



THE CORRELATION BETWEEN THE USE OF POPULAR ENGLISH
SONGS AND THE ABILITY IN LISTENING COMPREHENSION
AMONG THE THIRD YEAR STUDENTS OF SLTPN 4 JEMBER
IN THE ACADEMIC YEAR 1997/1998

REPORT WRITING



Presented as One of the Requirements to Obtain the Degree of S-1
at English Department of Teacher Training and Education Faculty
Jember University

By :

Elok Sudjningsih
NIM. 970210401388 P

Asal :
Terima :
Hadiah
Pembelian
: Tgl. 2 JUL 2003

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
JUNE, 2003

MOTTO:

1. TEMPORA MUTANTUR, NOS ET MUTAMUR IN ILLIS

(Latin)

(The times are perpetually changing, and we are with the times)

2. EXPERIENTIA DOCET STULTOS

(Latin)

(Experience teaches fools)

3. TOUT LE MONDE EST SAGE APRÈS COUP

(French)

(It is easy to be wise after the event)

4. CONSULT TO THE EXPERT BEFORE DOING THE BEST THING

(Elok)

DEDICATION

I dedicate this report writing to:

1. My beloved headmasters (*the late Drs. Supodo, SH, the late Drs. Solikin Widjaya, and Drs. Roestamadji, MM*). Your restless support and motivation given to me are so meaningful and unforgettable.
2. My dearest late father (*S. Hardjo*). You are as my spirit of life. May God give you proper place.
3. My dearest Mommy (*Warsi Sayekti*). I have got everything from you and I love you so much.

CONSULTAN APPROVAL

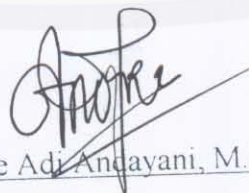
**THE CORRELATION BETWEEN THE USE OF POPULAR ENGLISH
SONG AND THE ABILITY IN LISTENING COMPREHENSION
AMONG THE THIRD YEAR STUDENTS OF SLTPN 4 JEMBER
IN THE ACADEMIC YEAR 1997/1998**

REPORT WRITING

Proposed for being defended to the examiner team as one of the requirements
to obtain S-1 Degree at the English Education Program, Language
and Arts Education Departement, Teacher Training
and Education Faculty Jember University

Name	: Elok Sudjiningsih
Identification Number	: 970210401388 P
Level	: 1997
Place and Date of Birth	: Jember, 29 July 1960
Departement	: Language and Arts Education
Program	: English Education

Approved by:
The Consultant



Dra. Made Adi Andayani, M.Ed.

NIP. 131 832 325

APPROVAL SHEET


This Report Writing is approved and Received by the examination Committee of the Faculty of Teacher Training and Education, Jember University.


Examined : on Friday, February 2, 2001
Place : at the third building of the Faculty of teacher training and Education, Jember University

The Committee

Chair person

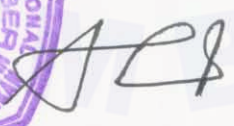
Member


Dra. Made Adi Andayani, M.Ed
NIP. NIP. 131 832 325


Drs. H. Sudarsono
NIP. 131 993 442

The Dean




Drs. H. Dwi Suparno, M.Hum
NIP. 131274727

ACKNOWLEDGEMENT

First of all, I would like to express my greatest gratitude to Allah SWT that always leads and gives me guidance, deep love and ability to complete this report writing. In addition, I also would like to express my sincerest thanks to:

1. Drs. H. Dwi Suparno, M.Hum, the Dean of Teacher Training and Education Faculty, Jember University.
2. Dra. Made Adi Andayani, M.Ed, my consultant. Thanks for the valuable guidance and suggestion given to me in composing this report writing.
3. Drs. H. Sudarsono, as the member of examiner team. Thanks for the valuable correction and suggestion.
4. All my friends, thanks for the supports given to me.

I realize that this report writing is still far from perfection. I really appreciate the critical suggestions and inputs which contribute to the improvement of this report writing.

Jember, July 2003

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL	iv
APPROVAL SHEET.....	v
AKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF APPENDIX	ix
ABSTRACT	x
CHAPTER I: INTRODUCTION	
1.1 The Background of The Research	1
1.2 Operational Definition.....	5
1.3 Delimitation of the Research Problem.....	7
1.4 Objective of the Research.....	7
1.5 Significance of the Research.....	8
CHAPTER II: LITERATURE REVIEW	
2.1 English Language Learning, Music and Songs.....	9
2.2 English Language Learning Through Songs.....	10
2.3 The use of English Songs in Listening	19
2.4 Listening Comprehension Ability.....	20
2.5 Hypothesis.....	25

CHAPTER III: RESEARCH METHOD

3.1 Area Determination	26
3.2 Respondent Determination Method.....	26
3.3 Data Collection Method.....	27
3.3.1 Test Method.....	27
3.3.2 Questionnaire Method.....	28
3.3.3 Interview Method.....	29
3.3.4 Documentation Method.....	30
3.4 Data Analysis Method.....	30

CHAPTER IV: RESEARCH RESULT AND DATA ANALYSIS

4.1 The research Result.....	32
4.1.1 Result of the Interview.....	32
4.1.2 Result of the Questionnaire	33
4.1.3 Result of the Test	33
4.2 Data Analysis.....	34
4.3 Discussion.....	38

CHAPTER V: CONCLUSION AND SUGGESTION

- 5.1 Conclusion
- 5.2 Suggestion

BIBLIOGRAPHY

APPENDICES

THE LIST OF APPENDIX

APPENDIX 1: Matrix

APPENDIX 2: Questionnaire Sheet

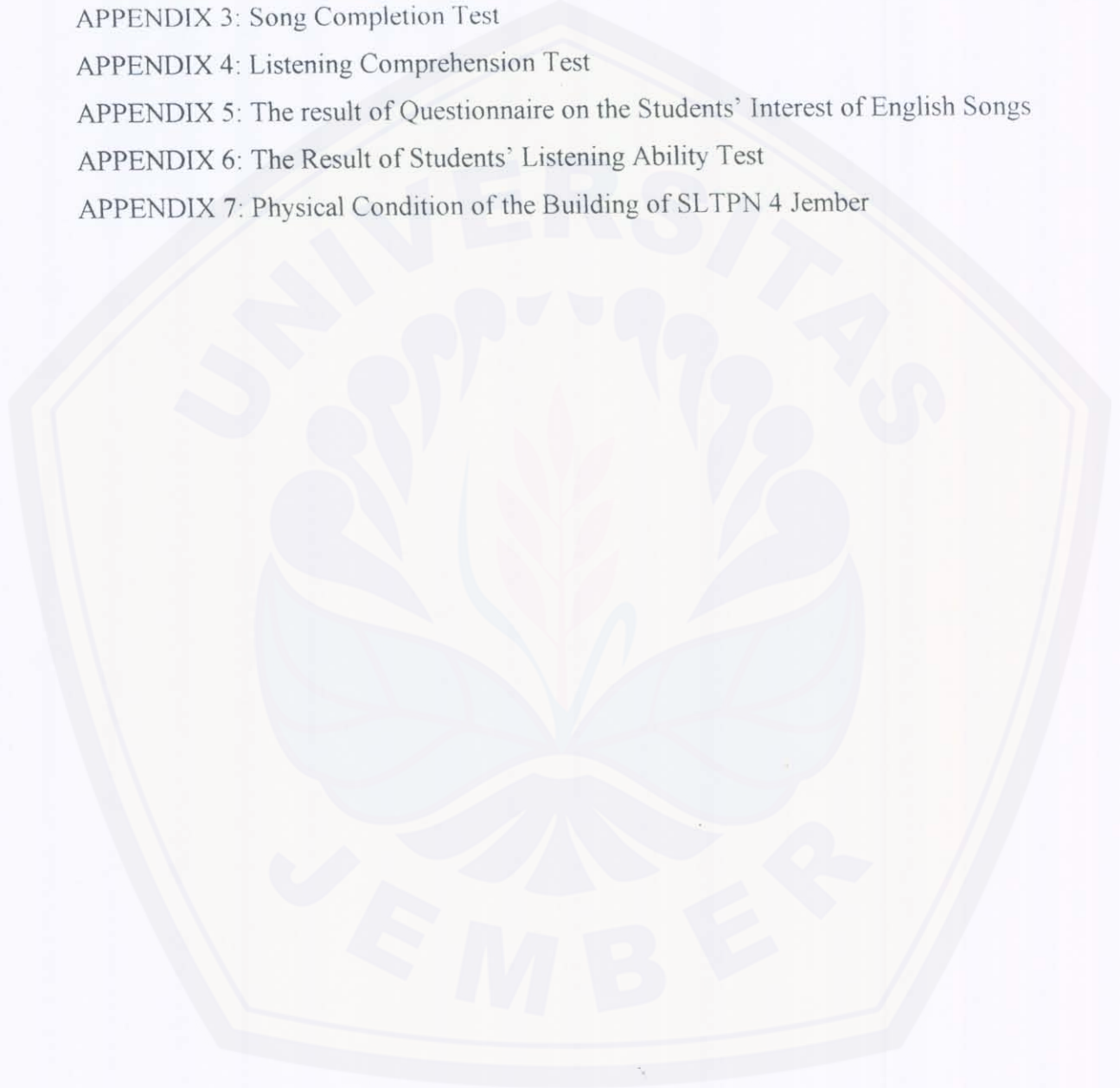
APPENDIX 3: Song Completion Test

APPENDIX 4: Listening Comprehension Test

APPENDIX 5: The result of Questionnaire on the Students' Interest of English Songs

APPENDIX 6: The Result of Students' Listening Ability Test

APPENDIX 7: Physical Condition of the Building of SLTPN 4 Jember



ABSTRACT

Elok Sudjiningsih, July 1998, **The Correlation Between the Use of Popular English Songs and the Ability in Listening Comprehension among the Third Year Students of SLTPN 4 Jember in the Academic Year 1997/1998**, a Report Writing, English Language Program, the Faculty of Teacher Training and Education, Jember University

The Consultant : Dra. Made Adi Andayani T., M.Ed
The Key Terms : English Songs, Listening Skill

English songs can be used as the reinforcement to teach English for Junior High School students. They are clearly useful to study for the students who have been learning English, since by listening English songs they can automatically develop their English vocabulary, they can learn pronunciation, stresses, intonation and they can practice listening skill.

This is a correlation study with the research problem "is there a correlation between the use of popular English songs and the ability in listening among the third year students of SLTPN 4 Jember in the Academic Year of 1997/1998?" Test and questionnaire methods were used to get the primary data, while interview and documentation methods were used to get the secondary data.

The research result shows that the statistical calculation is 0.109 is lower than the Product Moment table and the critic value of the Product Moment Table is 0.195. Thus, there is no significant correlation between the use of English songs and the students' ability in listening ability comprehension among the third year students of SLTPN 4 Jember in the academic year 1997/1998.

Based on the research result above, it was suggested to the English teacher that using English songs should not be stressed in English teaching learning process, especially for listening skill. However, the teacher should try to use English songs for teaching the other English skills for variation. Hopefully, it could improve the students' achievement in learning English.



CHAPTER 1 INTRODUCTION

1.1 Background of the Research

An international communication in the world which recently dominates every communicative standard is English. Thus English in Junior High School must adapt to the condition and the situation that are always in never ending progress. In teaching English, teachers need to be creative to arouse the students' interest. They appear the ones which are potential in term of the mediators of the international language. The fact shows that Junior High School students love in singing English modern songs with rhythm of rumba, samba, cha-cha, waltz, slow rock, disco or others. In teaching English songs, listening, vocabulary, pronunciation are easily taught by using their interest. Norton (1980 : 111) suggests that listening skill needs to be developed trough various activities in which the students can see the consequences of their qualities of listening. Lukong (1988 : 22) states :

Songs ranging from folk songs to pop can be used for listening, provided the lyric are sung clearly enough to be heard and understood by the learners. The songs can be treated as listening passage with comprehension.

The statement above denotes clearly enough that to improve listening skill, the students can use English songs. Further Richardo (1969 : 18) says that listening to English songs can be a pleasant way for memorizing the vocabulary. By learning and singing the English songs' lyrics, the students are trained and accustomed to use certain structures and sentence patterns.

The students who are accustomed to listening English songs will be easy to pronounce the words. Monreal (1982 : 44 - 45) advises that listening to well chosen songs can provide excellent practices in pronunciations, stresses, rhythms and intonation. The teacher who knows all about modern world of the students' interest will be much praised.

Thus cultural backgrounds of the songs which are taught right away following them will broaden the knowledge of the students, while the accounts will not lose their effectiveness by the time they grow old. Even they still recall the songs of the first year of the Junior High School. Most students brand the teacher as a broad-minded. They ask about Academy Award, movies, Grammy Award, the title of the movies and one prominent thing, music. Wilkes (1956 : 17) says that "We get little satisfaction from the "Know-all" who tells us the length all about a book he has read. Most of us do not get more from the teacher who talks and tells us while we listen passively and receptively.

