The Effect of Using Slow Beat English Songs on the Eight Year Students'
Listening Comprehension Achievement at SMPN 3 Jember in The 2011/2012
Academic Year

Thesis

Composed as One of The Requirements to Obtain S1 Degree at The English
Education Study Program of Language and Arts Education Department of
Teacher Training and Education Faculty of Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents; my father Mat Heri and my mother Poni Rahayu, thanks for your endless love,

2. The only my adorable sister, Wulan Pangestu, thanks for giving me annoying and beautiful days,

3. My sweetheart, Eko Riswanto, thanks for standing next to me in all weather,

4. My extended family in Jember, Banyuwangi, Bondowoso and Bali for everything all of you have given to me,

5. My friends in EREGTUS, thanks for cheerful days, I love you guys.

CONSULTANTS APPROVAL

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ACKNOLEDGMENT

First and foremost, I have to say thank you so much to the Only Greatest God that give me unbreakable days and everything I need and want and guide me through everything smells good, so I can have and finish this thesis.

In relation to the writing and finishing of this thesis, I would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education.
2. The Head of Language and Arts Education Department
3. The Head of English Education Program.
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5. The Examination Committee and the Lecturers of the English Education Program.
6. The Head Master, the English Teacher, the Students of VIII A, VIII B, VIII D of SMPN 3 Jember that give me permission and help me in conducting this research

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of listening. Any criticism and valuable suggestion would be appreciated.

Jember, Oktober 2011

The Writer

II. THE LIST OF APPENDIXES

SUMMARY

The Effect of Using Slow Beat English Songs on the Eighth Grade Students' Listening Comprehension Achievement at SMPN 3 Jember in The 2011/2012 Academic Year; Fifing Espradina, 070210401113; 2011:46; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Listening is one of the language skills that should be mastered by the students in Junior High School. Unfortunately, EFL students still have difficulties in listening comprehension. Further, it makes difficult for them to gain better score for other language skills and components. When a teacher gives listening test to the students, they still make some mistakes mostly in catching what the speaker says. It is caused by unfamiliar English words they have.

One solution to solve this problem is using interesting media appropriate for students named slow beat English songs. Supporting this solution, Davies (2000) suggests that we can use songs to capture students' interest or to reinforce content. Besides through music, children can keep information permanently because normally, children's mind is good in catching information through songs.

Further, an experimental research on listening skill by using songs had been done by Saputri (2003) at SMU PGRI 1 Lumajang in the 2002/2003 academic year. Based on the calculation, the result showed that the value of t-test of the post test was 4,148 while the critical value of t-test with the significant level of 5% and the degree of freedom 88 was 1,980. Since 4.148 was higher than 1.980, therefore the major hypothesis of the research was accepted.

Based on the interview with the English teacher at SMPN 3 Jember it was known that she rarely gave listening practice to the students. Although the school had already had good facilities as it is an RSBI school, but still she rarely used it. It was because she thought that bring them to multimedia room was wasting time. However, when she teaches listening, she speaks orally to the students. So the English teacher had never used slow beat English songs in teaching listening.

contrast, the alternative hypothesis (Ha) that there was a significant effect of slow beat English songs on the eight year students' listening comprehension achievement at SMPN 3 Jember in the 2011/2012 academic year was accepted. Besides, the degree of effectiveness was 7.72%. It meant that the degree of relative effectiveness of using slow beat English songs in teaching listening comprehension applied to the experimental was 7.72% more effective than teaching listening without using slow beat English songs applied to the control group.

get bored in English class. They usually get the exercises in listening in the form of monologue and dialogue.

One solution to solve this problem is using interesting media appropriate for students named slow beat English songs. Supporting this solution, Davies (2000) suggests that we can use songs to capture students' interest or to reinforce content. Besides through music, children can keep information permanently because normally, children's mind is good in catching information through songs.

Oral language is an interactive and social process, and using songs is a natural way to experience rich language in a pleasurable way (Woodall & Ziembrosk). Songs do not only make students more relaxed to prepare themselves to get the lessons but also motivate them learn English deeply. Music, when applied in a constructive way, can have positive effects on a child's learning and help them in some way (Olson: 1996). Through songs they learn both English as a language and culture. While in songs students can find informal and formal language daily used by people in English speaking countries. They will also find so many idiom or phrase with implicit meaning they have never seen before. In this way, songs can enrich students in their vocabulary. The use of slow beat English songs here will greatly help students because the rhythm and the way the singer sung the lyrics are not very fast so that they can catch the lyrics better.

Further, an experimental research on listening skill by using songs had been done by Saputri (2003) at SMU PGRI 1 Lumajang in the 2002/2003 academic year. Based on the calculation, the result showed that the value of t-test of the post test was 4,148 while the critical value of t-test with the significant level of 5% and the degree of freedom 88 was 1,980. Since 4.148 was higher than 1.980, therefore the major hypothesis of the research was accepted.

The researcher had done an interview with the English teacher of the eighth year of SMPN 3 Jember. Based on the interview, it was known that the teacher rarely gave listening practice to the students. Although the school had already had good facilities as it is an RSBI school, such as Multimedia room and Language Laboratory, but still she rarely used it. It was she thought that bring students to Multimedia room or Language Laboratory was washing time.

of information can also be used as one of considerations to create some listening ways in improving students' listening comprehension.

b) The Students

The result of the research hopefully can motivate students' desire and willingness in learning English. The students can also train themselves in listening through slow beat English songs to make them familiar with English words.

c) The Other Researchers

The result of the research hopefully can be used as a meaningful reference and information for other researchers to conduct similar research.

