# THE USE OF ENGLISH KIDS' SONG TO IMPROVE STUDENTS' LISTENING COMPREHENSION

**THESIS**

**Submitted by**

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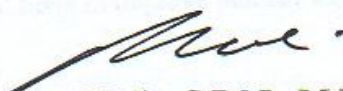Tuesday, August 1$^{th}$, 2017
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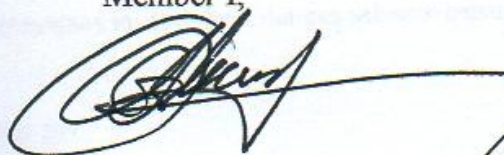Chairperson,                                        Secretary,
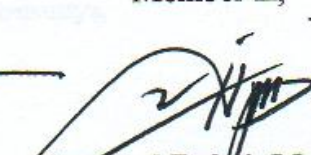
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# ABSTRAK

Penelitian ini berjudul "Penggunaan Lagu Anak-Anak Berbahasa Inggris untuk Meningkatkan Pemahaman Mendengarkan Siswa". Hal ini berdasarkan fenomena kemampuan siswa dalam mendengarkan masih rendah dan perlu ditingkatkan. Pertanyaan penelitian dari penelitian ini adalah: "Apa pengaruh pengajaran mendengarkan dengan menggunakan lagu anak-anak 'kepada kelas enam siswa kelas di MIN 11 tahun akademik 2016/2017. Dan bagaimana lagu anak-anak berbahasa Inggris bisa meningkatkan siswa MIN 11 dalam kemampuan mendengarkan. Penelitian ini dilakukan untuk mengetahui pengaruh lagu anak dalam meningkatkan kemampuan mendengarnya, dan untuk mengetahui bagaimana lagu anak-anak berbahasa Inggris bisa meningkatkan pemahaman pendengaran mereka. Dalam memperoleh data tersebut, penulis melakukan penelitian pra-eksperimental pada siswa kelas enam tahun MIN 11 Banda Aceh yang melibatkan 33 siswa di kelas $VI_3$ . Penulis menggunakan satu jenis pengajaran pra-eksperimental, yaitu satu kelompok desain pra-tes dan post-test. Hasilnya menunjukkan bahwa ada peningkatan yang signifikan pada pemahaman pendengaran siswa dengan menggunakan lagu sebagai media. Hal itu ditemukan dengan membandingkan nilai pre-test dan post-test. Nilai rata-rata pre-test adalah 58,54, sedangkan nilai rata-rata post-test adalah 82,72. Berdasarkan data yang diperoleh, penulis menyimpulkan bahwa pemahaman pendengaran mereka meningkat setelah diajar dengan menggunakan lagu anak-anak sebagai media, mereka juga tertarik dan termotivasi dalam proses pembelajaran. Dan kemudian, dengan memilih lagu anak-anak yang tepat sangat membantu dalam meningkatkan kemampuan mendengar mereka.

Kata kunci: Lagu, lagu anak-anak, pemahaman pendengaran

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First of all, all praises to Allah the merciful and the beneficent, who always protects, guides and who gives the writer health, so that she could finish this thesis, entitle "**The Use of English Kid's Song to Improve Students Listening Comprehension**". Peace and salutation dedicate to our prophet Muhammad (peace be upon him), who hasbright us from ignorant to truth.

The writer realizes that, this thesis could not be finished without the helpand support of other people who have sacrificed their valuable time in giving adviceto complete this thesis.