A teacher is a source of knowledge, however his knowledge is limited by what he has read from the text book which has written years ago. The one of which may be out of date. We can draw a conclusion that a teacher must understand intensively the students' wish of the one that can make them understand about what he is teaching. Because at this time they love singing English popular songs, we must take the opportunity to get the time to teach by using them. Moreover, Osman and Conochie (1978 : 2) note :

Songs are the authentic voice of a people as they work and play, rejoice and sorrow, love and hate. Some are three or four centuries old, others reflect events of the last one hundred years; all can help your students to understand and perhaps even enjoy and share the world of English speakers"

Another good chance to penetrate the knowledge of English language is by following their hobbies in singing songs. Though they have to learn or memorize the phrases, they don't mind for the songs are still fresh in their brain. The teachers will not enforce them, and they do not feel like learning the difficult lesson. Their emotion will share together with the composers of the phrases who are the native speakers of English. In this case they also learn how the writer thinks, expresses his emotion, beauty and the love of an event in this world. Without learning intensively and losing much time, they are able to memorize English words, differ the pronunciation and identify the stress and intonation in English.

Songs need a good listening, therefore students who can listen and quickly interpret the phrases are being able to absorb the native speaker's word that are differently pronounced by the teachers of non-English speakers. Kalivoda (1980 : 2) tells the precaution measure of learning the unfamiliar words heard by students.

“Listening is probably the most neglected of the four language skill. This neglect causes problems that frustrate, embarrass and discourage the learner. I shall direct my attention to three major areas relating to the problem; (1) the difficulty of remembering the messages contained in extended speech; (2) the rapid-sounding pace of the speech, with its accompanying slurred qualities, which contrast with the deliberate and well-articulated talk most often heard in the classroom; and (3) the overwhelming number of unfamiliar words heard. These problem suggest the great difference between listening in a foreign language and listening in the native language”

According to him, the most difficult problem for the listeners is to differ the native speaker's pronunciation and intonation to the ones spoken by their teacher in the classroom. Of course, it needs exercises which will be done by the creative English teacher. It hardly seems credible that when the students are asked to listen to native speakers (from linguaphone course or TOEFL in easy language) without the text. The perplexed students will automatically sigh. When the teacher shows the text, however, they say that the words are not new vocabulary. They completely can understand them. This kind of problem is not an easy matter since the actor has to master the solution by knowing all about the songs and the phrases given to the students. To have this he must learn elaborately the material given to them. It is better when he memorizes the phrases and pronounces as the singer does. Since listening needs a quite place without any disturbance, the detail of pronunciation can be heard clearly and distinctly.

Another expert has recommended about this issue. McDonald (1984 : 35) argues;

“With the advances made in the communication technology, music from the west has become a familiar oral medium throughout the world, radio, TV and the cinema daily reinforce the foreigner's music to the native speaker”

Most students especially the students of Junior High School are lack of listening practice. Sumardono (1988) states that in general students in Indonesia can practice their English in the class. When they are outside the class, they never practice their English. There is a question which must we answered that is how to enable the students to have more opportunities to practice English especially listening skill by providing them such variety of resources which can supply their needs. One of the resources which might have good value in this case is listening English songs. Visibly, English songs have been familiar for the youth especially the students of Junior High School.

In general they learn to sing English songs and intend to watch television with the newest video clips or listen to the radio with well known hit parade sung by famous singers such as Celine Dion, Mariah Carey, John Denver, Boyzone, Code Red, Tony Braxton, West Live, Savage Garden, etc. They are so good in the hearts of the students. And they will enjoy the song of their idols soon that they will whistle or sing the melodies, phrases, the tune or the intro of the songs. Smith (1976 : 43) in ETF claims;

Singing songs in English will improve student's pronunciation and intonation. My purpose is using songs is to improve listening comprehension and to provide cultural topics for discussion. In places where these goals have high priority, popular songs can be of great benefit, as well as fun"

While A. Nambiar (1985 : 35) states;

"Songs have great tendency to attract the attention of people than the other forms of the mass media. Songs, especially current pop songs, exert a great influence over the younger generation from which our students come"

From the idea above, I can conclude that English songs can be used as the reinforcement to teach English in the Junior High School students. That is why the English songs are clearly useful to study for the students who have been learning English, since by listening English songs they can automatically develop their English vocabulary, they can learn pronunciation, stresses, intonation and they can

practice listening skill. However, the researcher still does not know whether learning the English songs will contribute the students' achievement or not.

Based on the description, the researcher wants to present a thesis entitled "The Correlation between the Use of Popular English Songs and the Ability in Listening Comprehension among the Third Year Students of SLTPN 4 Jember in the Academic Year 1997/1998".

The reasons why the researcher selects the title are :

1. As a teacher of Junior High School the researcher wants to know how far the students master the words of their favorite songs
2. The researcher expects the students' interests can help themselves learn the English lesson by listening the songs
3. The researcher wishes an easier teaching method by new creativity of teaching English songs
4. The researcher wants to contribute the technique of teaching as a vital subject to increase English of the third year students of the SLTP 4 Jember

1.2 Operational Definition

In order not to cause misunderstanding, an operational definition of the title is needed. Moreover, it will make the readers understand more about the goal and the concept of the study. An it will be easier for us to get mutual understanding of the concept being studied because it is composed of real facts. Operationalizing variables means stating them available for manipulation control and examination (Tuckman 1972 : 13).

Based on this statement, the researcher defines the terms used in the title of this research. The terms in the title that need to be defined are correlation, the students' use of popular English songs and their ability in listening.

1.2.1 Correlation

The word correlation is derived from the word to correlate that means to have mutual relationship (Hornby & Parnwell, 1972 : 119). Webster (1957 : 231)

states correlation is to have reciprocal relation. From these two ideas, it can be concluded that correlation is a condition that has mutual relationship.

1.2.2 The Use Popular English Songs

Hornby & Parnwell (1972 : 583) limit use as using or being used. The researcher expects the usefulness of the popular English songs. According to Hornby & Parnwell (1972 : 396) popular is liked and admired by the public. The Webster (1957 : 758) states 'popular' means pertaining to the common people, in general favor.

From the statement I can define that popular English songs means the English songs which are well known, full of fame and people like at this moment, in this case the pop songs are marked by the hit parade that is broadcasted in the radio or television. Most of the students of Junior High School love listening to the pop English songs. They are being listened from the cassette recorders, CD, VCD, DVD and LD.

Thus, the researcher concludes that the use of popular English songs gives much profit for the usefulness of listening popular English songs, to get the valuable skill and knowledge of English.

1.2.3 The Ability in Listening

Ability means power to do something, skill or knowledge (Courtis & Watters, 1961 : 11). Webster (1957 : 3) states ability is state of being able, power to perform. The phrase listening is to attend closely so as to hear (Webster, 1957 : 563).

From these definitions, it can be concluded that the ability in listening means the power of the students to have the knowledge intentionally of English phrases by the media ears.

1.3 Delimitation of the Research Problem

A problem exists when there is difference between what is needed and what is in reality between the expectation and the fact. Formulating a problem is a very important step in a research since it will give the researcher direction to the research process and it suggests a specific answer or conclusion (Tuckman, 1972 : 22)

In choosing and identifying the problem, the researcher must consider some criteria concerning the elements of the problem, and the supporting condition needed to solve the problem. Tuckman (1972 : 21) says that the characteristic of the problem are as follows :

1. It should ask about the relationship between two or more variables
2. It should be stated clearly and unambiguously, usually in question form
3. It should be possible to collect data to answer the questions asked
4. It should not represent amoral or ethical position

From the abovementioned characteristics, the researcher wonders whether there is a correlation between the use of popular English songs and the ability in listening among the third year students of SLTP 4 Jember in the Academic Year of 1997/1998.

1.4 Objective of the Research

Hadi (1983 : 3) states that a research especially empirical science has an objective to verify, to develop and to invert of the truth of the science. Moreover, Arikunto (1991 : 50) states that the objective of the research is the answer or conclusion that the researcher wants to get after the activities of the research.

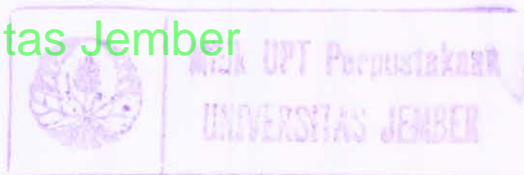
Based on the definition above, the objective of this research is whether or not there is a correlation between the use of popular English songs and the ability in listening among the third year students of SLTP 4 Jember.

1.5 Significance of the Research

The results of this research get the following advantages :

1. It is expected for the teachers of the Junior High School to teach easier by means of having popular songs
2. The famous popular songs are hoped to help the students take the opportunity in mastering the listening skill
3. The students are able to maintain their fun increasing their vocabulary, furthermore they can increase their ability in listening good pronunciation of the native speakers who are much different from their teachers
4. It will broaden the view of the teachers and arouse the students' attention to the English lessons





CHAPTER II LITERATURE REVIEW

2.1 English Language Learning, Music and Songs

Music is an art of producing pleasing combination of sounds in rhythm and harmony (Hornby, 1972 : 338). Meanwhile, song is music for or produced by the voice. Music is so attractive for the students even right now they still have idol who is always in their mind. The editor (Kosner, 1977 : 38) says that Elvis the Pelvis is more than a pop superstar with his black-sounding voice, he not only changes the course of the pop music forever, he may have created the generation gap.

Accordingly music will take much interest for the students and most famous ones are from the west, it does not matter the rhythm is tango, cha-cha, disco, rock, calypso, waltz, blues or even jazz. They not only memorize the melody but the phrases as well. By searching the interest of the students moreover in the case of this modern world we can get profit from that situation.

The above opinion is also given by Baddock (1988 : 5-6), he states that musical approach can be used to free language use, as a stimulus for self-expression in class. Learners can become sincerely involved in the subjective description of mood and situation in which well-chosen music evokes in the imagination. The musical exercise can provide the learners with an exiting and creative experience of conveying words or expression of the English Language. Therefore, there is an assumption that English songs can encourage stimulus for all levels of learners to make free improvisation in using or expressing English.

Song is vocal music, short poem set to music or meant to be sung in this case short poem in rhymed stanzas poetry, or verse (James, 1960 : 1200).

The statement above states that Modern English songs are the authentic voice of the native speakers as they work and play, rejoice and sorrow, love and hate. Some are decade old, others reflect events of one or two years ago, and all of them can help students understand, and perhaps they even enjoy and share the world of English speakers. Although slang or dialect is often used in songs but we must realize what native speakers of English mean. In modern songs, the stress falls on a

syllable that would be stressed in normal speech. Both poetry and songs have the same rules for rhythm and rhyme. The normal stream of the speech is free of constraints.

Let's examine the positive features of songs. Nowhere better than in literature stories and verse does one find the vital concerns and characteristics of a people. Students can explore vicariously the American way of life, their wish of life, love, peace, birth, marriage or courtship even celebrating their religious faith by singing 'spiritual songs' less complex in lyrics or tune than those found in church hymn books. Most songs are relatively simple to learn, all are written in major keys, the rhythm and tempo of the songs is regular and there is extensive repetition of both rhythm and melody patterns to parallel the repetition of the words, phrases and lines. Once the students learn particular songs, they will automatically imitate the streak of the syllable, the pitch of the intonation and unintentionally their tongues will get used to the tongues of the native speakers.

2.2 English Language Learning through Songs

The explanation above suggests that songs are helpful, joyful and make the teacher easier to teach English. It looks the classroom full of happiness and so lovely that is considered as good as an aid for the teachers to transform their English knowledge.

By learning English songs children not only improve their English and enrich their vocabulary but also a bit of culture and spirit of the people whose language are being studied. Singing English songs make them enjoy learning and help them get some more quickly to the real aim in learning English. Konstantinovic (1973 : 25) recommends the issues that "Singing songs in foreign language makes the language gradually become familiar to the children".

It appears that English songs can be used as teaching methods. It brightens the class either to reach the students' wish or to goal their ability in motivation of recalling the English idiom to get knowledge of English construction. Forum staff (1969 : 12) in ETF claims that there are many ways in which a skillful teacher can use songs effectively in English class, and you no doubt have your favorite methods.

These depend, of course, on the songs, the ages and interest of the students, and the level of their English Ability, : You may prefer to use songs especially for fun, or for cultural background, or for a change of classroom pace, or you may have a more specific English teaching purpose”.

It is clear that a teacher can use English songs in English class effectively for fun, for a change of practicing routine lessons of grammar, reading, conversation, writing or translation.

Dealing with the use English songs as learning variation. ETF staff (1986 : 625) explains that “ Variation is one of the most important process in learning and teaching which is needed in the class so that students are steadily motivated and interested in the lesson. This variation is not only for learning process but the addition of experience in English language either. One of the variations is a song which is commonly loved by most people.

Songs consist of some elements, which support them as meaningful media for learning process. ETF staff (1986 : 625) states that “ Songs are used to aim listening exercises (including pronunciation), however, songs are able to used as training matter for structure and vocabulary”. Furthermore, Ricardo (1969 : 12) insists that he can not think of a more pleasant way for a student to memorize vocabulary and idioms than by learning songs. There are teachers, too, who use songs to teach structures and report that they are well pleased with the results they get.

Thus, the interest of the students will be taken inspire of the daily routine English lessons which take much thought. By letting their deep impression appear, the idea of English as a hard subject will vanish. This subject is merely “fun” but not “work” anymore.

TITLE infinitive without " to "

5 1 1 1 . / 2 7 1 ./
I helped Mo - ther stir the eggs

5 3 3 3 . / 2 4 2 ./
She had sis - ter mix the flour

5 5 4 6 . 4 / 5 4 . ./
She made us bake the cakes

4 4 2 5 . 4 / 4 3 . ./
She k n e w us work hard

5 1 1 1 . / 2 7 1 .//
So she let us t a k e four

In this song they memorize non-physical perception verb : help, make, know, let + infinitive without "to".