1.5 The Operational Definitions

The operational definition gives the same understanding to the readers about the meaning of variables in this study. In this research there are two variables, they are slow beat English songs and students listening comprehension achievement.

a) Slow Beat English songs

Slow beat English songs are English songs that have slow rhythm. In this study, one of the slow beat English songs that used was a song from Michael Jackson "Heal The World". The researcher uses slow beat English songs in order to make students easier to catch English words in those two songs.

b) Students' Listening Comprehension Achievement

Listening comprehension achievement means an active process that fully successes when the listener can receive the message, construct meaning, give responses or non verbal signal to show, understand vocabulary and grammatical structures, catch stress and intonation, practice and represent the message. While in this research, students'

II. RELATED LITERATURE REVIEW

This chapter discusses the theory related to teaching learning of listening comprehension by applying slow beat English songs on the eight year students of Junior High School. The points discussed are listening comprehension, listening comprehension achievement, teaching listening comprehension, slow beat English songs, teaching listening comprehension by using slow beat English songs, the advantages of using slow beat English songs in teaching listening comprehension.

2.1 Listening Comprehension

Listening is an active skill. It means that listeners must involve their background knowledge either linguistics or non-linguistic sources (Littlewood: 1995: 66). Furthermore he says that the nature of listening comprehension means that the learner should be encouraged to engage in active process of listening for meanings, using not only the linguistic cues but also his non-linguistic knowledge. In fact that listening is the first language skill students acquire makes it as a fondation for another three language skills. It means that if we have good comprehension in listening, it will be easier to learn other language skills such as reading, speaking and writing. Most students spend their time in learning English just for listening than for producing it themselves.

According to Hennings (1997:146-149), listening should be an active process, with students reacting rather than passively receiving and listeners are generally most successful when they listen with purpose in mind. It is an active process when the listeners must differenciate among sounds, understand vocabulary and grammatical structures, interpret stress and intonation. It means that listening is a process of understanding information from spoken language with full intention.

2.2 Listening Comprehension Achievement

According to Hennings (1997: 149) the goal of listening comprehension class can be reached when the students listen with a certain purpose in their mind.

According to Duzer (1997), there are three stages in applying listening activities.

1. Pre Listening

   This activity establishes the purpose of the listening activity and activates or builds students, prior knowledge. It is important for the students to be able to connect what they have already known to the speaker's message. Pre Listening activity makes students begin to guess what they probably hear and make a connection with their prior knowledge, and increase their own knowledge.

2. Whilst Listening

   This stage relates directly to engagement with the text, and students do the main activities during they are listening. In the main listening activities, students will find then whether their prediction is correct or wrong. In the main activity, teacher applied a gap filling test. Then when the students finished their work, the teacher will switch students' sheet and discuss the answer with the whole class.

3. Post Listening

   It is a kind of follow-up activities. It will be very effective when it is implemented immediately after the main listening activity. Post listening activities help students to connect what they have heard to their own experiences and encourage reflective thingking. Further, Duzer (1997) states that post listening activities provide opportunities and clarify understanding. This stage also gives teacher chance to access students' comprehension, check and clarify students' understanding.

   According to Goh (1997:21-23), there are twenty factors which influence listening comprehension achievement that are categorized to 5 main categories:

1. Text, they are : a. Phonological modifications

   b. Vocabulary

   c. Speech rate

   d. Type of input

3. Accent

It refers to the variety places where English is spoken, whether it is British, American, Australian or others.

4. Speech rate

It is related to the speed or slowness of each words spoken. Different languages have different normal rates. Those which categories as normal rates in English can be categorize as the fast one for Indonesian' students that learnt English. The next fact is that they will get difficulties in catching the meaning.

5. Prior knowledge.

It is about students' background knowledge of the topic will be discussed. It is important to having such knowledge to connect their prior information with the new one.

Although the teachers have so many problems with English students listening comprehension achievement, but still there are so many ways to solve the problems or at least to minimize them. The teacher should find and provide students suitable interesting materials and give them pleasant classroom condition and wrap them to become an effective teaching listening strategies.

2.4 Slow Beat English Songs

Song is a piece of music with words that is sung (Hornby,1990). The words in a song are called lyrics. Music, when applied in a constructive way, can have positive effects on a child's learning and help them in many ways (Olson, 1996).

Olson (1996) explains that music is an important and extremely useful tool in the way we learn and to deny its power is a waste of truly wonderful resource. Furthermore, she explains that listening through music can be done by trying to understand it and interpret it in different ways; and in many ways, imitate it. Music and songs can help increase these listenng skills in a fun, relaxed manner. As well, music creates an environment that is conducive to learning and sets the stage for listening and learning (Davies, 2000).

a. Selecting Suitable Slow Beat English Songs

There are some criteria in selecting suitable slow beat English songs. According to Keegan (1997), the criteria of selecting songs for teaching listening comprehension achievement are as follows:

1. The songs must have a clear lyrics
2. The recording of the songs should be good and clear
3. The singer of the songs should have nice clear voice
4. The language of the songs must be suitable with the level of the students

Moreover, there are three principal song selection criteria according to Lynch (2008):

1. Use songs that are popular with the students whenever possible. Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.

2. Songs must have clear and understanable lyrics. Nothing is worst than a song almost nobody can understand. If the students have trouble understanding the lyrics by listening, then another song needs to be selected.

