh grade of Junior High School students. Standard competence of listening for grade seven as stated in curriculum is to comprehend monologue texts in the form of descriptive and procedure text. In this research, the researcher taught listening in the form of descriptive text by giving filling gap and multiple choices exercises. The indicators that researcher used are identifying general information such as comprehending the whole text that students listened from the audio and identifying specific information such as comprehending the appropriate words based on what they listened from the audio text that said in gap filling tasks and multiple choice tasks in the monologue spoken text in the form of descriptive. The test items were consulted to the English teacher and the consultants first to know whether or not the test materials were in line with the objective to be achieved.

Hughes (1996:29) claims that a test is said to be reliable whenever it can give consistent result of the test if it is given in different time. The reliability of the test in this research was measured by administering try out and then

analyzed by using Split half odd-even technique (Sudijono, 1996:219).

The procedures are as follows: First, conducting the tryout of the test material and scoring each item done by the students. Second, splitting the scores into two parts according to odd-even numbers. Third, putting the score of each item by giving 1 (one) for the correct answer and 0 (zero) for the wrong answer. Fourth, analyzing the correlation between the odd numbers and the even numbers by using product moment formula.

Sudjana (1990:135) states the number of the test items proportion judgment can be based on the normal curve. It means that most of the test items are categorized as sufficient and other items are categorized as easy and difficult in the equal proportion. The easy items encourage and motivate the poor students, while the difficult items are necessary in order to motivate the good students.

The test is used to consider whether the time allocation given is appropriate or not for the experimental and control group. From the result of analysis of the try out, the researcher could conclude whether the result of the test items need to be revised or not. The test was given in 40 minutes.

After the main data in the form of listening test scores were collected, the data were analyzed statistically by using Independent sample t- test in SPSS version 20. It was used to analyze the mean difference between the two groups.

Result

The interview was conducted formally with the English teacher on April 22nd 2013. The English teacher informed that she used conventional method that was teaching listening by reading the text for the students. The book that the English teacher used was LKS Bahasa Inggris entitled BIMA (Bimbingan Menuju Anak Cerdas) KTSP 2006 untuk SMP/MTs VII Semester II published by Teguh Karya.

Dealing with the research, the English teacher confirmed that she never taught listening by using song especially listening to Islamic songs. That is why, she taught her students based on what she got from her experience when she was in Junior and Senior high school. That was the reason of the researcher conducted this experiment on the seventh grade students listening comprehension in MTs Negeri Arjasa Jember.

The number of the seventh year students of MTs Negeri Arjasa Jember as the population of the research in the 2012/2013 academic year was 100 students. They were distributed into four classes.

The tryout of listening test was conducted on Friday, May 17th 2013. It was given to the students of another class who were not the samples. They were class D. The result of the tryout test in this research was analyzed to know the difficulty level of the test items, the reliability coefficient, and the time allocation. The results of each analysis are presented respectively in the following parts.

The try out listening test had 32 items. Dealing with the scoring, the students' correct answers were divided by the number of the test items 2 for gap filling and 5 for multiple choices, so the maximum score of the test was 100.

Sudjana (1990:135) states the number of the test items proportion judgment can be based on the normal curve. It means that most of the test items are categorized as sufficient and other items are categorized as easy and difficult in the equal proportion. The comparison among easy-sufficient-difficult test items can be made as 3-5-2 (easy items are 30%, sufficient items are 50%, difficult items are 20%). Based on the result, it was known that the proportion of the test items fulfilled the requirement because 17 items (53%) of 32 items were categorized as sufficient, 6 items (19%) were categorized as difficult, and 9 (28%) of the items were categorized as easy.

Dealing with the time, it was found that the time allocation for the try out test was enough since the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised and the time allocation for the test did not need to be extended or shortened.

The reliability coefficient of the whole test was 0.82. Regarding this, Sudjiono (1998:209) states that the reliability coefficient of a teacher made test is believed to be reliable if the reliability coefficient is > 0.70. Therefore, the test could be regarded as reliable because 0.82 was higher than 0.70.

Related to the validity, content validity was established in the listening test. The listening test was constructed based on the 2006 School-Based Curriculum for SMP or MTs. Besides, the test items were constructed based on the indicators to be measured, namely general information and specific information. They were also consulted to the English teacher of MTs Negeri Arjasa Jember and both of the research consultants.

The listening comprehension post test was administered to both experimental group and the control group on Wednesday, May 30th 2013 after the treatments was given to the experimental group. The scores of the post test were used to investigate the significant difference between the experimental group and the control group. The results of post test were analyzed statistically by using SPSS independent sample t-test to know whether the mean difference between the experimental group and control group was significant or not.