2.2.1 Sound

Sound is the sensation produced through the ear, what is or may be heard, it is always a kind of vibration, so it is as mental impression produced orally (Jones, 1960 : 1203). When we notice English songs, they consist of music and sound which have the connection with the pronunciation while it is listened and imitated.

One value of English songs is that they can provide an excellent means for introducing or reviewing the pronunciations. In this case Aldman, Gasser and Bird (1982 : 44 – 49) express about another value of English songs in teaching pronunciation. The songs can be the aids of teaching individual sounds or stress and rhythm patterns in words and sentences. It is a singular good remedy for a stuttering and stammering in the speech. It is the best mean to produce a perfect pronunciation and make a good speech.

From the statements above it is stated clearly that singing English songs is the best means to acquire perfect English pronunciation. Children are trying to

produce new sounds, and learning new sounds to practice. Yet the minimal pair drills rarely attract them. Learning carefully to a chosen song on the other hand, allows them to practice new sounds. "Doremi" gives an opportunity to practice the diphthongs /ei/, /ou/, /ie/ and the different between the sound of /d/, /t/, the final consonant /d/.

DOREMI

1 . 2 3 . 1 / 3 1 3 . /
 Doe a deer a fe-male deer
 2 . 3 4 4 3 2 / 4 . . . /
 Ray a drop of golden sun
 3 . 4 5 . 3 / 5 3 5 . /
 Me a name I call my - self
 4 . 5 6 6 5 4 / 6 . . . /
 Far along long way to run
 5 . 1 2 3 4 5 / 6 . . . /
 So a needle pulling thread
 6 . 6 6 4 5 6 / 7 . . . /
 La a note to follow so
 7 . 7 7 3 6 7 / i . . . /
 Tea a drink with jam and bread
 7 7 6 4 7 / 5 I . . . /
 That will bring us back to do
 1 2 3 4 5 6 7 i
 Do re mi fa sol la si do
 I 7 6 5 4 3 2 i
 Do si la sol fa mi re do

(William Music, Inc, New York and Ltd, London)

The Indonesian students easily learn the sounds which have similar pronunciation, while in English they must make an effort to exercises the ones that are different in the pronunciation. Songs, in this case English songs, will contribute especially in pronouncing the words since they serve a kind of imitating process in which the listener will imitate the foreign singer's voice. The English teaching forum recommends :

“As you would not choose a song to emphasize production of particular isolated sounds, you would probably wish to particular attempts to improve the students' production to music to the aspects of the language which songs presents most effectively – such thing stress, intonation, blending of words, and natural use of contraction “ (EFT, 1966 : 10)

The preceding explanation tells us that learning English songs will develop the elements of language that the songs provide. They are stress, intonation, pronunciation, and the use of contracts. Since most of the singers are native speakers of English we find it useful for the learners to study. The lyrics below will tell us the fact above mentioned :

Send me the pillow

Send me the pillow that you dream on
Don't you know that I still care for you
Send me the pillow that you dream on
So darling can dream on it too (see appendix)

(By.Johnny Tullipson)

The singers mentioned have found out their own language seem easy for them. However, it is hard to be repeated in the similar voice by the Indonesian students, unless they notice and have drills or by imitating them.

		Correct		Mispronunciation
Send	-	[send]	-	[sɛn]
Pillow	-	[pilou]	-	[pélo]
Don't	-	[dount]	-	[don]
Care	-	[kɛa]	-	[kɛ]
Lonely	-	[lóunli]	-	[lonle]
Share	-	[ʃɛa]	-	[sɛ]

Not with standing by imitating the singers and have it done repeatedly they can pronounce them correctly.

2.2.2 Vocabulary

The word used in language is usually memorized through reading the list. However, there is one significant thing we must notice that pronunciation of the words also take an important role. It seems that the factors are insuperable. Listening the correct pronunciation is an aid to get one. It does not matter what things they are, speech, sermon, story, conversation, poetry, or even songs.

By listening to the songs, in reality the beginners are learning both the vocabulary of English and the way they are spoken. One of them will be understood. According to some experts vocabulary is more than structure. Thus, the learners will get the advantages of learning vocabulary naturally by merely listening to the songs. Lord (1980 : 5) says that vocabulary is by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue. As far as any of the world's major language is concerned every other aspect of language learning is dwarfed by the proliferation of different meaning in their tens of thousands, and by the seemingly infinitive shifts in meaning brought about the context variables.

In fact to memorize vocabulary is not an easy matter, students usually find it hard to recall the old vocabulary when they try to remember the new ones. It is confirmed by Ricardo (1969 :12) who states the use of English songs in English teaching forum that learning English songs is a more pleasant way for students to memorize vocabulary and idiom.

The statement denotes that English songs have a great value in the process of preserving new vocabulary. Songs provide repetition that encourages the students' memory, Ricardo (1969 : 2) says that every songs in English are an opportunity for vocabulary review. Repetition of words is needed to practice the students and some songs provide it. For example the words like a, let me, sense, they are accompanied by the beauty of nature, such as forest, mountain, springtime, ocean, rain, storm, etc. Students have to figure out the nature by gesture. Notice this verse :

Annie's Song

1 / 1 7 6 / 1 . . / 7 . . / 0
 You fill up my senses
 6 6 6 / 7 1 5 / 3 . . / 0 0
 like a night in a forest
 5 5 / 5 6 7 / 1 . . / 7 .
 like a mountain in springtime
 6 6 / 6 7 1 / 7 . . / 0 0
 like a walk in the rain
 1 1 / 1 7 6 / 1 . . / 7 .
 like a storm in the desert
 6 6 / 6 7 1 / 5 3 . / 0
 like a sleepy blue ocean
 5 5 6 / 7 1 . / 7 . ./
 you fill up my senses
 6 7 / 1 2 . 1 / 0 0 0
 come to me again
 1 . . / 7 6 1 7 / 0 0
 come let me love you
 6 6 / 6 7 1 / 5 3 / 3 .
 let me give my life to you
 5 5 / 5 6 7 / 1 . . / 7 .
 Let me drawn in your laughter

6 6 / 6 7 1 / 2 . . / 2 .
 Let me die in your arms
 1 1 / 1 7 6 / 1 . . / 7 .
 Let me lay down beside you
 6 6 / 6 7 6 / 5 3 . / 3 .
 Let me always be with you
 5 6 7 / 1 . . / 7 . ./
 Come let me love you
 6 7 1 / 2 1 . / 1 .//
 Come love me again

The hit song composed

By: John Denver

Many songs contain internal sound changes, there is the reduction of sound that is usually used in the characteristic of fast speech. Students will learn more about vocabulary that has a connection with slang e.g. :

ain't	represents	am not; is not; are not; was not; were not
gonna	represents	going to
wanna	represents	want to
coz	represents	because

While non standard language reduced the letter "g" in "ing" (ETF, 1975 : 196)

sleeping	becomes sleeping'
talking	becomes talkin'
going	becomes goin'

2.2.3 Structure

Through some songs they can get repeated pattern of structure and by this syntax it is easily kept in their mind. They learn structure without the enforcement of the teacher. In English teaching forum there is an advice that we might prefer to use songs, the recorder disc us a sampling of "favorite songs" that have become a part of

the life of generations young and old. Thus they provide us with songs that give authentic cultural background for the language we are teaching. They can help our students get inside the language they studying (Ricardo, 1969 :12)

In teaching songs the teachers also include all aspects of language and one of them is structure. The mind of the learners will be focused with the element above. Unintentionally without teaching structure they can manage to use the sentence patterns by memorizing the verses. Now we can see this song :

REFLEXIVE PRONOUNS

3 . 2 1 2 3 . 3 3 / 2 2 2 3 5 5 /
I my-self and you your self, he him self, she her self
3 . 2 1 2 3 . 3 3 / 2 2 3 2 1 ./
We our selves and they them selves; that's the way we sing

PAST PERFECT TENSES

1 2 / 3 3 2 1 / 1 3 5 5 4 / 3 . 3 4 / 4 3
When I went to the station the train had gone, the train had
2 . 2 / 3 3 2 1 / 1 2 3 3 2 / 1 1 3
gone the train had gone; when I went to the station the
5 / 5 4 3 . 3 / 4 4 3 2 / 3 2 1 . / 0 0
train had gone the train had gone a - way

“IF” CLAUSES

5 1 3 1 5 5 5 / 5 2 2 2 ./ 5 1 1 1 ./
 1.If you give me a rubber ball a boun-e-ing ball a lovely ball,
 2.If you had given a little doll,a pretty doll, a sleeping doll,
 3.If I had a pair of wings,a pair of wings, a pair of wings,

5 1 3 1 5 5 5 5 / 5 7 2 2 7 1 0/
 If you give me a boun-e-ing ball, I will go out and play
 If you had given a pretty doll, I would have stayed at home
 If I had a pair of wings, I would fly a - way.

(Mrs.)Gerte Fernando

The ideas above are confirmed by Berghouse (ETF, 1975:281) who quotes that “They are still eager to learn English – if we can manage to entertain them and keep them from getting bored”. First of all he tries to choose the songs which have a lot of repetition and include useful vocabulary and grammatical structure. Also if a songs contains a structure that needs to be changed either to make it correct or to emphasize what he is trying to teach – he changes it.

The experts have given us goods ideas about teaching structure and other terms through songs. The researcher’s idea about that are not far from the above mentioned ideas and perfectly agree with them it was supported by the experiences during the teaching in SLTP.

2.3 The Use of English Songs in Listening

Listening has played its role for there will be no conversation involved without listening process. Moreover, nowadays listening is not only used for responding the speaker’s spoken language, but also developing vocabulary, pronunciation and structure. Human being will be able to gain any kinds of knowledge through listening activity. Listening in unlike other language skills, it is

an internal process that can not be directly observed. Nobody can say with certainty what happens when we listen. According to Smith (1976:43)

“Singing song in English will improve student pronunciation and intonation, his purpose in using song is to improve listening comprehension and to provide cultural topics for discussion. I place where these goals have high priority, popular song can be a great benefit as well as fun”.

The statements above denote that to improve listening skill, student can use English songs. The advantage of teaching English songs can arouse the students' interest, so that much concentration will follow them. They are away from sleepy, dull, boring situation or in short the students are a wake, and fresh in mind to pay attention to the English lesson. Further Richardo (1968:12) says that listening to the English song can be a pleasant way to memorize the vocabulary, by listening to English songs, the student can also learn structure by learning and singing the English songs' lyrics, the students are trained and accustomed to use certain structure and sentences patterns.

Another idea given by Monreal (1982:46) says that listening to well chosen songs can provide excellent practices in pronunciation, stresses rhythm, and intonation. Based on the opinions, I can conclude that the usefulness of listening to English songs are as follows;

1. It can develop the students' vocabulary, pronunciation, stresses, and intonation.
2. It can develop the students' structure ability that includes the ability of knowing the forms of the words, and the sentence patterns.
3. It can develop the students' listening skill including listening comprehension.

2.4 Listening Comprehension Ability

It is hard to absorb right away the listening skill for it is an internal process, of course it is different from other language skill. Usually when we listen we only pay attention to words which can flow the whole meaning of the topic while other words are functioned as clues only. In this case listening needs the skill of comprehension choice of key words and the skill of processing the whole meaning of what someone says.

The basic of language learning in reality is listening comprehension. According to the language teaching methodology, it is fundamental and important skill. Some people regard this as the first skill that has focused on finding appropriate techniques to teach. They also have emphasized the necessity of making available and suitable materials to acquire the skill.

Rivers and Temporally (1978:56) say that level in listening comprehension include: (1) the level of recognition, the level in which after continuing exposure to the language the student can recognize elements and patterns such as phonemes, intonation, words, and phrases. (2) the level of selection in which the student are able to out the message bearing units for retention and comprehension without conscious attention to individual components.

Bruders and Paulson (1980:28) state the listening comprehension like reading is no longer thought as a passive skill. The statement below explains that it is an activity skill. The process of speech recognition is an active thought. The interplay of guessing, approximation, expectation and idealization that normally makes extensive use of all redundancies found in typical speech situation, phonological, morphological, syntactical, semantic as well as many varieties of non linguistic redundancies.

Listening skill is the beginning of teaching speaking skill, it is said by many linguists. Teaching pronunciation, acknowledging the sounds and features of pause, stress, rhythm and intonation are done much better by listening. How and what to listen is an active work because it needs recognition and selection. This kind of ability is not easy. So almost students find failure in this case. They only grasp information from the words which are clearly known, thus the technique of selection listening is needed and it is fundamental too. Nida (1972:146) recommends about this, he suggests that in listening, the learner should listen to certain features should be determined by the needs of the individual learner. In general the order of features includes: (1) phonetic features (2) vocabulary features (3) grammar features. Further the writer is going to discuss each of those features to get the explanation more clearly.

2.4.1 Phonetic Features

Phonetic is a study of the production, the transmission and the reception of speech sounds. It relates with the sound that is produced by the organ of speech and the sound used in speech.