3. Songs should have appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat even humorous songs available.

b. Applying Slow Beat English Songs

The procedures of teaching listening comprehension used that is described by Yoo (2002), they are:

1. Pre-Listening:

   a) as a warm-up or schema building activity, ask students what they know about American pop culture. The researcher might also want to bring some pictures or CD's of the song that will be played.

   b) Pass out the cloze activity handout, and have the students read the lyrics and figure out what the missing words might be, using their

4. Ambiguity

A song says something which is plain to all and sometimes is privy only to some. It has a public and a personal meaning. In teaching, this is a big advantage. It means that, within limits, each students' personal interpertation has validity. It is also means that, because everyone has their perception, an almost infinte fund of interactive discussion is possible. For example, when some students listen a song, they will have their own perceptions of that song and they can discuss about they various perceptions.

5. Non-Triviality

One of the functions of a song is to enhance our experiance of exsistence. It offers significant input for students by learning the repeated lyric of the songs. By listening to some songs, students will know the exsistence of something such as world, relationship etc.

6. Universality

As a form of language use, songs are universal among human beings. The themes deal with common things to all cultures: love, friendship, nature and religious, belief. In brief, it is universal because human beings are common with those things.

7. Playfulness

One of the key factors in learning a foreign language is the ability and opportunity to play with it, to test its elasticity. Students can observe and experience what others have dared to do with the language (they can practice to sing and learn the lyric of the song). It means that songs do not only give an opportunity to the students to learn the language but also to play with it.

8. Reactional Language

Songs give access to reactional types of spoken language use. Their main purpose is neither to make people feel comfortable not procure a utilitarian result, rather it is to make people react personally to another person's verbal sensibility. It means that songs invite people to react

III. RESEARCH METHODS

This chapter presents the research methodology that was applied in this research. It consisted of research design, area determination method, respondent determination method, data collection method and data analysis method.

3.1 Research Design

The study was done by using Experimental Research Design. The aim of the study was to investigate whether or not there is a significant effect of Slow Beat English Songs on the Eighth Year Students' Listening Comprehension Achievement at SMPN 3 Jember in The 2011/2012 Academic Year. The researcher choose Post-Test only Control Design of experimental research design. The design will need two groups or classes from the whole available classes (Purwanto and Sulistyawati, 2007: 89).

The first class was the experimental group, while the second class was the control group. The experimental group received treatment by using slow beat English songs (X) as the material in teaching listening comprehension, while the control group was taught by using teachers' sound recorder. Then after teaching three times to each group, the post-test was given to both of the experimental and control group to find out the mean difference between those two groups. The data was analyzed by comparing the post-test scores of both groups by using t-test formula in SPSS computing system. Post-test only control design can be described as follows:

R1	X	O1
R2		O2

Notes:

R1 : The 1st group chosen randomly

R2 : The 2nd group chosen randomly

X : Treatment

O1 : Post-test score of the 1st group after giving treatment

on those considerations, the researcher purposively choose SMPN 3 Jember to conduct the experimental research.

3.3 Respondent Determination Method

The population of this research was all the eighth year students in SMPN 3 Jember. There were 7 classes of the eighth year in SMPN 3 Jember; they were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G. In this research, the researcher used the population of VIII A until VIII F, because VIII G is an acceleration class. The number of students in those seven classes was 180 students.

The research was experimental research that needs two classes as experimental class and control class. Purwanto and Sulistyawati (2007:47) state that cluster random sampling is a kind of sampling technique in the basis of clusters and not individual respondent taken randomly. Therefore, the researcher used cluster random sampling technique by taking two classes among the existing six classes as the research respondent.

3.4 Data Collection Method

Data collection method was systematic standard procedures to get the data needed. There are two kinds of data that will be collected for this research; they are primary data and supporting data. Primary data was collected from scores of the test while supporting data was collected from interview and documentation.

3.4.1 Test

Test was used to collect primary data. In this research, there were three kinds of test that will be applied to collect the data, they were homogeneity test, try out (pilot test) and post test. Below was their brief explanation.

year students of junior high school. Below are the table of the research indicators and the example of the test items:

Research Indicators	Sample of test items
1. Students are able to find the explicit information of the monologue text they heard	I. Listen to the text played, and then decide which word in the bracket that is truly spoken! "A (blinding/bleeding) flash that destroyed a beautiful night and a bomb that (burn/burnt) buildings such as mosques, (homes/hopes) and schools where it fall down is a daily situation in Gaza, Palestine." II. Fill the blank spaces of the text below based on the monologue text you heard! "Dream is a big deal of life. It is not only something that comes 1._____ our nice sleep but also a spirit of life. Dreams whenever it is a bad dream, we can still take it as our motivation to make we are more 2._____."

gain reliability of test. Since Heaton (1991: 163) says that, the split-half method is another means of measuring test reliability. Further he explains that the split-half method is based on the principle that, if an accurate measuring instrument were broken into two equal parts, the measurements obtained with one part would correspond exactly to those obtained with the other. Later the reliability of the whole pilot test result was calculated by using this formula:

$$r_{\frac{11}{12}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} = reliability coefficient

$\sum XY$ = the total numbers of odd items and even items

$\sum X$ = the total of odd items

$\sum Y$ = the total number of even items

N = the number of respondents

(Sudijono, 1996:216)

Then, the reliability of each test result was analyzed by using Spearman-Brown Formula as presented below:

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

Notes:

r_{11} = reliability coefficient for the whole items

$r_{\frac{11}{12}}$ = reliability coefficient for the half of the test items

$$I = \frac{B}{N}$$

Note:

I   : the index of difficulty of each item

B   : the number of students who answer the questions correctly

N   : the number of students who do the test

The criteria of index of difficulty are:

0.00-0.30 : difficult

0.31-0.70 : fair

0.71-1.00 : easy

(Arikunto, 2006:210)

Some test items were too easy and too difficult, and then the researcher revised the items. The revision itself was basic revisions for example test item revision and test items deletion that were not qualified. Therefore, the items test of pilot test must be more than those in post test (Djiwandono, 1996:18).

c. Post Test

Hughes (1996:12-13) states that achievement test is used to measure a student's mastery of what has been taught. The post-test was constructed as an achievement test that measure the students' listening comprehension achievement. It was arranged based on the test items of pilot test that was proper for the students. The test consisted of 25 items. The test covered the types of questions, true-false exercise and filling the gaps to search implicit and explicit information needed. In relation to the scoring, the total score was 100 if students answered all the test items correctly. The time allocation for the post test was 45 minutes.