In this occasion, the writer would like to express her sincere gratitude to her beloved supervisors; Muhammad Nasir and Abdul Manar for supporting her throughout her thesis with patience, attention, advice, in sightful comments, immense knowledge and many useful suggestions and corrections for the improvement.Their guidance helped the writer a lot unless this thesis would not have been completed. Also, many special thanksto Khairiyah for her fine, advice and attention.The appreciation is also addressed to the Head of English Department of Faculty of Education and Teaching Training (T. Zulfikar), and thanks to all lecturers in English Department of UIN Ar-Raniry who had been teaching and sharing their knowledge since the writer started her study at UIN Ar-

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Further, the writer greatly express unaccountble thanks to her father (M. Amir) and mother (Harmamah) for their love, attention, support and caring to reach her success. She also dedicated her thanks for her family, especially to her beloved brother (Muhibbul Jaili) and her youngest brother (Fitrul Muajir) for their caring and love.

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Finally, the writer realizes that this final project is still far from being perfect. Thus, she would like to expect any suggestions for the improvement of it. The writer hopes that it would be useful for the readers.

Banda Aceh, July $25^{th}$ 2017

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**CHAPTER I**

**INTRODUCTION**

## A. The Background of study

Principally, kid is an individual who has not reached puberty. Moreover, kids are very active. Not only that, they are also intelligent. As listed above, kids are able to work with others and learn from others. Connected with education world, this characteristic of kids is exceptionally beneficial in the teaching and learning process (Shofiyah, 2015, p.7). In this study, the kids intended by the writer here is children aged 10-12 years. Students who become the object of this study was six grade at Islamic Elementary School, MIN 11 Banda Aceh. Actually, this studyis base on phenomenon of students ability in listening still low and needs to improve. The students are need to study English with the good feeling like happy, fun, and can motivate them in learning English. The writer did the interview to the one of the teacher who teach English subject in that school. The methode or media using by the teacher in teaching English is good, but the students still feeling bored and not happy. So, the writer need to apply one of the strategy that can be used by teacher is using media to support the teaching learning process. Song is the effective media to improve their listening skill.

Song is an art of tones or sounds in series, combination, and a temporal relationship that usually accompanied by musical instruments to produce a piece of music that has unity and continuity, and variety of sound rhythmic tone or also

called the song. Ratnasari (2007, p.11) stated that songs are a kind of art work which intend to be sung either with or without instrumental accompaniments. Hashemian (2014, p.338) quotes in Danielson (2000), states that "As for *nursery rhymes*, they are short and simple rhyming verses, songs or stories which are usually designed, told or sung for little children". So, song is a poem related to the appropriate tone, rhythm, birama, and specific melodies to become a harmony.

Kids' song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message (Sofiyah, 2015, p.9). There are several activities enjoyed by kids, such as singing, playing, and doing things are fun. Make the part from that, there are some practical strategies that can be followed easily. Such as the kids were very pleased with the activities of life that they do while playing. Therefore, the teachers at elementary school necessary to know how to present activities that can enjoyed by the kids (Kasihani, 2007, p.54).

Students learn the English language can not be separated from the role of the teacher, the method is in use, and material support. Based on the applicable curriculum, always expected to accommodate all the material with a very simple, communicative, enable the basic thinking of students, allows teachers to use and make students enjoy learning English (Kasihani, 2007, p.113).

Rhymes and songs are important part of kid's live and also a tool or media language learning for the kids. Language teaching and learning, especially foreign language support, it would be interested if the pack in series of exciting activities as well. Learning language support through songs make kids feel happy in

learning proces because they enjoy the song, while singing they actually learn the English language support. Therefore, the kids' song is chosen as one of the powerful techniques for kids in learning English. However, the teacher cannot bring all songs into the class. She/he should be able to select appropriate songs for the students. She/he should think about the level of the students, the theme, and the students' interest of the songs.

The technique of listening and repeating can be applied today. Teachers have to pronounce correctly and clearly (Kasihani, 2007, p.114). So that, the students can listen to then replicate to the song properly. Alternatively, teachers can use as tapes if he did not control the melody. While the teacher singing and the students follow/imitate the teacher.