To understand the problem language is not an easy matter for the English learners. It is caused by their lacks of mastering the phonetics features. Jones (1972:2) states that the student who are studying and listening English have difficulties in the case of pronunciation :

“He must learn to recognize readily and with certainly the various speeches sounds occurring in the language, when he hears the language and the pronunciation ; he must moreover learn to remember the acoustic of those sounds”

He suggests that listeners should have good ears to overcome the difficulties. They must make good concentration on listening to spoken English. Exercises are needed in training to improve listening skill. The most important factors which should be learned by student are as the following,

1. Ability to distinguish between the foreign sounds and mother tongue sounds;
2. Ability to remember the acoustics qualities of foreign sound; by memorizing the foreign sound heard;
3. Ability to recognize the foreign sound well and careful with the memory of sound heard.

Concerning with phonetics features, Nida (1972:149) states that our listening activity should include:

1. The isolation or similar features; e.g. aspiration, glottalization, palatization.
2. The awareness of contras; e.g. long-short vowels, voice-voiceless consonant, and aspirated and non aspirated consonant.

Nida also suggests that learners don't need to waste so much time studying the phonetics features, there is hearing the sound through the recording. Repeating to listen to the same materials is useful to improve pronunciation, especially the sensitivity of hearing the sounds

Lukong (1988:20) in ETF states that listening activity deals with the vowel and consonants discrimination. Jones (1972:72) states that the use of dictation of isolated sound and meaning less word by the teacher is an effective exercise to increase listening skill and writing phonetic feature of the language. This statement can be seen from the quotation below :

“There is only one effective exercises for this purpose namely destruction of isolated sounds and meaningless words by the teacher who pronounce the foreign sound accurately. The pupil should write down these and word phonetically”.

I conclude that the effective way to overcome the difficulties of phonetic is training the ear through recording distraction.

2.4.2 Vocabulary Features

Language learning has the foundation of listening the components of complicated system of language and that is vocabulary. Thus vocabulary needs more energy in learning. It seems the most important factor in the developments of language is vocabulary, because it is the factor to clarify the thinking and the satisfaction of the expression. The student are confused when they face a number of unfamiliar words and phrases because of the lack of vocabulary. That is the way they must learn to listen, to absorb, to accept, and to perceive what is strange. Cambell (1976:42) expresses:

“Continuity is also extremely important, too often students having lerned one word and used it once, twice, my be several time, moves on to something new and the words fades from his effective vocabulary. Vocabulary that students not only understand but can employ without having to scan his memory”.

Accordingly, students need to practice listening carefully in order to understand the words expressed. When they learn to find difficulties in listening they may consult the teacher or they should hunt in the dictionary by writing the difficult word in their notes. In this case curiosity to find the meaning is inevitably needed.

English language is usually spoken too fast for the students, so that they often miss the vocabulary when they still thinking the hard words spoken before. Repetition is of course an important role for them to learn. It is a great value when

they master vocabularies, moreover, when they listen over and over again to the same recording. By doing that they can memorize that hard words on phrases and it encourages them to have vocabulary quickly.

Other suggested techniques in settling the problem are listening and learning the words or phrases and guessing them in meaning by relating them with the words and phrases that preceded them, or at least we consult them to the dictionary. Thus hunting in the dictionary takes an important role too.

2.4.3 Grammar Features

Managing sound and vocabulary can also be done by listening skill, it means by listening we can either learn vocabulary, intonation, pronunciation, stress or grammar. Thus we regard listening as a means of mastering the grammar of language. The students of depend entirely upon the textbooks to study grammar or structure. Indeed, to study grammar that is by listening to English song.

English songs can help the students to learn the grammar by concentrating on certain phrases and words of the songs. Spoken English voiced by native speaker usually contains various levels of grammar. So by listening to them, students will develop their knowledge of grammatical structure. Song will enrich the sentences pattern. Of course in pattern we can see grammar. Fernando (ETF, 1978:49) states:

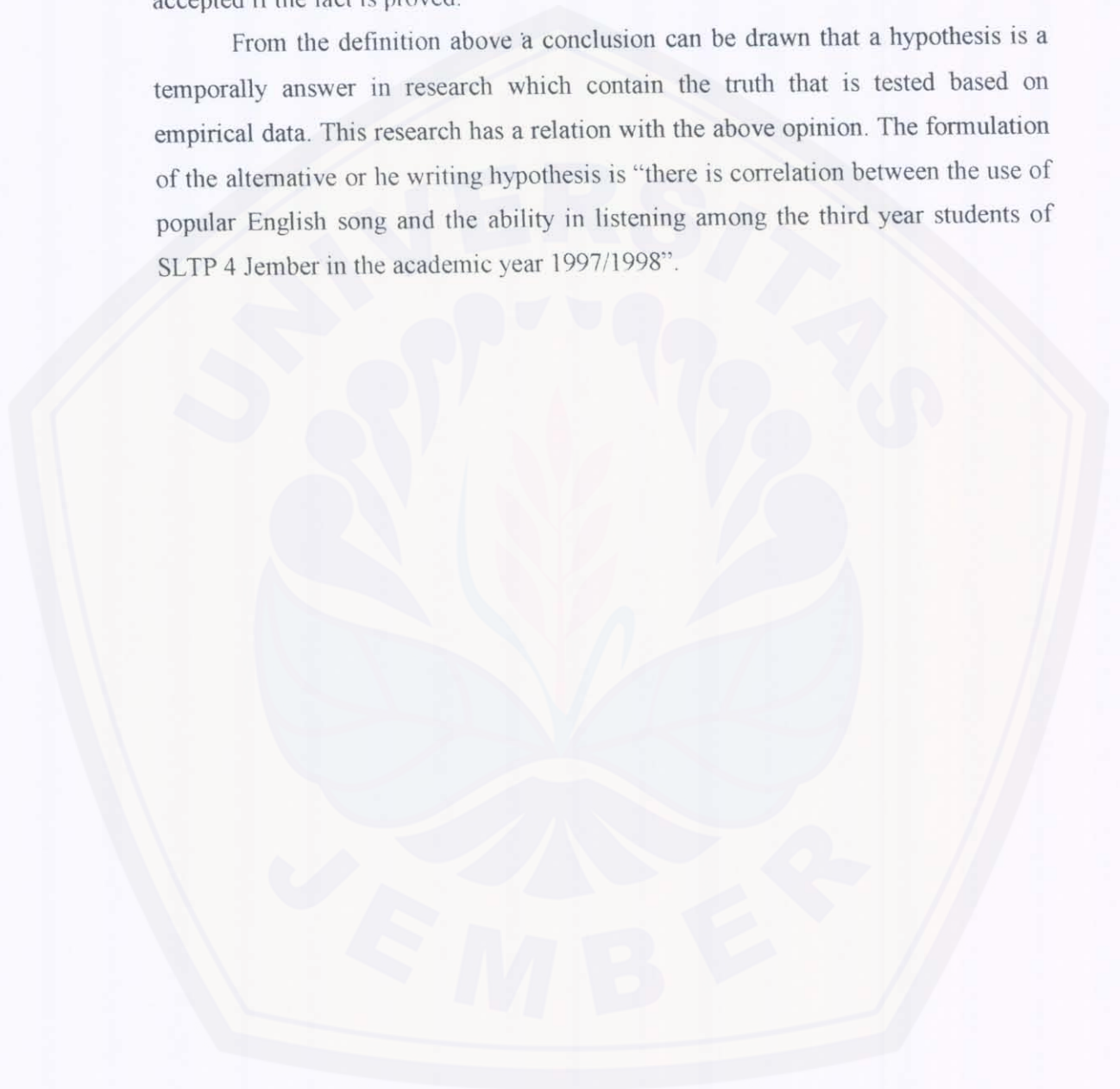
“I have found that the use of songs and play lets help the students to remember what he has learned in class. I had much use of the songs and I am enclosing some of the songs I have made up to teach the following structure: (1) The reflexive pronoun; (2) The past perfect tense; (3) If clause”.

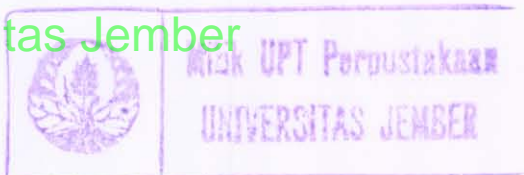
The statements above clearly explain that songs also teach grammar. By listening to English song students are noticing the word pattern, even intonation, stress and other. In short, by listening English song we can find that it is useful in developing their grammar.

2.5 Hypothesis

Tuckman (1972:72) expresses a hypothesis as an exception of the assumed relationship between variables, while Hadi (1989:63) claims that a hypothesis is a prediction that may be true or false. It will be refused if it is wrong, and it will be accepted if the fact is proved.

From the definition above a conclusion can be drawn that a hypothesis is a temporarily answer in research which contain the truth that is tested based on empirical data. This research has a relation with the above opinion. The formulation of the alternative or the writing hypothesis is “there is correlation between the use of popular English song and the ability in listening among the third year students of SLTP 4 Jember in the academic year 1997/1998”.





CHAPTER III RESEARCH METHOD

3.1 Area Determination Method

It's about where the research was conducted. Surjadi (1994 : 17) quotes that research area is place or location where the researcher is conducted. While Hadi (1993 : 66) says that research is not conducted in common place, but it's done in a certain place that has been fixed before. The research can only be conducted in a certain location, certain number of time, and certain incidents.

From the explanation above the method of area determination that the researcher used is purposive method. In means that this research is based on the certain consideration that have a connection with the factors of expense, time and the ability of the researcher. Thus, the research of the study was conducted at SLTP 4 Jember where the researcher has been teaching.

3.2 Respondents Determination Method

According to Arikunto (1993 : 102), respondents are persons who give the response to the research either writtenly or orally. She says that bases on the subject of the research, it can be divided into three. They are population research, sampling research and case study.

In this study the researcher used population research and to determine the respondents, the method of cluster sampling purposive was provided. In cluster sampling purposive, respondents was taken based on cluster or group of individual and certain characteristics of population that was known before. The researcher took three class as respondents, which consist of 114 students. All of them where from the third grade. They were chosen because they had enough vocabulary to understand English. The researcher also taught them, so the songs chosen and the vocabulary's media of the students were quite understandable. Every grade got around five songs which were compiled from the original Beautiful Songs in Memories and 2001 Collection. The order of the songs based

on the students' vocabulary and from the simplest to the hard melody. The age of the students was also considered. The third year students had got around fifteen songs altogether. They are spiritual community, evergreen (eternal), folk, pop and hit songs.

3.3 Data Collection Method

Having formulated the research hypothesis, the next important step in conducting the research was collecting the data. The data were absolutely needed either to develop or to test the hypothesis (Hadi, 1984 : 52). To catch the data needed was quite important to solve the research problem. The simplest, the cheapest and the fastest system of collecting data were needed by the researcher, and the best way to get it was by getting the readily available data that fulfill the needs of the study (Dallen, 1979 : 383)

To gain the data required and to test the hypothesis of the research, the researcher collected the data by using some methods. They were test, questionnaire and interview methods (see appendix 2).

3.3.1 Test Methods

Arikunto (1981 : 25) says that a test is a set of questions or exercises or other instruments used to measure the skill, knowledge, intelligence, or aptitude of an individual. She also formulates that there are two kinds of tests, namely : standardized test and teacher made test. Standardized test is a test which has been guaranteed the quality since it is formulated and revised for many times by a certain testing institution, while teacher made test is a test which is constructed by a teacher through a certain procedure.

Heaton (1975 : 1) states that language testing is primarily a means of assessing the students' performance in the language. For listening comprehension, he advises the use of phoneme discrimination test and the test of the auditory comprehension. Harries (1974 : 58) says that a listening test is designed to measure the accuracy with which the subject are able to decode sample of speech

in the target language. Furthermore, Heaton says in listening comprehension test and auditory, the phoneme discrimination test and auditory comprehension test.

Based on the definition above, it could be concluded that a test was one of the methods to gain the data in the form of a set question used to measure the students' skill, knowledge, ability and intelligence. In this research, the test was made by the researcher and it was used to get the data of the students' ability in listening comprehension (see Appendix 4). Song completion test was aimed to know how much the students master the vocabulary after less than three years study. Since the singer was native speaker the researcher tries to enrich them with the right and exact intonation and pronunciation. Song completion test was the common test that was broadcast by V.O.A in the special English program and by B.B.C English songs for listeners under the title Mo-Town. The researcher simplified the test by providing 25 items. The choice of the song was based on the hit parade and it was been famous till now. They listen to the song 4 times. The song was played once while the students must listen carefully. Then it was played twice and they must fill in the blanks with suitable words. Finally, they could check their answer while they listened the song once more.

This kind of test was the most significant one since the yield would depict the real result of the knowledge of the students. Listening comprehension test was used to examine the students whether they could catch the English words, which were pronounced by the teacher. Then they had to store the words in the memory and adapted with the option written. In this case comprehension method occurred. This test consisted of 50 items, the frame of the test was taken from TOEFL. It was simplified and adjusted for the SLTP students. And it was a sixty minutes test conducted in SLTP 4 Jember (see Appendices 3 and 4).

3.3.2 Questionnaire Method

Questionnaire is a list of questions to obtain data through the answers of the respondents (Koentjaraningrat, 1977 : 173). Widyaparakosa (1967 : 22) explains that questionnaire is a method or a way of getting data in the form of lists of questions which have to be answered by the subjects of the research.