The procedures to analyze data were:

a. Entering the data of the experimental and control class to SPSS ver. 11.5 data editor;

b. Examining the data difference of both data by using Analyze-Compare Means-Independent Sample t-test;

c. All data in the SPSS program was read as number, thus defining the groups into numbers; group 1 for the experimental class and group 2 for the control class;

d. Determining the 95% Confidence Interval of the Difference;

e. The first output showed the Group Statistics which used to interpret mean score and standard deviation of each group or class;

f. The second output showed Independent Samples Test to interpret the value of t, degree of freedom (df) and significant level/probabilities (2-tailed) of the data. By comparing the significant level/probabilities (Sig), the decision of hypothesis can be taken:

> If probabilities (Sig) < 5%, the hypothesis is accepted and the result of the research is significant
>
> If probabilities (Sig) > 5%, the hypothesis is rejected and the result of the research is not significant.

(Adapted from Purwanto and Sulistyani, 2007:162)

Based on the table above it was known that the teaching learning processes administered in three meetings to the both experimental group and the control group. During teaching and learning process the experimental group received treatment by using slow beat English songs, while the control group received no treatment that was taught by using teacher's voice recorder.

4.2 The Results of Supporting data

The results of supporting data were obtained through interview and documentation. These data were used to support the primary data.

4.2.1 The Result of Interview

The interview was conducted with the English teacher on February 9th, 2011 at SMPN 3 Jember. It was conducted for gaining information about how she taught English especially in teaching listening skill. According to the English teacher, the curriculum used in that school was the 2006 School Based Curriculum (KTSP). Based on this curriculum, the text that students should master in the eighth year are three types of texts namely descriptive, recount and narrative text.

Based on the information from the teacher, she always used text book materials and rarely used materials from other resources. Even for the listening skill, she only used materials in textbook. She thought that all of their students had already had good ability in English. The teacher realized that she seldom brought her students to have listening comprehension practices; therefore she herself was not sure about her students' ability in listening skill. From that result of interview, it can be concluded that the English teacher never used slow beat English songs as materials for the eighth year students.

4.2.2 The Result of Documentation

The documentation was used to get the supporting data about the names of the research respondents.

formula from SPSS ver 11.5. The result of ANOVA can be seen in the table below:

Table 2. The ANOVA Analysis of the Homogenity Analysis

Oneway

Descriptives

NILAI

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini mum	Maxi mum
					Lower Bound	Upper Bound		
1	28	84.36	4.778	.903	82.50	86.21	74	90
2	28	83.93	4.127	.780	82.33	85.53	74	90
3	29	85.59	3.397	.631	84.29	86.88	80	90
4	29	83.86	6.781	1.259	81.28	86.44	56	90
5	29	88.83	4.124	.766	87.26	90.40	80	96
6	29	85.38	5.858	1.088	83.15	87.61	72	96
Total	172	85.34	5.200	.397	84.55	86.12	56	96

Test of Homogeneity of Variances

NILAI

Levene Statistic	df1	df2	Sig.
1.453	5	166	.208

ANOVA

NILAI

			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		500.708	5	100.142	4.031	.002
	Linear Term	Unweighthed	133.170	1	133.170	5.361	.022
		Weighthed	133.059	1	133.059	5.356	.022
		Deviation	367.649	4	91.912	3.700	.007
Within Groups			4123.734	166	24.842		
Total			4624.442	171			

$$= \frac{94.164 - 93500}{\sqrt{(117320 - 115600)(77084 - 75625)}}$$

$$= \frac{664}{\sqrt{(1720)(1423)}}$$

$$= \frac{664}{\sqrt{2447560}}$$

$$= \frac{664}{1564.47}$$

$$= 0.42$$

Notes:

r_{xy} = reliability coefficient

$\sum XY$ = the total numbers of odd items and even items

$\sum X$ = the total of odd items

$\sum Y$ = the total number of even items

N = the number of respondents

(Sudijono, 1996:216)

To obtain the value of r_{11}, the estimation used Spearman-Brown formula as presented below:

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$= \frac{2(0.42)}{1 + 0.42}$$

$$= \frac{0.85}{1.24}$$

$$= 0.69$$

Table 3. Difficulty Index of Test Items

ITEMS NUMBER	N	B	INDEX	CRITERIA
1	28	28	1	EASY
2	28	19	0.68	FAIR
3	28	26	0.93	EASY
4	28	28	1	EASY
5	28	27	0.96	EASY
6	28	20	0.71	EASY
7	28	27	0.96	EASY
8	28	4	0.14	DIFFICULT
9	28	27	0.96	EASY
10	28	0	0	DIFFICULT
11	28	11	0.39	FAIR
12	28	20	0.71	EASY
13	28	28	1	EASY
14	28	7	0.25	DIFFICULT
15	28	25	0.89	EASY
16	28	9	0.32	FAIR
17	28	20	0.71	EASY
18	28	27	0.96	EASY
19	28	11	0.39	FAIR
20	28	28	1	EASY
21	28	17	0.61	FAIR
22	28	28	1	EASY
23	28	26	0.93	EASY
24	28	24	0.86	EASY
25	28	20	0.71	EASY
26	28	28	1	EASY
27	28	23	0.82	EASY
28	28	22	0.78	EASY
29	28	24	0.86	EASY
30	28	11	0.39	FAIR