As a foreign language, English has four skills (reading, listening, writing,and speaking) that have to be mastered by the students. From these skills, listening is a skill that very difficult to be mastered, because it needs more attention and concentration to comprehend the sound (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind (Suryati, 2013, p.2). So, we can use some activities that can stimulate the students to improve their listening skill. Listening to English song is one of activity that can stimulate them. In listening English songs, we can listen to the pronunciation of words and sing along with the songs

Listening is considered as an important ability that has to be mastered. Listening ability is also important to be mastered for its benefit in building a good

communication. In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed. Apin Hidayat (2013, p.21-22) cites in Kirwan (2009) quotes Laurent's statement (2000) that 'It is impossible not to communicate'. Without listening ability, communication is impossible.

Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. In EFL class, the students face difficulties in communication. These problems are not only because of their ability, but also from the teachers. Hidayat (2013, p.22) cited in Schwart's journal (1998) argue that it is essential for language teachers to help their students become effective listeners. Snell (1999, p.1) also stated that the common problem for EFL teachers in traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher. To overcome this problem, developing such an interactive way to teach listening is recommended. Considering in learning styles also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et al, 2008, p.22). Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities (Hidayat, 2013, p.22).

Listening comprehension is a process, a very complex process, and if we want to measure it, we must first understand how that process work. An understanding of what we are trying to measure is the starting point for test construction. The thing we are trying to measure is callled a construct, and our test

will be useful and valid only if it measures the right construct. Thus, the first task of the test developer is to understand the construct, and then, secondly, to make a test that somehow measure that construct. This is construct validity, and ensuring that the right construct is being measured is the central issue in all assessment (Lisyati, p.1). Listening comprehension is an active process of constructing meaning, and that is done by applying knowledge to the incoming sound (Lisyati, 2014, p.31).

In this research, the writer wants to know and examines the effects of using English kids' song. So, through the research title *"The Use of English Kid's Songs to Improve Student's Listening Comprehension"*, will be able to solve the problem faced by elementary students. The writer interested in choosing the topic because English kids' song help to motivate in increasing the students' listening skill. Murphey (1990, p.22) on Hidayat's journal, suggested that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to overcome the students difficulties in listening and improve their listening ability. Creative teacher can also use songs to teach English through songs since they provide a break from the textbook and work book. It is new and interesting for them. Then, by this situation, they will be motivated in learning listening, especially through songs. Therefore, the present study is aimed in finding how the use of song in increasing the students' listening skill at elementary level. Furthermore, the writer expects that this research will found contribution to the practice of listening teaching through by learning in the future.

**B. Research Question**

1. What is the effect of teaching listening by using kids'song to six grade students at MIN 11 academic year 2016/2017?

2. How the English kids song can increase the students of MIN 11 in listening ability?

**C. The Aim of Study**

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

**D. Significance of Study**

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

1. The writer :

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

2. The English teacher :

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

3. The students :

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

4. The School

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

**E. Terminology**

In order not to confuse the reader, it is important to provide the explanation about the terms which are using in this thesis. These terms are as follows:

**1. Song**

A song is like a magic that can hypnotize us, therefore, when we hear the songs we could be brought into the songs. For example, when someone is listening to a song, he/she can be brought into the story of the lyrics and the melody will play his/her emotion or feelings. Jamalus (1988, p.10) states that "songs can be said as art works if they are sounded (sung) with the accompaniment of musical devices". Hornby, AS (1995, p.11) he defines song as "a short poem or a number of verses set into music and intended to be sung". *The Encyclopedia of Americana* (1998, p.11) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may

be written for one or several voices and is generally performed with instrument accompaniment (Ratnasari, 2007, p.10-11). So, song can define as a lyric which arraged from words  and  rytme with instrument accopaniment.

## 2. Kids' Song

Children song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message (Sofiyah, 2015, p.9). Kids song is a series beautiful and easy words that compatible for the children and easy to memorize it.