Widyaprakosa also says about direct contact questionnaires. They are questionnaires, which are distributed and given to the respondents directly. The researcher personally presented the questionnaire, so that respondents were motivated to answer the questions carefully. Nasution (1977:124) divides the type of arranging items of questionnaires into two. The first is open-form questionnaire, in this type, the respondents are faced to take in to their consideration about the questions and the researcher gave enough space to answer the questions in other not to make broader answer. The other is closed-form questionnaire, in this type, the respondents chose one of the answers that have been provided by the researcher. In this study, the researcher used the direct-close questionnaire to collect the data. Thinking it was capable of being quite correct to use the direct-close questionnaire for the beginners, the researcher had some reasons to show. They learned English for less than three years beside eleven other subjects. The test was not complicated, it was easy to understand and to do for them. They only chose one of the four options. To know their interest in listening English song, the researcher provided 20 items in 45 minutes and because of the interest in listening songs takes the most important role, it was held before the completion and listening comprehension test.

There were three alternative in every item of the questionnaire; the alternative responses were credited 3,2 and 1 from high interest to low interest. The high interest (alternative a) scores 3, the neutral interest (alternative b) scores 2, the low interest (alternative c) scores 1 (see Appendix 2).

3.3.3 Interview Method

To complete the other method, interview is taken. Interview is a conversation between an interviewer and an interviewee on purpose to collect data.

Djumhur and Surja (1985:50) state that interview is a technique for gathering data. This can be done by communicating with interview directly.

Koentjaraningrat (1983:38) clarifies that there are two clarification, the standardized technique and a set of predetermined questions, while in the unstandardized interview the interviewer does not use the set of predetermined question. The unstandardized interview can be classified in to two, structured and instructed interview. Further unstructured interview is still focus and free interview.

The researcher adopted the free, unstructured, unstandardized interview, since the interviewer did not follow a system or a list predetermined questions. By doing so the interviewer encouraged the interviewee to recall and talk about the true and real experiences with little or no direction from the interviewer. Moreover freedom of questioning would be obtained although it jumped from one topic to another.

3.3.4 Documentation Method

Arikunto (1993:131) states that documentation is written materials, such as books, magazines, documents, regulation daily, notes, etc. while Djumhar (1985:64) writes documentary study is a technique of studying the data that have already been documented.

In this case the data obtained through documentary method were as the notes which were useful and as the source of information. In this research the documents which were used was the list of scores of the students, the facilities provided and the data of respondents in SLTP 4 Jember.

3.4 Data Analysis Method

The researcher had collected the data of the test namely questionnaire, song completion and listening comprehension tests. Eventually, they would be analyzed by using statistical formula. For the data are quantitative, the use of statistical formula is suitable for this purpose.

Waluyo (1978:2) points out that statistics is a tool technique for collecting, summarizing and analyzing quantitative data and it is also a technique for taking right conclusion from the data that have been analyzed.

The researcher will find it safe to use the statistical formula in the field of study since it gives the way to analyze, to summarize and to conclude from the data. The formula is as follow :

$$r_{trix} = \frac{\sum (or - ot)M}{SD_{tot} \sum \frac{(or - ot)^2}{p}}$$

The result is over estimated, so it must be lowered using this formula :

$$r_{trix} = \sqrt{\sum \frac{(or - ot)^2}{p}}$$

This result is still underestimated, so it must be corrected with “The factor of correlation roughly” as follow:

Note:

- r_{trix} : the coefficient of the serial correlation
- M : the mean
- \sum : the sum score Questionnaire
- O_r : the lower ordinate
- O_t : the upper ordinate
- P : the individual proportion in the group
- S_{dot} : the total standard deviation

To test the coefficient of correlation whether it is significant or not, the researcher uses the level of significance 5%



CHAPTER IV RESEARCH RESULT AND DATA ANALYSIS

4.1 The Research Result

The research was held at SLTPN 4 Jember from March up to July the 31st 1998. Here are the results that will be reported in this chapter.

4.1.1 Result of the Interview

The general description of the school that is used as the research area for this research taken from the interview method was as follows.

SLTPN 4 Jember was in Jl. Nusa Indah no 14 Jember. In reality it was built in 1948 as SDN (Sekolah Dagang Negara). Then in 1950 in the era of Republic of Indonesia, the SDN was converted into SMEPN Jember. It was built on September 1st 1950. The SK Pedirian No. 8094/P/1950 was the cause of the building SK-Integrasi No.030/U/1979 date 17-2-1979. SSS:201053003004. Converted the name SMEP changed into SLTP 4 Jember. Of course it had the similar address, Jl. Nusa Indah 14 Jember. The building facilities like halls and rooms accommodated the teaching and learning activities.

Since 1994, the teaching program has been adapted to the curriculum. The teaching learning process consisted of two kind of activities, they were intra curricular and extra curricular activities.

Intra curricular activities mean the teaching learning process which are done with the fix time allocation determined by the state in a fix program and enriched through the test or the assignment, to achieve an academic ability in every lesson. Thus, mutual activities of the teachers and the students are needed in this case.

Extra curricular activities mean the teaching learning process that are done in side the school or out side the school. The aim of this activity is to broaden the students knowledge about science and arts outside the intra curricular, so that the students' talent and interest are well educated. The extra curricular available in

SLTP 4 Jember are: sports, computer, dancing, cooking, music, scouting, red cross activities, etc.

The English teachers of the third year students of SLTP 4 Jember have to run the communicative approach that has been instructed by the state just like the present curriculum. In this case, the teaching learning process demands both the teacher and students to take part actively by means using the target language i.e. English.

To enrich the students' knowledge of English, besides suggesting to read the compulsory book appointed by DEPDIKBUD, the teacher should also suggest other reference books and English magazines to read.

Since the English subject has been studied for two years, the third year students have got enough English knowledge. So it's much better for the English teachers to a communicate in English in the classroom.

SLTP 4 Jember runs 3 year school days. It consist of the first, second and the third year classrooms. Each has got three Cawu.

4.1.2 Result of the Questionnaire

As mentioned in Chapter III that, in this study, the researcher used the direct-close questionnaire to collect the data about the interest of listening English songs. To know their interest in listening English song, the researcher provided 20 items in 45 minutes and because of the interest in listening songs takes the most important role, it was held before the completion and listening comprehension test. The result of the questionnaire shows that the highest score of the student's interest in listening songs is 59 and the lowest one is 33. This result is, then, classified into three categories, good, fair, and low. The calculation can be seen in point 4.2.

4.1.3 Result of the Test

The researcher administrated the three tests after finishing the entire topic. The three tests were given to know the students' scores of listening ability achievement. From the result of the tests the researcher knew whether or not there

was any correlation between the use the English songs and the ability in listening comprehension. The tests consist of two types, song completion and listening comprehension. The calculation of this result can be seen in the data analysis on 4.2, while the details of the score of the tests can be seen in Appendix 5 and 6.

4.2 Data Analysis

The null hypothesis states that there is no significant correlation between the use of the English songs and the ability in listening comprehension among the students of the third year students of SLTP 4 Jember in the academic year of 1997/1998.

To test the hypothesis, it needs a table preparation. Before the researcher shows the details of the analysis, here is the order of the result of the tests. Based on the data of the questionnaire score, it is seen that the highest score is 59 and the lowest score is 33. The calculation of the size of class interval is:

$$I = \frac{R}{n}$$

$$R = (Xt - Xr) - I$$

$$i = \frac{(59 - 33) - I}{3}$$

$$\frac{27}{3} = 9$$

Note :

I = the size of the class

R = range

N = the sum of interval

Xt= the highest score

Xr= the lowest score

Since the interval of the class is 9, the researcher divides the class into 3 categories, good, fair, and poor. The following table presents the class category of students' interest in listening English songs.

Table 1: The class category of students' interest in listening English songs.

Intervals	Scores	The sum of the students
51-59	Good	21
42-50	Fair	60
33-41	Poor	33

It is obvious that, from the test result, the highest score of listening ability is 94 and the lowest score is 45. The researcher presents a table preparation consisting 10 intervals with the content of the interval 5. The table is as follows:

Table 2 : Table preparation Find Frequency, Mean, Proportion, and Standard Deviation of the data of the Listening Ability Comprehension

The Result of Listening Tests	x ⁴	The Result of Questionnaire						Total		
		Poor		Fair		Good		f	fx'	fx' ²
		f	fx'	f	fx'	f	fx'			
90-94	5	0	0	1	5	0	0	1	5	25
85-89	4	1	4	1	4	0	0	2	8	32
80-84	3	0	0	5	15	1	3	6	18	54
75-79	2	2	4	9	18	3	6	14	28	56
70-74	1	9	9	14	14	7	7	30	30	30
65-69	0	10	0	10	0	6	0	0	0	0
60-64	-1	5	-5	9	-9	2	-2	16	16	16
55-59	-2	4	-8	6	-12	1	-2	22	22	44
50-54	-3	1	-3	3	-9	0	0	12	12	36
45-49	-4	1	-4	2	-8	1	-4	16	16	64
Total	5	33	-3	60	18	21	8	23	23	357

Based on the table above the frequency, mean, proportion, and the standard deviation can be calculated as follows :

a) Poor Group

n=33

P=0,289

$$M = MT + \left(\frac{fx}{f} \right)_i$$

$$\begin{aligned}
 M &= 67 + \left(\frac{-3}{33}\right)5 \\
 &= 67 - 0,45 \\
 &= 66,55
 \end{aligned}$$

b) Fair Group

$$n = 60$$

$$P = 0,526$$

$$M = MT + \left(\frac{fx}{f}\right)_i$$

$$\begin{aligned}
 M &= 67 + \left(\frac{18}{60}\right)5 \\
 &= 67 + 1,50 \\
 &= 68,50
 \end{aligned}$$

c) Good Group

$$n = 21$$

$$P = 0,184$$

$$M = MT + \left(\frac{fx}{f}\right)_i$$

$$M = 67 + \left(\frac{8}{21}\right)5$$

$$M = 67 + 1,90$$

$$M = 68,90$$

The total of Standard Deviation is :

$$\begin{aligned}
 Sdtot &= i \sqrt{\frac{\sum Fx^2}{N} - \left[\frac{\sum Fx}{N}\right]^2} \\
 &= 5 \sqrt{\frac{357}{114} - \left[\frac{23}{114}\right]^2} \\
 &= 5 \sqrt{3.1316 - 0.0407} \\
 &= 5 \sqrt{3.0909}
 \end{aligned}$$

$$= 5 \times 1.758$$

$$= 8.79$$

The result of the calculation is used to complete the working table below :

Table 3 : Working table to find the coefficient of the correlation of Triserial of the data in the use of English Songs

The use of English	n	P	O	$(Or-Ot)$	$(Or-Ot)^2$	$\frac{(Or-Ot)^2}{P}$	M	$(Or-Ot)M$
Good	21	0.184	0	0.26603	0.07077	0.38462	68.9	18.32947
Fair	60	0.526	0.26603	0.07627	0.00582	0.01106	68.5	5.22450
Poor	33	0.290	0	-0.34230	0.11717	0.40403	66.5	-22.78007
Total	114	1.00				0.79971		0.77390

Explanation :

- n = number of respondent of each groups
- P = percentage
- O = ordinate
- Or = Low ordinate
- Ot = High ordinate
- M = mean

Based on the calculation of the working table above, the coefficient of the correlation of triserial can be calculated as follows :

$$\begin{aligned}
 r - \text{tris} &= \frac{(Or - Ot)M}{SD_{tot} \geq - \frac{(Or - Ot)^2}{P}} \\
 &= \frac{0.7739}{8.79 \times 0.79971} \\
 &= \frac{0.7739}{7.0295} \\
 &= 0.110
 \end{aligned}$$

The result of calculation above is considered to be over-estimated result, therefore it needs correction as follows :

$$\begin{aligned}
 r - ch &= r - ser \times \sqrt{\frac{(Or - Ot)^2}{P}} \\
 &= 0.11 \times \sqrt{0.79971} \\
 &= 0.11 \times 0.8942 \\
 &= 0.098
 \end{aligned}$$

The result of correction above is considered to be under estimated result, therefore it needs a correction again by using factor of correction as follows :

$$\begin{aligned}
 r &= 0.098 \times 1.111 \\
 &= 0.109
 \end{aligned}$$

The question whether or not there is a significant correlation between the use of English song and students' ability in listening comprehension, the statistical calculation is consulted to the critic value of Product Moment Table with N=14 and the level of significance 5%

The researcher got the result of the sum as follow : the statistical calculation is 0.109 and the critic value of the Product Moment Table is 0.195. The value compared, in this case the statistical calculation is lower than the Product Moment Table, thus the result in non significant. Since it's non-significant, the null hypothesis is accepted and the alternative hypothesis is rejected. It can be concluded that there is no significant correlation between the use of English songs and the students' ability in listening ability comprehension among the third year student of SLTPN 4 Jember in the academic year 1997/1998.