4.5 The Result of Post Test

The post test was administered to both control group and experimental group. The control group had the post test on 20th September 2011 and the experimental group had the post test on 21th September 2011. The scores of post test were used to investigate the significant difference between the experimental and the control group. The result of the post test could be seen below:

Table 4. Listening Score of Post Test

NO.	EXPERIMENTAL GROUP	CONTROL GROUP
1	72	80
2	76	50
3	74	70
4	74	60
5	72	56
6	80	80
7	72	72
8	72	84
9	64	64
10	76	56
11	80	68
12	78	72
13	65	64
14	68	76
15	76	68
16	68	64
17	78	68
18	80	52
19	68	56
20	74	75
21	72	60
22	76	60
23	80	84
24	60	64
25	68	56
26	68	72
27	60	72
28	64	64
29	68	
SUM	2083	1872
MEAN SCORE	71.83	66.68

Notes:

DRE   : The Degree of Relative Effectiveness

Ma   : Mean Score of the Experimental Group

Mb   : Mean Score of the Control Group

From the calculation above, it was found that the degree of relative effectiveness of the use of slow beat English songs on listening comprehension achievement was 7.72%. It meant that the degree of relative effectiveness of the use of slow beat English songs in teaching listening comprehension applied to the experimental group was 7.72% more effective than teacher's voice recorder as the media in the control group. It indicated that the students in the experimental group had better score than those students in the control group.

4.8 Discussion

This research was intended to know whether or not there was a significant effect of slow beat English songs on the eighth year students' listening comprehension achievement. This research started with conducting an interview with the English teacher. Based on the interview with the English teacher it was known that she rarely gave listening practice to the students. Although the school had already had good facilities, but still she rarely used it. It was because she thought that bringing them to Multimedia room was washing time. However, when she taught listening, she spoke orally to the students. So the English teacher never used slow beat English songs in teaching listening.

Based on the result of documentation of SMPN 3 Jember, it was found that there are seven classes of eighth year namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G. The researcher did not use VIII G because this class was acceleration class. Fortunately, there is only one teacher teaching in VIII A until VIII F of SMPN 3 Jember. So it was easier for the researcher to choose the experimental and control class because they are taught by the same teacher.

During giving the treatment to the students, the researcher taught listening to the students both in experimental and control group. The experimental

practicing themselves through listening to some songs. As result, their listening comprehension achievement could also be improved.

From the above discussion, it should be concluded that the result of this research showed that the application of slow beat English songs affected the students' listening comprehension achievement. The statistical value proved that there was a significant effect of using slow beat English songs material on the year eighth students' listening comprehension achievement at SMPN 3 Jember.

meaningful and interesting materials, especially slow beat English songs that are appropriate with the students' characteristic, age, and the curriculum.

5.2.2 The Students

The students are suggested to motivate themselves to be more active in joining the English subject, especially when they are joining listening practices through songs. Besides they can listen to English songs through radio, television, media player, etc at home.

5.2.3 The Other Researcher

The result of this research is expected to be useful as a consideration for other researcher in conducting a further research dealing with a similar topic by using another kind of research such as action research or descriptive study or even by using other English skills and components such as speaking, reading, vocabulary or grammar.

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Unit Lesson Plan

School   : SMP Negeri 3 Jember

Class/Semester : VIII/1

Subject   : English

Skill   : Listening

Type of Text   : Descriptive Text

Time Allocation : 1 × 40 minutes

Standar Kompetensi:

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar:

2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indicators:

1. Finding words in the bracket based on the passage the students listen to.
2. Finding meaning of the words in the bracket based on the passage the students listen to.

Step of Teaching Learning Activities:

Experiment Class			Control Class		
No.	Activities	Time	No.	Activities	Time
1.	**Opening** 1.1 Greeting the students 1.2 Introduction 1.3 Stating Objectives	4'	1.	**Opening** 1.1 Greeting the students 1.2 Introduction 1.3 Stating Objectives	4'
2.	**Main Activities** **2.1 Pre-Listening** • Asking students some leading questions about the song	10'	2.	**Main Activities** **2.1 Pre-Listening** • Asking students some leading questions	3'

Students Worksheet

(Experiment Class)

We Will not Go Down _ Michael Heart

A blinding flash of white light

(Lead/Lit) up the sky over Gaza tonight

People running for cover

not knowing (whether/weather) they're dead or alive

They came with their (thanks/tanks) and their planes

with ravaging (fairy/fiery) flames

and nothing remains

Just a voice (rising/raising) up in the smoky haze

(chorus)

We will not go down

in the night, without a fight

you can (burn/born) up our mosques

and our (hopes/homes) and our schools

But our spirit will never die

we will not go down

In Gaza tonight

Women and children (alike/alive)

Murdered and massacred night (over/after) night

While the so-called leaders of countries (afar/affair)

Debated on who's wrong or right

But their powerless (words/worlds) were in vain

and the bombs (feel/fell) down like acid rain

Students Worksheet

(Control Class)

WAR IN PALESTINE

The atmosphere of Palestine now is full of smoky haze that comes from gasses of gun and bomb that (fall/fool) down almost everyday. The gasses (lit/lead) up the sky over 'Palestine days at nights. Everyday the Israelis comes with their (thanks/tanks) and planes destroying mosques, (homes/hopes), school and offices while the bombs (burn/born) everything they fall down to. Hundreds of generation of Palestinians children live in fully massacred situation night (over/after) night. They never know (weather/whether) in the next day they are still alive or dead. A line of (blood/bold) that flows next to road is a (common/commune) thing we can find in Palestine. Palestinian has tried to send their (words/worlds) about justice to the UN. But still it never comes out the real (solution/pollution). Other (countries/countless) even can do nothing to make it better. Until now, you can still (hear/heard) their (rising/raising) scream at the midnight. Something that will never die is the only their (spirit/spread) of life.