## 3. Listening comprehension

Listening comprehension consist of two words: listening and comprehension. Listening is derived from "listen" which means pay attention to somebody or something that you can hear. Furthermore, listening is one of the most challenging skills for students to be developed and also need to be taken as one the skills. Riza (2012, p.8) finds out that by developing their ability to listen well, the teacher will develop students' ability to be more independent learners. Another word was comprehension. Based on the Oxford Dictionary, Comperhension has two meaning. They are: (1) Ability to understand something. (2) Exercise that trains students to understand the language (Lisyati, 2014, p.8).

Hence, listening comprehension in this research mean students' ability in understanding listening based the song.

## F. Hypothesis of Study

Hatch and Farhady (1982, p.22) stated that hypothesis is a tentative statement about the outcome of the research. The null hypothesis ($H_0$) and alternative hypothesis ($H_a$) of the research are stated as follows:

a. $H_a$ : There is difference ability of students in listening comprehension by using kids song as a media.

b. $H_0$ : There is no difference ability of students in listening comprehension by using kids song as a media.

This research attempts to increase the students' ability in listening skill through kids'song in MIN 11 Banda Aceh. The writer expects that kids' song can increase their listening skill. As she/he has explained recently, song is enjoyable and interesting thing, and almost all of them like it very much. So, song will be accepted by all of thing. Students like the songs because its help them to be more intention in learning while teachers using it in the classroom. Then, their listening ability will increase since they pay more attention and interested in learning process. Using kids'song as media in teaching English can increase their listening ability for students at Islamic Elementary School, MIN 11 Banda Aceh.

## G. Research Method

In this study, the writer uses an experimental teaching as a research method and quantitative approach. This research is conducted at elementary level of the six year students of Islamic Elementary School MIN 11 Banda Aceh. To collect the data, the writer plays the songs to test their ability by using pre-test and post-test.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Previous research

The first previous research of the thesis is from Sofiyah (2014, p.58) *"The Use Of Children Songs To Improve Students' Listening Skills (A Classroom Action Research at the Seventh Grade of MTS Nahdlatusy Syubban Sayung Demak in the Academic Year of 2014/ 2015)"*. The research design that used was classroom action research (CAR) with the reason the teachers can develop and repair their skills in giving the material to the students. And the techniques which were used to collect the data are observation, and test. The result of this study shows that in the pre cycle the students' average score is 60.10%. In the first cycle the students'average score is 70.48. In thesecond cycle the students' average scoreis 78.31. From pre cycle, first cycle and second cycle. The average of students score is always increasing. It means that there is an improvement of students listening skills after being taught using children songs. In conclusion, "mother and head shoulders songs" are effective to improve students' listening skills. The use of children songs has been advocated in teaching listening process. Typically, kids' songs are very interested to be implemented to improve listening skill. Students get the easy method in listening process. However, the students can understand the material of listening comprehension in the classroom.

The second previous research of the thesis is from Mustafa Sevik (2012, p.9 & 15) *"First Step to Effective Listening: "Listen and Show" Songs "*. In this studytotal physical response (TPR) methodology seems to be the pioneering way of teaching English to YLs and using songs to this effect increasingly gain popularity around the world. Singing is one of the most effective language learning strategies reported by most children. However, if songs are used in effectively and in meaningless ways they can easily become mere entertainment and pleasurable interruptions. Meaningful songs should be chosen that suit the cognitive and linguistic needs of pupils. It is my hope that the example provided in this study will prove helpful for teachers of English to YLs all around the world and reinforce the practice of songs in EFL/ESL contexts. In this research, the researcher  using "My Alphabet" song to teach the students (p.15).