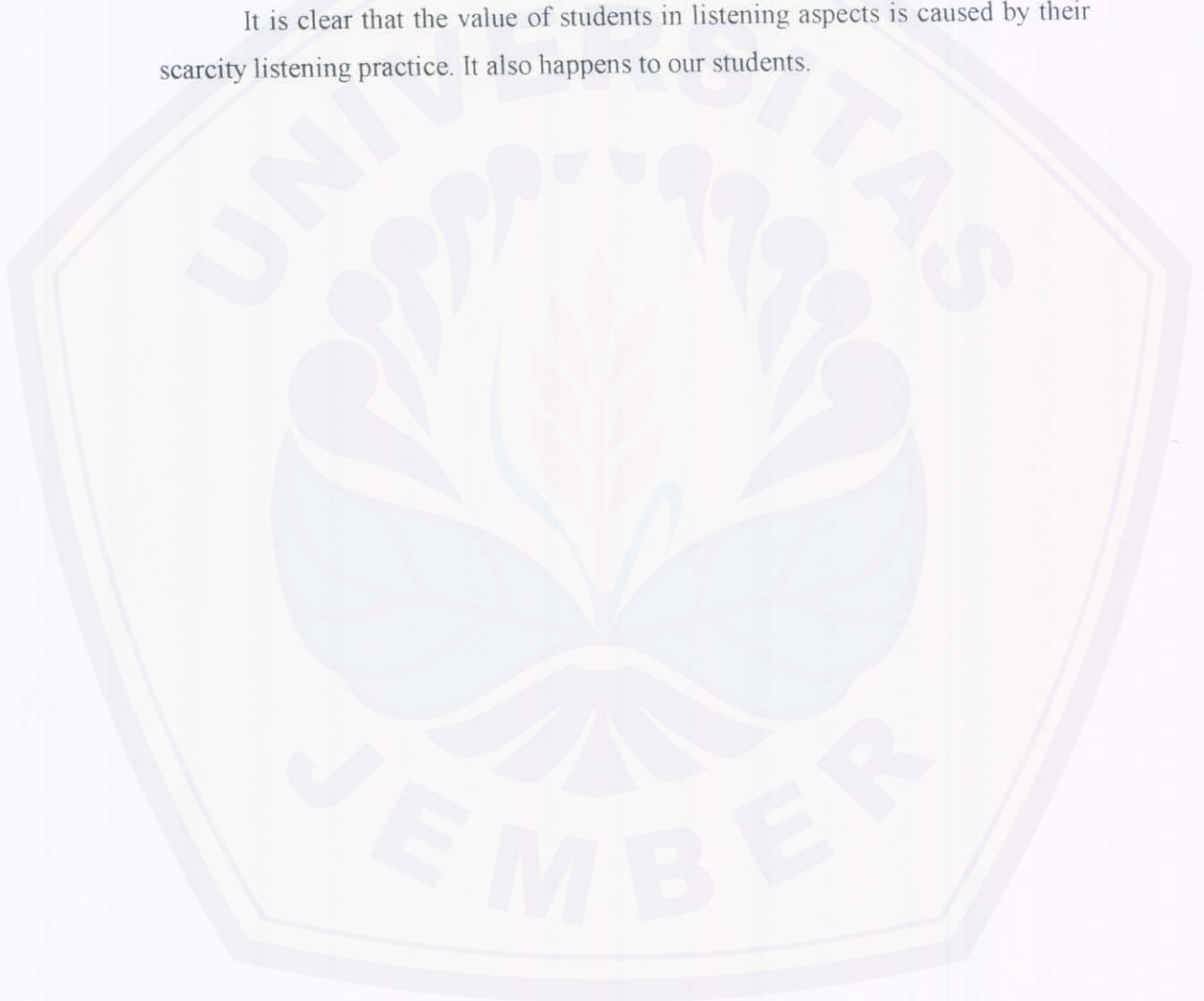
4.3 Discussion

After finishing the treatment, the researcher analyzes the data obtained from the tests. It is found out that there is no correlation between the use of English songs and the ability of listening.

It shows that the scores of statistical calculation are 0.109, while the critic value of product moment table is 0.195. Thus the result does not prove the hypothesis of the researcher

The researcher finds out although the facilities are provided to increase the students' mastering of English, it seems that the students only obviously aim to get good marks without enriching the listening ability. Wijoyo SE 1999 is "Belajar Bahasa Inggris Murah" in Jawa Pos September the 19th. Surabaya : page 4 states that in the seminar about TOEFL/TETFL most of the followers fail in listening and writing tests. Despite the newest post modern method of learning is "Flowing Oral Practice" as the TOEFL demands, language skills need much practice in Listening, Speaking, Reading, Academic Writing and Translation.

It is clear that the value of students in listening aspects is caused by their scarcity listening practice. It also happens to our students.





CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Observing the data analysis, the testing of the hypothesis and the discussion, the researcher can draw the conclusion that :

It shows that the scores of statistical calculation is 0.109, while the critic value of product moment table is 0.195. In other words, the value of the statistical calculation is lower than the critic value of product moment table. It means that the null hypothesis is accepted and the alternative hypothesis is rejected. Thus, the result does not prove the hypothesis of the researcher, or there is no significant correlation between the use of English songs and the students' ability in listening ability comprehension among the third year student of SLTPN 4 Jember in the academic year 1997/1998.

5.2 Suggestion

Since the result of the observation obviously concerns that there's no correlation between the use of English songs and the ability in listening comprehension, the researcher has an opinion that English songs are not useful and significant or do not influence the students' ability in listening comprehension. On the other hand, it is stated theoretically that there is a great value in improving the English ability especially in listening comprehension, pronunciation, intonation and stress. That is way the researcher can recollect from the experience and experiments in the special teaching program of listening English songs.

We may hold a certain listening English songs which are famous for the student such as a hit number one in the hit-parade that is often broadcast by FM radio or TV to brighten the atmosphere of the classroom. It will certainly freshen the students' mind after long boring lessons. In short, the situation will be

enjoyable. And this research will help the teacher in doing the work without command and order. They will pay much attention to the teacher.

Now the students can obtain the advantage of the English songs by listening the beautiful melody and sweet or energetic singer, so that the penetration of some knowledge and skill in English may occur.

The teachers are advised to choose the songs that are related to the lessons being discussed. And find it credible that we can make some progress in improving their ability in :

1. Listening Comprehension

Ask them some question based on the phrases. Let the students' retell the phrases before the classroom.

2. Pronunciation, Intonation and Stress

The chance to imitate the sentences in the phrases will make up their mistakes. The native speaker's pronunciation, intonation and stress are much different with ours. They have to drill themselves by imitating again and again the correct voice of the singers.

3. Vocabulary

By memorizing the phrases, unintentionally they will keep the vocabulary in their mind. Even the most difficult ones will be able to be memorized.

4. Grammar

The teacher gets a good way to explain the grammar.

To make them more active and have a good participation in classroom activities, ask them to have a look at references like lesson book, dictionary and of course the teacher himself as the source of the answer of the question.

BIBLIOGRAPHY

- Allen, Stannard, 1956. **Living English Structure**, London : Oxford University Press
- Baddock, Bary J. 1985, **A Musical Approach to Free Language** Se, English Teaching Forum, Vol XXIII, no; 3
- Doris, Whitman, 1966. **Word Wonder Dictionary** New York : Holt Rinehart and Winston Inc.
- Frank, Marcella, 1972. **A Practical Reference Guide**. New Jersey : Prentice Hall. Inc
- Forum Staff, 1966. **Song to Sing in Class**, English Teaching Forum , Vol. IV
- Gertie, Fernando, 1978. **Song and Play lets**, English Teaching Forum , Vol. VI, no : 4
- Hornby. A.S, Parnwell, E.C, 1971. **Oxford Progressive English Reader's Dictionary**. Kuala Lumpur Singapore :Oxford University Press
- Hornby. A.S, Gatenby E. V, 1956. **The Advanced learner's Dictionary**. London : Oxford University Press
- Jones, Daniel, 1972, **An Outline Of English Phonetics**, Cambridge University Press
- Jill, Campbell, 1976, **Another View on Teaching vocabulary**. English Teaching Forum, Vol XIV, no : 1
- J. Djumhur, Moh. Surya, 1985, **Bimbingan dan Penyuluhan di Sekolah**. Bandung : C.V. Ilmu
- Kalivoda, Theodore, 1980, **Learning to Listen – What can Be Done**, English Teaching Forum, vol XVIII
- Konstantinovic, Anka. 1973, **Lets Sing a Song**, English Teaching Forum , Vol XI, no : 1
- Kosner, Maureen O., 1977, **All Shook Up**, Newsweek New York : Inc. Madison Avenue
- Lukong, N. Nicholas, 1988, **Teaching Listening Comprehension**, English Teaching Forum, Vol XXVI, No. 21

- Monreal, M. Eguene, 1982, **How I use a Song**, English Teaching Forum, Vol XII, no : 1
- Nambiar, S.A, 1985, **The Use of Pop Songs in Language Learning**, Guideline, Vol VII No. 2
- Nida, 1972. **Selective Listening**, Dalam Allen Harrold, Teaching English As a Second Language, Mc – Graw – Hill New York Internasional Book Co.
- Paulus Waluyo. 1978. **Statistik, Jember Koperasi Mahasiswa FKIP Universitas Jember**.
- Richardo, J.C. 1969, **Songs in language Learning**, tesol Quarterly, Vol II, no : 2
- Ruth Berghouse, 1975, **A. Spoonful of Singing**, The Aart of Teasol Vol XIII, no : 3 & 4
- Simanhadi WP, 1967. **Pengantar Metodologi Penelitian IKIP Malang Cabang Jember**
- Smith Larry, 1976, **Using Pupolar Song**, English Teaching Forum, Vol XIV,
- Stannard Allen, 1956. **Living English Structure** London : Oxford University Press
- Sumardono, 1988, **Mengajar Bahasa dengan Nyanyian (Singing with Purpose)** Malang Unpublished Thesis IKIP Malang.
- Suharsimi Arikunto 1989, **Prosedur Penelitian, Bina Aksara** , Bandung
- Sutrisno Hadi, 1984. **Metodologi Research** Jogjakarta : Yayasan Penerbit Fakultas Psikologi UGM
- Swan, Michael 1980, **Practical English Usage**. Hongkong : Oxford University Press
- Tuckman, Bruce, W, 1972 **Conducting Edutional Reseaech** New York : Harcourt Grace javanovic INC
- Webster, A.M 1981. **Webster' System Third New International Dictionary of the English Language Unbridged** USA:Encyclopaedia Britania Inc.
- Wilkes. L. 1956, **Teach Yourself to Teach** : English Universities Press Ltd.

APPENDIX 1

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
THE CORRELATION BETWEEN THE USE OF POPULAR ENGLISH SONGS AND THE ABILITY IN LISTENING AMONG THE THIRD STUDENTS OF SLTPN 4 JEMBER IN ACADEMIC 1997/1998	IS THERE ANY CORRELATION BETWEEN THE USE OF POPULAR ENGLISH SONGS AND THE ABILITY IN LISTENING AMONG THE THIRD STUDENTS OF SLTPN 4 JEMBER IN ACADEMIC 1997/1998	INDEPENDENT VARIABLE THE USE OF POPULAR ENGLISH SONGS DEPENDENT VARIABLE THE ABILITY IN LISTENING COMPREHENSION	SOUNDS VOCABULARY STRUCTURE & SENTENCES PATTERNS PHONETICS FEATURES VOCABULARY FEATURES GRAMMATICAL FEATURES	RESPONDENTS ALL THE THIRD YEAR STUDENTS OF SLTPN 4 JEMBER IN THE ACADEMIC 1997/1998 INFORMANTS THE HEADMASTER THE ENGLISH TEACHER	AREA DETERMINATION PORPOSIVE AT SLTP 4 JEMBER RESPONDENTS DETERMINATION POPULATION DATA COLLECTION TEST QUESTIONNAIRE INTERVIEW DOCUMENTATION DATA ANALYSIS	THERE IS A CORRELATION BETWEEN THE USE OF POPULAR ENGLISH SONGS AND THE ABILITY IN LISTENING COMPREHENSION AMING THE THIRD STUDENTS OF SLTP 4 JEMBER THE ACADEMIC YEAR 1997/1998
					<p>THE RESULT IS OVERESTIMATED, SO IT MUST BE LOWERED USING THIS FORMULA :</p> $r_{tris} = \sqrt{\frac{(or - ot)^2}{p}}$ <p>5. r_{tris} = the level of correction</p> <p>THE RESULT IS UNDERESTIMATED, SO IT MUST BE CORRECTED USING FORMULA :</p> <p>r_{tris} = r x the level of correction</p> <p>THE LEVEL OF SIGNIFICANCE IS 5 %</p>	

- Pilihlah jawaban yang paling betul menurut anda
1. Seberapa besar minat anda untuk mempelajari ungkapan idiom dari lagu itu ?
a. Besar
b. Cukup
c. Kecil
 2. Apakah anda tertarik untuk mempelajari Grammar dalam lagu itu ?
a. Tertarik sekali
b. Cukup
c. Kurang
 3. Seberapa besar minat anda untuk menyimak kalimat dalam lagu itu ?
a. Besar
b. Cukup
c. Kecil
 4. Seberapa besar keinginan anda untuk menambah pengetahuan Grammar ketika mendengarkan lagu ?
a. Besar
b. Cukup
c. Kecil
 5. Seberapa besar minat anda untuk menyimak kalimat yang diulang-ulang dalam lagu itu ?
a. Besar
b. Cukup
c. Kecil
 6. Besarakah minat anda mempelajari Tenses dalam lagu itu ?
a. Besar
b. Cukup
c. Kecil
 7. Seringkah anda memperhatikan kalimat yang diulang-ulang dalam lagu ?
a. Sering kali
b. Cukup
c. Jarang
 8. Seringkah anda memperhatikan kalimat yang berganti Subyek atau Obyek dalam lagu ?
a. Sering kali
b. Cukup
c. Jarang