But through the tears and the (**blood**/bluff) and the pain

you can still (**hear**/here) that voice through the smoky haze

Back to (Chorus)

in the night, without a fight

we will not go down

In Gaza tonight

Unit Lesson Plan

School   : SMP Negeri 3 Jember

Class/Semester   : VIII/1

Subject   : English

Skill   : Listening

Type of Text   : Descriptive Text

Time Allocation   : 1 × 40 minutes

Standar Kompetensi:

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar:

2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indicators:

1. Finding explicit information by filling the gaps on the text the students listen to.

2. Finding meaning of the words in the blank spaces.

Step of Teaching Learning Activities:

Experiment Class			Control Class		
No.	Activities	Time	No.	Activities	Time
1.	**Opening** 1.1 Greeting the students 1.2 Introduction 1.3 Stating Objectives	4'	1.	**Opening** 1.1 Greeting the students 1.2 Introduction 1.3 Stating Objectives	4'
2.	**Main Activities** **2.1 Pre-Listening** • Showing the students some CDs of the singer	10'	2.	**Main Activities** **2.1 Pre-Listening** • Asking students some leading questions	3'

Students Worksheet

(Experiment Class)

Fill the gaps based on the song you heard!

Wishing On A Star _ Beyonce

Ooh Ooooooh.

Star 2X

I'm wishing 2X

On a star.

[Chorus:]

I'm wishing on a star.

To follow where you are.

I'm wishing on a 1. _____.

To follow what it means.

And I'm wishing on the 2. _____ that I see.

I'm wishing on the 3. _____ who really dream.

And I'm wishing on tomorrow 4. _____ never comes.

And I'm wishing on the other things we never done.

[Verse:]

I never 5. _____ I'd see

the time when you would be.

So far away from 6. _____.

So far away from me.

Just think of all the 7. _____ that we spent.

I just can't let you go from me, we were meant.

I didn't mean to hurt you, but I know.

Students Worksheet

(Control Class)

Fill the gaps based on the text you heard!

WISH

Our wish is our dreams, and our dreams are our wish. **1.** _____ is something that motivates us to try harder to get it. Some people give similiar meaning among **2.**_____, wish and resolution. Wish is born from dream and become resolution when we really try to make our wishes become real. We send our wish when we **3.** _____ our birthday party in the section of "make a wish" that we do when we blow up the candles. Unfortunately, not all of our wishes will be real because how hard we try the decision is back to the God. **4.** _____ commonly have so many wishes that motivate them to come to the greater life. A students wish to get a good score to come to the next grade, a couple that wish to **5.** _____ married soon and has a new **6.** _____, a farmer that always wait for **7.** _____, etc are some of moments that are wished commonly by those people. Though, people have their own wishes and make **8.** _____ become more competitive, but still wish should be reached with honest ways.

In the 8. **game** of love, you reap what you sow

(So-o-o-o-w)

[Breakdown:] 2X

I feel it's time we 9. **should** make up baby.

I feel it's time for us to get back together.

And make the best of 10. **things**, oh baby.

When we're together. Whether or never.

[Chorus 2:]

Hoping all the days to 11. **come** and days to go.

Hoping on the days of loving, loving you so.

[Bridge:]

Baby, 12. **forgive** me.

Lets make up, I'm sorry.

Lets be together, 13. **Break-up**?

Never.

The love we have 14. **seems** special so far

Til we get 15. **back** from wishing on a star.

Unit Lesson Plan

School : SMP Negeri 3 Jember

Class/Semester : VIII/1

Subject : English

Skill : Listening

Type of Text : Descriptive Text

Time Allocation : 2 × 40 minutes

Standar Kompetensi:

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar:

2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Indicators:

1. Finding explicit and implicit information by answering T/F exercises.
2. Finding explicit and implicit information by answering questions.

Step of Teaching Learning Activities:

Experiment Class			Control Class		
No.	Activities	Time	No.	Activities	Time
1.	**Opening** • Greeting the students • Introduction • Stating Objectives	5'	1.	**Opening** • Greeting the students • Introduction • Stating Objectives	5'
2.	**Main Activities** **2.1 Pre-Listening** • Showing students some pictures of the	15'	2.	**Main Activities** **2.1 Pre-Listening** • Asking students some leading questions	3'

Students Worksheet

(Experiment Class)

I. Write T if the statement is True and F if the statement is False based on the first song you heard!

1. They are together now.

2. No one tells him why she has to go.

3. The singer always thinks of the lost love.

4. The singer is far away from his lovely.

5. The singer never misses the girl.

II. Answer the questions based on the second song you heard!

1. According to the singer, how is the world that is full of love?

2. What does the singer feel?

3. Why can't love die?

4. How will the world once we believe?

5. What does the song tell us about?

Key Answer

(Experiment Class)

I. Write T if the statement is True and F if the statement is False based on the first text you heard!

    1. They are together now. F

    2. No one tells him why she has to go. F

    3. The singer always thinks of the lost love. T

    4. The singer is far away from his lovely. T

    5. The singer never misses the girl. F

II. Answer the questions based on the second song you heard!

    1. According to the singer, how is the world that full of love? The world can be much brighter than before.

    2. What does the singer feel? The singer feels that the world will be more beautiful without any violence.

    3. Why can't love die? Because love is strong

    4. How will the world once we believe? The world will shine again in grace.

    5. What is the song tell us about? The song tells us about the world that is getting worse and we as human living should make it a better place to live.