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|------------|--------------|----|---------|----------------|-----------------|
| Gain Score | Experimental | 26 | 21.5385 | 13.78182 | 2.70284 |
| | Control | 24 | 18.2917 | 13.06665 | 2.66722 |

From the table above, the number of test takers of the experimental group was 26 students, and the control group was 24 students. The mean score of the listening test of the experimental group was 21.53 with standard deviation 13.78. Then, the mean score of the listening test of the control group was 18.29 with standard deviation 13.06. It

could be found that the mean score for the experimental group (VIIC) was higher than the control group (VIAA).

| | | Independent Samples Test | | | | | | | | |
|------------|-----------------------------|---|-----------------------------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| Gain Score | Equal variances assumed | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper | |
| | | | Equal variances not assumed | | | | | | | |
| | Equal variances assumed | .553 | .461 | .853 | 48 | .398 | 3.24679 | 3.80555 | -4.40477 | 10.89836 |
| | Equal variances not assumed | | | .855 | 47.961 | .397 | 3.24679 | 3.79729 | -4.38832 | 10.88191 |

From the table above, the value of frequency of Levene's test is 0.553 and the value of significant is 0.461. Consequently, the row that must be read is the second row of the t-test column (Equal variance not assumed). In the second row, the value of significant (2 tailed) is 0.397. It means that the value of significant (2 tailed) is higher than significance level 0.05. In conclusion, sig 2 tailed 0.397 > 0.05 is not significant.

Based on the output of Independent sample t-test of listening scores by using analysis of Independent sample t-test in SPSS program version 20, it was known that t-value (0.397) is lower than the significant value level set by the researcher (0.05). It means that (H_0) cannot be rejected and (H_a) is rejected. Therefore, the null hypothesis (H_0) formulated: "there is no significant effect of using Islamic Songs on the seventh grade students' listening comprehension achievement at MTs Negeri Arjasa Jember in the 2012/2013 academic year" cannot be rejected. On the contrary, the formulated alternative hypothesis (H_a): "There is a significant effect of using Islamic Songs on the seventh grade students' listening comprehension achievement at MTs Negeri Arjasa Jember in the 2012/2013 academic year" was rejected.

The result of data analysis in this research proved that the use of Islamic songs did not have significant effect. It was shown by the result of the gain score on previous section, the significant value of t-test of (2 tailed) is 0.397 that was higher than significance level of 0.05. It means that the gain score of experimental group (21.5385) was higher than the control group (18.2917).

Discussion

Based on the mean score gained by the students', it could be seen that Islamic Songs helped the teacher make their students achieve the objective of learning and the students were more actively involved in teaching learning process, especially in learning listening. In other words, the use of Islamic Songs affected the students' listening comprehension achievement. It means that the

experimental group that was taught listening using Islamic Songs got better achievement of listening subject, than the control group that was taught listening by using conventional way.

The mean score showed that the experimental group was higher than the control group, in fact the mean different was not significant. It means that, there is no effect of using Islamic song on the seventh grade student listening comprehension achievement. The researcher consulted the result of the research to the English teacher, from her explanations the researcher found the causes of the non significant effect of the treatment are the time to conduct this research is too short, the ability of the student to catch new lesson is low, the song was not familiar to the students, and the students not accustomed to listen to English song, especially Islamic song.

The results of the previous research finding conducted by Arevalo (2010), who conducted a classroom action research at university foundation in Tunja, Boyaca, found that the fact shown in Columbia the academic and professional world is more demanding every day, there exists the necessity of improving foreign language learning at university foundation in Tunja, Boyaca. However, this development is not being well done by significant many of teachers show the low level of listening comprehension some students have of the English language. In line with this, Underwood (1990) mentions some kinds of difficulties in listening that are directly related to the students themselves. One of the problems is based on the fact that the students have established learning habits in the sense that they have been encourage understanding everything by listening carefully to the teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for the state of panic and worrying they usually show before and during listening. In relation to those problems, we cannot deny that students' motivation plays important role in learning listening.

Therefore, it could be concluded that teaching listening by using Islamic Songs in MTs Negeri Arjasa as an Islamic school did not have a significant effect to the seventh grade students' listening comprehension achievement at MTs Negeri Arjasa Jember in the 2012/ 2013 academic year.

Conclusion and Suggestion

Based on the result of the data analysis, it could be concluded that there was no significant effect of using Islamic Songs on the seventh grade students' listening comprehension achievement at MTs Negeri Arjasa Jember in the 2012-2013 academic year.

The result of the Independent Sample T-Test analysis showed the significant value (2 tailed) was 0.397, and it was higher than significance level 0.05. It means that the research h_0 cannot be rejected. The result of the experimental group that was taught listening by Islamic Songs got better listening comprehension achievement than

the control group that was taught listening by using conventional way (the text read by the teacher and recorded materials). Based on analyzing the mean score, both the score of post-test for experimental and control group they have higher score than score in pretest. It means that there is improvement after the treatment for the experimental group, and there was improvement after teaching listening by using audio text.

Therefore, some suggestions are proposed to the following people: It is suggested to the English teacher to apply the Islamic songs with some notes, such as selecting an easy song, fun and interesting song for students or the English teacher may use text audio rather than read the text in teaching listening to make the students easier in comprehending the listening text. The teacher should let the students have a change to practice listening more by preparing the good material for their students, because practicing a lot makes perfect

It is suggested to the students to be more active participants in English teaching listening process and practice listening by using Islamic Songs a lot.

For other researchers are suggested to use Islamic Songs in teaching listening comprehension, since the Islamic Songs are able to make the students get better achievement and more actively involved in the teaching learning process event it is in Senior high school. The result of this research as a reference to conduct a further research dealing with a similar topic using a different research design or different level of the students, such as a classroom action research to improve the students' listening comprehension achievement by using Islamic Songs.

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