Identitas siswa

Nama

Kelas

9. Seberapa besar keinginan anda untuk mengetahui arti kalimat yang terkandung dalam lagu itu ?
a. Besar
b. Cukup
c. Kecil
10. Tertarikah anda mengetahui isi cerita dari lagu tersebut ?
a. Tertarik sekali
b. Cukup
c. Jarang
11. Apakah anda tertarik tentang pengalaman seseorang yang dicurahkan dalam lagu ?
a. Tertarik sekali
b. Cukup
c. Jarang
12. Tertarikah anda menyimak lagu dari sebuah film (theme song) ?
a. Tertarik sekali
b. Cukup
c. Jarang
13. Apakah anda juga tertarik menyimak cerita lagu tema itu ?
a. Tertarik sekali
b. Cukup
c. Jarang
14. Terhadap lagu yang memberi komentar tentang alam, seberapa besar daya tarik yang ada pada anda ?
a. Besar
b. Cukup
c. Kecil
15. Seberapa besar daya tarik anda terhadap lagu-lagu tentang kehidupan manusia ?
a. Besar
b. Cukup
c. Kecil
16. Seberapa besar ketertarikan anda untuk mengetahui kejadian yang dituturkan si penyanyi ?
a. Besar
b. Cukup
c. Kecil
17. Seberapa besar minat anda untuk menyimak bunyi-bunyi bahasa yang dilantunkan penyanyi ?
a. Besar
b. Cukup
c. Kecil
18. berapa besar keinginan anda untuk menirukan suara si penyanyi didalam mengucapkan kata-kata dalam lagu itu ?
a. Besar
b. Cukup
c. Kecil
19. Seberapa besar minat anda mempelajari bunyi yang dipakai dalam bahasa percakapan (e.g. gonna, wanna, mornin' etc) ?
a. Besar
b. Cukup
c. Kecil



20. Besarlah keinginan anda untuk mempelajari bagaimana satu kata atau kalimat yang diucapkan si penyayi dalam lagu ?
- a. Besar
 - b. Cukup
 - c. Kecil

A. Song Completion Test

Time : 45 minute

Level : 3rd year students

Send Me The Pillow

(by John Tulipson)

Send _____ 1 _____ the _____ 2 _____ that you _____ 3 _____ 4
Don't you _____ 5 _____ that I _____ 6 _____ 7 _____ for you _____ 8
Send _____ 8 _____ the _____ 9 _____ that you _____ 10 _____ 11
So _____ 12 _____ I can _____ 13 _____ on it _____ 14 _____
Each _____ 15 _____ while I'm _____ 16 _____ oh so _____ 17 _____
I'll share your _____ 18 _____ in dream that _____ 19 _____ were _____ 20 _____
Send me the pillow that you dream on _____ 21 _____ it too
So darlin' I can dream on it too
I've wanted so _____ 22 _____ for you to _____ 23 _____ me
I'm just the _____ 24 _____ off that's _____ 25 _____ of you
Send me the pillow that you dream on
So darlin' I can dream on it too

APPENDIX 4

B. Listening Comprehension Test

Time : 60 minutes

Level : 3rd year students

Part I : 17 items

I. Choose one word that has the same sound with what you have listened to!

1. written : a. with b. wick c. which d. wide
 2. written : a. sand b. sen c. send d. same
 3. written : a. willow b. pillow c. window d. shallow
 4. written : a. Trim b. Drem c. Dean d. Dream
 5. written : a. car b. care c. chair d. cheer
 6. written : a. now b. Known c. know d. noun
- II. Choose one word that has the same meaning or suitable with what you have listened to!
1. written : a. put b. drive c. carry d. drink
 2. written : a. worry b. love c. hate d. dislike
 3. written : a. to b. neither c. too d. through

4. written : a. friend b. family c. girl d. dear
5. written : a. brain b. fact c. imagination d. fiction
6. written : a. in a bed b. on a chair c. on the floor d. on the table
- III. You will listen a question or a statement, select the best answer
- Example
- Spoken : when did you see ?
- Written : a. For a long time
b. From where
c. On the board
d. Just now
1. written : a. Mary is a doctor
b. Mary is student
c. They are in the station
d. They are in a shop
2. written : a. this morning
b. yes I have
c. for Betty
d. for an hour
3. written : a. Juan was with him
b. He talked with Lucy
c. He was without a friend
d. He was with his companions

5.

a. wanted answer

c. wants answer

4.

b. taller

d. tall

a. tallest

c. the tallest

3.

b. has rained

d. is rain

a. rained

c. rains

2.

b. will tell

d. had told

a. tell

c. told

b. Dany

d. Jane

a. A song

c. The teacher

1.

She loved their song. "she" refers to

Find the best answer after listening to the teacher.

Part II : 15 items.

5.

written

: a. she has arrived

b. she arrived

c. she will not come

d. she hasn't arrived

4.

Written

: a. Spectacles

b. Sunglasses

c. a glass

d. a telescope

He needs

14. a. the cleverest
b. clever
c. cleverer
d. the cleverer
13. a. unless
b. because
c. so
d. than
12. a. to discuss
b. discuss
c. is discussing
d. discussed
11. a. tell
b. telling
c. tells
d. told
10. a. driving
b. was driving
c. is driving
d. drive
9. a. collected
b. will collect
c. collects
d. are collect
8. a. talk
b. speak
c. listen
d. don't listen
7. a. before
b. above
c. under
d. on
6. a. am dreaming
b. dreamt
c. dream
d. dreams
- b. wants to answer
d. answering

15.

- a. for
- b. because
- c. when
- d. if

1.

- a. body
- b. head
- c. arms
- d. legs

2.

- a. beat
- b. picked
- c. stroke
- d. knocked

3.

- a. teachers
- b. students
- c. doctors
- d. patients

4.

- a. running
- b. dancing
- c. smoking
- d. climbing

5.

- a. if
- b. when
- c. for
- d. in

6.

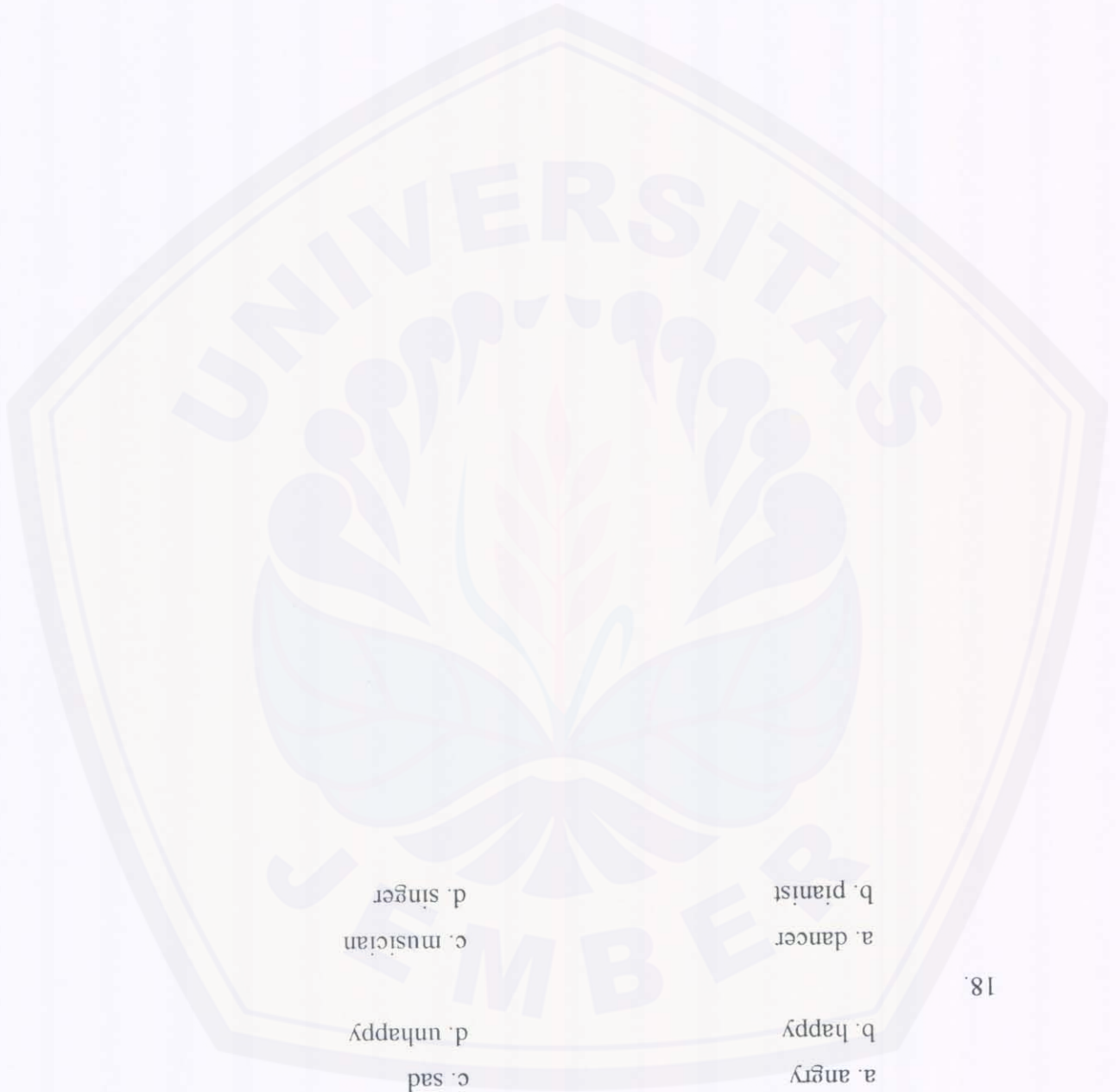
- a. above
- b. over
- c. on
- d. in

7.

- a. fat
- b. slim
- c. thin
- d. skinny

Part III : 18 items

8. a. successful
b. succers
c. succeed
d. successfully
9. a. France
b. Holland
c. Germany
d. Italy
10. a. market
b. shop
c. zoo
d. fair
11. a. see
b. taste
c. speak
d. hear
12. a. Joy
b. happiness
c. strength
d. goodness
13. a. legs
b. fingers
c. throat
d. arms
14. a. novel
b. movie
c. history
d. lie
15. a. cassettes
b. C.D.
c. records
d. V.C.D.
16. a. \$10
b. \$7
c. \$3
d. \$17



18.

- a. dancer
- b. pianist

- c. musician
- d. singer

17.

- a. angry

- b. happy
- c. sad
- d. unhappy

APPENDIX 5

The result of the questionnaire on the interest of the English songs

No	The score of the questionnaire																				TOTAL	CRITERIA
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
60	3	3	3	2	2	3	3	3	3	3	3	3	3	2	3	3	1	1	1	2	50	good
61	3	2	2	3	3	3	2	2	3	3	2	2	3	3	3	2	2	2	2	3	52	good
62	3	1	2	2	1	2	2	2	3	1	2	2	1	2	2	1	2	2	2	1	38	poor
63	2	2	2	2	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	34	fair
64	2	3	2	2	1	2	1	2	1	2	1	2	2	2	2	3	2	2	2	1	39	poor
65	1	2	2	1	2	1	2	1	2	1	2	2	2	2	2	2	2	2	2	2	36	poor
66	2	2	3	3	2	3	3	3	1	2	2	2	1	2	2	3	2	3	3	2	44	fair
67	3	2	2	2	2	1	2	2	2	2	2	2	2	2	2	1	2	3	3	3	39	poor
68	2	2	2	2	3	3	2	3	3	1	2	2	1	2	2	2	2	3	3	2	44	fair
69	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	1	37	poor
70	3	3	3	3	3	3	2	2	3	3	2	2	2	2	2	3	1	2	1	3	44	fair
71	2	2	2	1	2	3	2	2	3	3	2	2	3	3	2	2	3	3	3	1	52	good
72	2	2	2	1	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	45	fair
73	3	2	2	2	1	3	1	3	1	3	1	3	2	2	3	3	3	3	2	2	47	fair
74	3	2	2	1	2	3	2	2	2	2	2	3	2	2	3	2	3	3	2	3	47	fair
75	2	2	2	2	2	2	2	2	2	2	2	3	2	2	3	2	3	2	2	3	46	fair
76	3	3	3	3	2	3	2	3	3	3	2	3	3	3	3	2	2	2	2	3	49	fair
77	3	2	3	2	3	3	2	2	3	3	2	2	3	3	3	3	2	2	2	3	51	good
78	2	1	1	2	3	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	34	poor
79	3	2	2	2	1	2	1	3	2	2	1	2	2	2	2	1	3	2	1	1	37	poor
80	2	2	1	2	2	1	2	2	3	2	2	2	2	2	2	3	2	2	3	1	42	fair
81	3	2	2	2	2	3	1	3	2	3	3	2	2	2	1	2	1	1	2	3	42	poor
82	1	3	3	3	2	2	2	3	3	3	3	1	2	2	2	1	2	2	2	3	46	fair
83	2	3	3	2	2	3	2	2	2	2	2	2	2	2	2	1	1	2	2	1	33	poor
84	3	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	33	poor
85	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	39	poor
86	2	2	2	1	2	3	1	2	1	2	2	2	1	2	2	1	1	2	1	3	33	poor
87	2	3	2	2	2	1	3	1	2	2	2	2	2	2	1	3	1	3	1	1	36	poor
88	2	1	2	1	2	2	1	2	2	2	2	1	2	2	2	2	2	2	2	3	34	poor
89	3	2	2	2	2	1	1	3	2	2	3	2	2	2	3	3	3	3	2	2	48	fair
90	2	3	2	3	3	3	1	2	2	3	2	3	2	3	3	3	3	2	3	3	51	good
91	1	2	1	1	2	2	2	2	2	3	2	2	3	3	3	2	2	3	3	3	46	fair
92	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	2	2	56	good
93	2	2	2	1	1	2	1	2	3	1	2	2	1	2	2	2	2	2	2	2	33	poor
94	1	2	2	2	3	1	2	2	1	2	2	2	1	2	2	2	2	2	1	2	35	poor
95	1	1	1	1	2	2	2	2	2	3	1	1	1	2	2	2	2	2	2	3	34	poor
96	2	1	2	1	2	1	2	2	3	2	2	2	2	2	2	2	2	2	2	3	42	fair
97	3	3	3	2	3	3	2	3	3	2	3	1	3	2	2	2	2	1	1	3	42	fair
98	3	3	3	3	3	3	2	3	3	3	2	3	2	1	3	2	2	2	2	3	46	fair
99	3	2	3	3	3	3	2	2	3	3	2	2	3	3	3	2	3	2	3	3	49	fair
100	2	3	3	3	3	3	2	2	2	3	3	3	3	3	3	2	3	2	1	1	50	fair
101	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	56	good
102	2	1	3	2	2	2	3	2	3	2	3	2	2	2	2	2	3	3	2	3	49	fair
103	3	3	3	2	3	3	2	3	3	2	3	3	3	3	3	2	3	3	2	1	52	good
104	3	2	2	2	2	3	2	2	3	2	3	2	2	2	3	3	3	3	3	3	53	good
105	3	2	2	1	2	3	2	3	3	2	3	2	2	3	2	2	3	2	2	3	51	good
106	2	2	2	2	2	3	1	2	2	2	2	2	2	2	2	2	2	2	2	2	40	poor
107	3	2	3	3	3	2	3	2	3	3	2	3	3	3	3	2	1	2	3	3	52	good
108	2	3	3	2	3	3	2	3	3	3	3	2	3	3	2	3	2	2	3	3	55	good
109	2	1	2	3	1	2	3	2	3	2	3	2	3	3	2	2	2	2	2	1	44	fair
110	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	39	poor
111	1	2	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2	2	1	3	34	poor
112	2	3	2	2	2	3	1	2	3	2	3	2	2	2	3	3	3	3	3	3	48	fair
113	3	3	3	2	3	2	3	2	3	3	2	3	3	3	3	3	3	3	3	3	58	good
114	3	2	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	2	2	50	fair