TAPESCRIPT

(Experiment Class)

Michael Jackson - You Are Not Alone

Another day has gone, I'm still all alone

How could this be, You're not here with me

You never said goodbye, Someone tell me why

Did you have to go, And leave my world so cold

Everyday I sit and ask myself, How did love slip away

Something whispers in my ear and says

That you are not alone, For I am here with you

Though you're far away, I am here to stay

You are not alone, I am here with you

Though we're far apart, You're always in my heart

You are not alone

All alone, Why, oh

Just the other night, I thought I heard you cry

Asking me to come, And hold you in my arms

I can hear your prayers, Your burdens I will bear

But first I need your hand, So forever can begin

Everyday I sit and ask myself, How did love slip away

Then something whispers in my ear and says

That you are not alone, For I am here with you

Though you're far away, I am here to stay

For you are not alone, I am here with you

Though we're far apart, You're always in my heart

Michael Jackson - Heal The World

There's a place in your heart, and I know that it is love
And this place could be much brighter than tomorrow
And if you really try, you'll find there's no need to cry
In this place you'll feel, there's no hurt or sorrow

There are ways to get there
If you care enough for the living
Make a little space, make a better place

* Heal the world make it a better place
For you and for me and the entire human race

** There are people dying if you care enough for the living
Make a better place for you and for me

If you want to know why, there's a love that cannot lie
Love is strong, it only cares for joyful giving if we try
We shall see in this bliss, we cannot feel fear or dread
We stop existing and start living

Then it feels that always love's enough for us growing
So make a better world, make a better world

[Repeat * , **]

And the dream we were conceived In will reveal a joyful face
And the world we once believed in will shine again in grace
Then why do we keep strangling life wound this earth crucify
Its soul though it's plain to see this world is heavenly be God's glow

TEXTSCRIPT

(Control Class)

FRIENDSHIP

Friendship is an in-depth relationship. Friendship is comfortable and relaxed. Friendship requires meeting the needs of both friends. Building a friendship is from casual friends. Building friendships takes time. Friendships require self-disclosure so any friendship has risks. Some talking and listening builds friendships. Friendships require equality and loyalty from friends. Maintenance of friendships is crucial. Friendships cannot be neglected. One-on-one contact is a prerequisite of friendships. Friends must be flexible. Conflict must be resolved for friendships to continue it. Friendships may not last. Friendships can lose importance and die gradually. Some friendships end abruptly with unresolved conflict. The worst enemy of friendships is change by one or both friends. There is usually pain with the loss of friendship. Friendships as well as all other relationships must have limits. You set limits with your friends because you care for them and your relationship with them, not because you don't. If you think you are being manipulated, either by a friend, mate/lover, or relative, take a heart to heart conversation with them to avoid the problems grow larger.

TANA TORAJA

Tana Toraja is a place of amazing natural beauty. There are remote, sharp rocks just through the bright green rice fields and the red earth, the curved roofs of the traditional houses among forests of bamboo trees. Colorful funeral ceremonies with blood sacrifice are commonplace, and graveyards are a view to take a look at. Tana Toraja has its interesting nature, and it is actually open to visitors. Good roads, an airport, and high standard hotels have opened the Toraja highlands to visitors from around the world. Now, it is one of the most popular destinations in our country. From the regional capital city, Makassar, which is located in the lowlands, it takes eight hours by car to reach Rantepao, a cool medium sized

PILOT TEST/ TRY OUT

SMP NEGERI 3 JEMBER

Subject : English

Grade/Semester : VIII/1

Skill : Listening

Type of text : Descriptive Text

Time Allocation : 60 minutes

I. Differentiate the words in the bracket that truly spoken based on the text you heard!

A WAR IN PALESTINE

A (blinding/bleeding) flash that destroyed a beautiful night and a bomb that (burn/burnt) buildings such as mosques, (homes/hopes) and schools where it fall down is a daily situation in Gaza, Palestine. Over 50 years Gaza becomes a central conflict between Israeli and Palestinian. We can find that woman and children (run/rump) everywhere to safe their life. They live in the country with murdered and massacred that come night (over/after) night. When days come, the Israelis tanks and planes come creating (fairy/fiery) flames. Although the situation is so bad, but still there aren't any (countless/countries) want to help Palestine.

II. Fill the blank spaces in the text below based on what you heard!

DREAM

Dream is a big deal of life. It is not only something that comes 1._____ our nice sleep but also a spirit of life. Dreams whenever they are bad dreams, we can still take it as our motivation to make us more 2._____. Sometimes in our daily life, people often give a certain meaning based on our 3._____. A good dream is something that we wait for every night. That is why when we are going to go bed, we

LISTENING TEST

SMP NEGERI 3 JEMBER

Subject   : English

Grade/Semester   : VIII/1

Skill   : Listening

Type of text   : Descriptive Text

Time Allocation   : 45 minutes

I. Differentiate the words in the bracket that truly spoken based on the text you heard!

A WAR IN PALESTINE

A 1. (blinding/bleeding) flash that destroyed a beautiful night and a bomb that 2. (burn/burnt) buildings such as mosques, 3. (homes/hopes) and schools where it fall down is a daily situation in Gaza, Palestine. Over 50 years Gaza becomes a central conflict between Israeli and Palestinian. We can find that woman and children 4. (run/rump) everywhere to safe their life. They live in the country with murdered and massacred that come night after night. When days come, the Israelis 5. (thanks/tanks) and planes come creating 6. (fairy/fiery) flames. Although the situation is so bad, but still there aren't any 7. (countless/countries) want to help Palestine.

II. Fill the blank spaces in the text below based on what you heard!

DREAM

Dream is a big deal of life. It is not only something that comes 8._____ our nice sleep but also a spirit of life. Dreams whenever they are bad dreams, we can still take it as our motivation to make us more 9._____. Sometimes in our daily life, people often give a certain meaning based on our 10._____. A good dream is something that we wait for every night. That is why when we are going to go bed, we

TAPESCRIPT

PILOT TEST

WAR IN PALESTINE

A blinding flash that destroyed a beautiful night and a bomb that burn buildings such as mosques, homes and schools where it fall down is a daily situation in Gaza, Palestine. Over 50 years Gaza becomes a central conflict between Israeli and Palestinian. We can find that woman and children run everywhere to safe their lives. They live in the country with murder and massacre that comes night after night. When days come, the Israelis tanks and planes come creating fiery flames. Although the situation is so bad, but still there aren't any countries want to help Palestine.

DREAM

Dream is a big deal of life. It is not only something that comes through our nice sleep but also a spirit of life. Dreams whenever they are bad dreams, we can still take it as our motivation to make us more careful. Sometimes in our daily life, we often give a certain meaning based on their beliefs. A good dream is something that we wait for every night. That is why when we are going to go bed, we whisper "have a nice dream" to ourselves or people we love so much. A good dream can be our motivation to reach our brighter future and do something that we think we can't. Dreams can open people's eyes and mind that our world is beautiful. We should try and try to make our dreams come true. The more ore dreams we have, the more spirits that we can get for our life. Dreaming for a good score, a better life, a beautiful wedding party, a cheerful family or an unbreakable friendship are the examples of dreams that makes our life full of rainbow, hopes and loves.

trees. Trees and other plants collect carbon dioxide (CO2), which is a greenhouse gas. Those are some things cause global warming that we should avoid doin g.

The Names of Research Respondent

NO URUT	EXPERIMENTAL CLASS	CONTROL CLASS
1	ADITYA YURISTYAWAN GALILEO	ARRYS FHERNANDA FACHREAN
2	AFIFAH NUHA NANDELA	AISYAH FATHIAH FIRDAUSYI
3	ALFIAN NURDIANSYAH	ALDI FAUZAN NUR RACHMAN
4	ALIFIA RACHMAWATI	ALDO FACHRUDIN AR-ROZI
5	ASHIFA RACHMA EKASARI	ANANDA PUTRI DENIA
6	ATHIYAH FI RAMADHANI	ANANTA MAULANA MUSTIKA
7	DANANG FATCHUR RACHMAN	AUDI FARHAN PRABOWO
8	DEVITA PUSPITASARI	BALQIEST PUTRI SASONGKO
9	DINDA CHANDRI LAKSMI FASYA	BENING DWITA KARTIKASARI
10	DWI HATMA PARAMITHA	CHANDRA PRAWATITA
11	EGA ALIFIA	DINDA ATIKA SARI
12	EIRIN RUKMAWARDANI	FRIDAY YAUMUS SAADAH
13	ESA SAKTI MAHENDRA S. P. M. I	HABIBILLAH PUTRA LOOKMAWAN
14	FACHRY ASY'ARI	HARITS HAMMAN AL ASHYAR
15	FITRI YULIANA	LINITA CAESAR SASMITA
16	FRANSISKA TIARA DITA	M DZAKI DHIYA'UL HAQ
17	ILHAM NARENDRA PUTRA	MIRA SURYA PRASTIKA AKHMAD
18	IZZATUN NISA' FIRDAUSI	NADIYA ASALIA FATHIMAH Z
19	LENTERA NURANI SETRA	NURIKKE AGUS FITRIANI
20	LUBBUL FUAD AL FATHONI	RANA IMTINAN
21	MARIA ARDHITA MAHAYU PRAMESTI	RISMAWATI TRI KALASWOROJATI
22	MAYA INDAH MULYANI	RIZKY FIRMANSYAH
23	RACHMAD AGUNG BAGASKORO	RIZQA ARDHITA ROSALINA
24	REINALDI ANANDA PUTRA	ROFIN FATHONI
25	SAVIRA MAGHFIRLANA HADI	ROSFIANANDA CAESAR MAYRAJ
26	SOFIA RAHMAWATI	SABILLA ANANDA PUTRI
27	SYAHRULI MAULIDDIN	SOFIA NINGRUM
28	THORIQ BACHTIAR	WAHYU NUR LAILI
29	VIDA ISMI KHARISMA	

APPENDIX J

t-test Analysis with SPSS 11.5 for Windows OF The Post Test

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	1	29	71.83	5.868	1.090
	2	28	66.68	9.349	1.767

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NILAI	Equal variances assumed	6.551	.013	2.500	55	.015	5.15	2.060	1.021	9.277
	Equal variances not assumed			2.480	45.147	.017	5.15	2.076	.968	9.330