The result of the listening ability test

APPENDIX 6

NR	SONG		Listening				Total
	TRUE Value	Score	TRUE	FALSE	Value	Score	
1	20	2	40	37	13	1	73
2	20	2	40	41	9	1	78
3	18	2	36	36	14	1	67
4	17	2	34	41	9	1	72
5	18	2	36	39	11	1	71
6	20	2	40	45	5	1	83
7	20	2	40	42	8	1	79
8	20	2	40	36	14	1	71
9	18	2	36	30	20	1	59
10	20	2	40	40	10	1	77
11	15	2	30	28	22	1	51
12	16	2	32	30	20	1	55
13	17	2	34	34	16	1	63
14	22	2	44	42	8	1	83
15	19	2	38	36	14	1	69
16	15	2	30	45	5	1	73
17	18	2	36	33	17	1	63
18	20	2	40	41	9	1	78
19	20	2	40	42	8	1	79
20	18	2	36	40	10	1	73
21	18	2	36	35	15	1	73
22	18	2	36	37	13	1	73
23	16	2	32	36	14	1	69
24	18	2	36	33	17	1	63
25	19	2	38	32	18	1	64
26	20	2	40	35	15	1	70
27	18	2	36	40	10	1	73
28	18	2	36	39	11	1	71
29	17	2	34	35	15	1	64
30	19	2	38	33	17	1	65
31	18	2	36	37	13	1	69
32	19	2	38	39	11	1	72
33	16	2	32	39	11	1	67
34	18	2	36	38	12	1	70
35	21	2	42	36	14	1	73
36	20	2	40	35	15	1	70
37	15	2	30	35	15	1	60
38	18	2	36	40	10	1	73
39	21	2	42	40	10	1	79
40	21	2	42	40	10	1	79
41	19	2	38	39	11	1	73
42	19	2	38	39	11	1	73
43	22	2	44	39	11	1	79

The result of the listening ability test

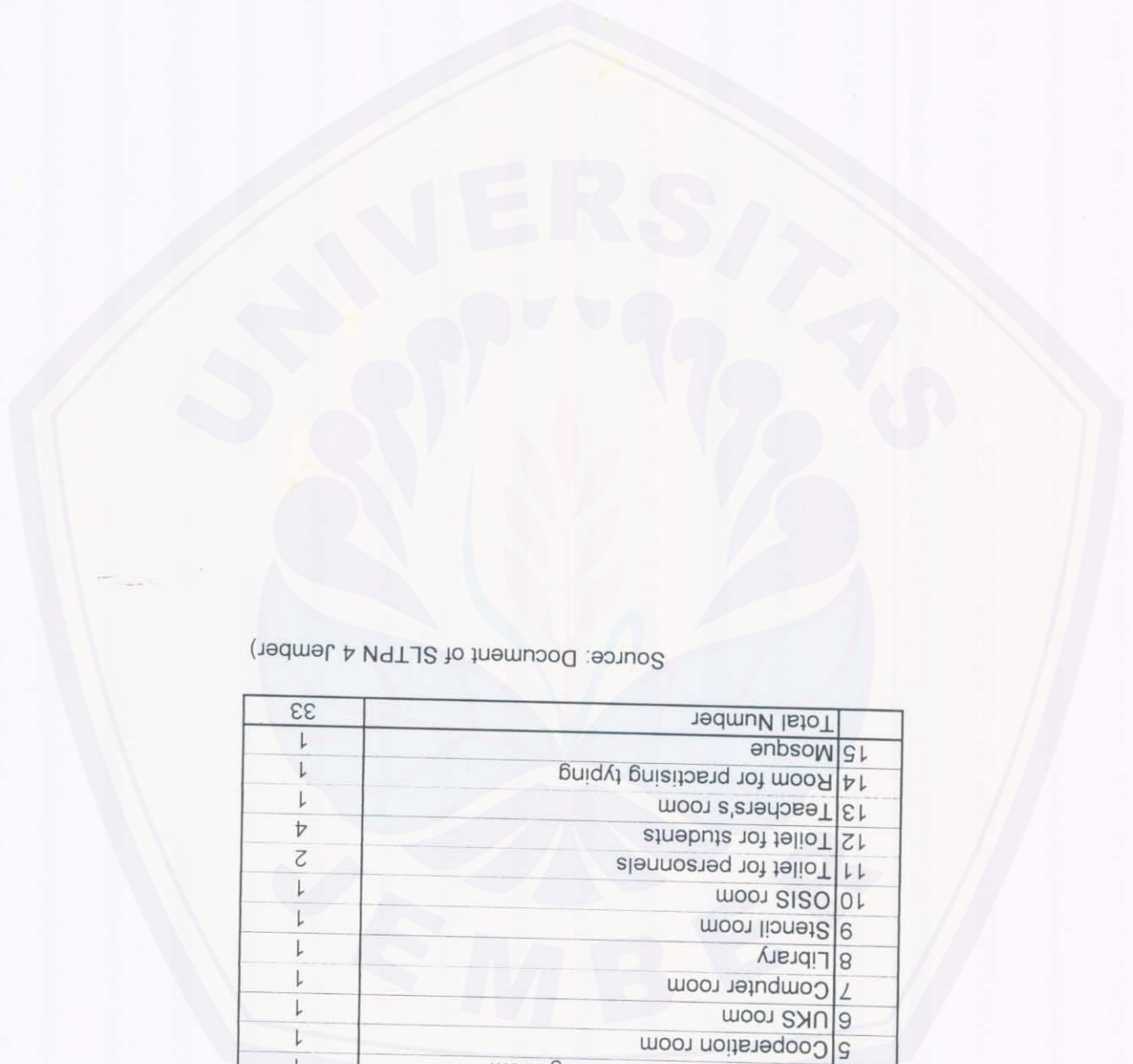
APPENDIX 6

NR	SONG		Listening				Total
	TRUE Value	Score	TRUE	FALSE	Value	Score	
44	20	2	40	34	16	1	68.67
45	22	2	44	40	10	1	80.67
46	22	2	44	41	9	1	82.00
47	15	2	30	44	6	1	72.00
48	18	2	36	36	14	1	67.33
49	21	2	42	42	8	1	81.33
50	14	2	28	46	4	1	72.67
51	12	2	24	29	21	1	46.00
52	20	2	40	34	16	1	68.67
53	17	2	34	34	16	1	62.67
54	17	2	34	36	14	1	65.33
55	20	2	40	29	21	1	62.00
56	20	2	40	34	16	1	68.67
57	14	2	28	32	18	1	54.00
58	15	2	30	33	17	1	57.33
59	12	2	24	28	22	1	44.67
60	18	2	36	30	20	1	59.33
61	16	2	32	39	11	1	67.33
62	20	2	40	27	23	1	59.33
63	19	2	38	35	15	1	68.00
64	17	2	34	36	14	1	65.33
65	18	2	36	35	15	1	66.00
66	17	2	34	34	16	1	72.67
67	20	2	40	33	17	1	67.33
68	16	2	32	35	15	1	62.00
69	20	2	40	30	20	1	63.33
70	18	2	36	27	23	1	55.33
71	18	2	36	41	9	1	74.00
72	18	2	36	40	10	1	72.67
73	17	2	34	41	9	1	72.00
74	14	2	28	47	3	1	94.00
75	21	2	42	39	11	1	77.33
76	15	2	30	36	14	1	61.33
77	16	2	32	33	17	1	59.33
78	16	2	32	35	15	1	62.00
79	17	2	34	35	15	1	64.00
80	19	2	38	39	11	1	73.33
81	18	2	36	35	15	1	66.00
82	16	2	32	31	19	1	56.67
83	22	2	44	33	17	1	71.33
84	23	2	46	45	5	1	89.33
85	16	2	32	32	18	1	58.00
86	15	2	30	31	19	1	54.67

The result of the listening ability test

APPENDIX 6


NR	SONG		Listening				Total
	TRUE Value	Score	TRUE	FALSE	Value	Score	
87	20	2	40	33	17	1	67.33
88	21	2	42	36	14	1	73.33
73	21	2	42	36	14	1	73.33
89	18	2	36	41	9	1	74.00
74	18	2	36	41	9	1	74.00
90	17	2	34	40	10	1	70.67
70	17	2	34	40	10	1	70.67
86	20	2	40	47	3	1	86.00
91	20	2	40	47	3	1	86.00
92	21	2	42	40	10	1	78.67
79	21	2	42	40	10	1	78.67
93	17	2	34	35	15	1	64.00
64	17	2	34	35	15	1	64.00
94	14	2	28	30	20	1	51.33
51	14	2	28	30	20	1	51.33
72	19	2	38	38	12	1	72.00
95	19	2	38	38	12	1	72.00
96	18	2	36	37	13	1	68.67
69	18	2	36	37	13	1	68.67
97	15	2	30	30	20	1	53.33
53	15	2	30	30	20	1	53.33
98	16	2	32	33	17	1	59.33
59	16	2	32	33	17	1	59.33
99	16	2	32	45	5	1	75.33
75	16	2	32	45	5	1	75.33
100	18	2	36	46	4	1	80.67
81	18	2	36	46	4	1	80.67
101	14	2	28	28	22	1	48.67
49	14	2	28	28	22	1	48.67
102	17	2	34	31	19	1	58.67
59	17	2	34	31	19	1	58.67
103	21	2	42	40	10	1	78.67
79	21	2	42	40	10	1	78.67
104	17	2	34	34	16	1	62.67
63	17	2	34	34	16	1	62.67
105	20	2	40	34	16	1	68.67
69	20	2	40	34	16	1	68.67
106	21	2	42	30	20	1	65.33
65	21	2	42	30	20	1	65.33
107	15	2	30	44	6	1	72.00
72	15	2	30	44	6	1	72.00
108	16	2	32	36	14	1	63.33
63	16	2	32	36	14	1	63.33
109	18	2	36	36	14	1	67.33
67	18	2	36	36	14	1	67.33
110	21	2	42	35	15	1	72.00
72	21	2	42	35	15	1	72.00
111	20	2	40	30	20	1	63.33
63	20	2	40	30	20	1	63.33
112	15	2	30	29	21	1	52.00
52	15	2	30	29	21	1	52.00
113	19	2	38	40	10	1	74.67
75	19	2	38	40	10	1	74.67
114	16	2	32	42	8	1	71.33
71	16	2	32	42	8	1	71.33



Source: Document of SLTPN 4 Jember)

No	Building	Amount
1	Classroom (up-down stairs)	14
2	Principal's room and vice's	2
3	Administration room	1
4	Guidance and Counselling room	1
5	Cooperation room	1
6	UKS room	1
7	Computer room	1
8	Library	1
9	Stencil room	1
10	OSIS room	1
11	Toilet for personnels	2
12	Toilet for students	4
13	Teachers's room	1
14	Room for practising typing	1
15	Mosque	1
	Total Number	33

Physical Condition of The Building of SLTPN 4 Jember



Perpustakaan
UPT UJ
UNIVERSITAS JEMBER