The thirt previous research of the thesis is from Agustini (2011,p.15 & 75) "*The Effectiveness Of Using English Songs To Improve Students' Interest In Listening At SMAN I Bukit Bat*", Agustini stated on Helgesen and Brown's journal (2007:135) mentioned that music or song was useful for listening at the highest level, appreciation. And also agustini cited from Grenough's journal (1995) stated that learn English through songs is: (a) to enjoy; (b) to improve Listening skills; (c) to increase vocabulary; (d) to improve speaking ability; (e) to enliven knowledge and use of grammatical structures; (f) to heighten memory; (g) to make more comfortable with the use of expression, phrases, and slang; (h) to challenge creativity (p.15). The research design of this research is a pre-experimental design. In this research, the writer takes only one class as a sample,

to using English songs in teaching listening testimulate students' interest at second year science program of SMAN I Bukit Batu. And then, the techniques which were used to collect the data are observations, questionnaires and tests. Based on the scores of significant or positive effect in using English songs testimulate students' interest at the second year of SMAN I Bukit Batu as follows; The score of comparison between without and using English songs is the "*t*-count"(10.773) bigger than "*t*-table" (2.04). It means that *t*-count > *t*-table. Thus *H1* is accepted and *Ho* is rejected. So, the research is successful and the presentation of the true is 95%. Based on the result of the scores of students' interest before and after treatment, it already answers the question of the interest in listening previously. "The using of English songs is able to stimulate students' interest in listening" (p.75).

These are simillarities between the writer's thesis and the three previous research names to increase the students in listening comprehension and using song as media  to teach listening in the classroom. And then, the differences are using kids song to teaching student's listening in the classroom and applying song in difference place to teach listening.

So, the results of those previous research there are interesting thing to teach students listening by using kids song as media in the classroom, and the teacher can increase their listening skill.

**B. Definition of a Song**

Songs play an important role in the development of young kids learning second language. A testament to this is the frequency with which songs are used in English language teaching classrooms all over the world (Millington,2011, p.134). Mustafa Sevik cited from As Kirsch's journal (2006, p.9) argues, singing is definitely one of the most effective language learning strategies reported bymost kids.

Ratnasari (2007, p.11) said that before talking about the effectiveness of songs as a media in learning language, hereshe quotes some definitions of a song from some sources: Hornby, AS,  (1995) and Jamalus (1988) defines song as an art works or a short poem of verses with the accompaniment of musical devices and intended to be sung. Then, *The Encyclopedia of American*  (1998) defines song as a short musical workset to a poetic text, with equal importance given to the music and to the words. Itmay be written forone or several voices and is generally performed with instrument accompaniment. From the definitions of song above the writer concludes that song is a kind ofart works that are intended to be sung either with or without instrumental accompaniments.

Song is a series of words that are sung with a certain rhythm and tone. By singing songs, the teacher invites students to engage in activities that have to do with everyday life.

Actually, the song was created with two objectives, namely (1) the songs are created simply to be enjoyed and (2) songs created for the purpose of learning, for example, teach vocabulary phrases, or specific sentence patterns. So teachers

need to pick and choose songs that suit your needs and learning objectives to be achieved (Kasihani, 2007, p.113).

C. **The Basic Elements of Song**

The teacher should know the basic element of song when he/she chooses the song to teach students, they are:

 1. **Melody**

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a combination of based on events or a series, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The basic elements of melody are duration, level, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or pieces in various forms.

 2. **Rhythm**

Rhythm is simply the timing of the musical sounds and silences. While rhythm most commonly applies to sounds, such as music and spoken language, it may also refer to visual presentation, as "timed movement through space".

## 3. Lyrics

Lyrics are simply words of song, the lyric of song text roles not only as a complement of the song but also as important part of musical elements which determine the theme, character and mission of the song (Shofiyah, 2015, p.9).

## D. Kids Song

Kids' song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty andpresented with a beautiful music so that they can get the message (Sofiyah, 2015, p.9). Kids' song is  a series beautiful and easy words that compatible for the kids and easy to memorize it. So, the use of kids' songs as media in teaching listening is expected to motivate students in learning process. They will be more interested and also they get illustration and new vocabulary to express their idea in English.

## E. The characteristics of children's song

According to Kasihani (2007, p.114) the characteristics of the  songs are created for kids' learning in the classroom are :

a.  Contains words, phrases, or sentences with a particular theme.

b.   Elements of language support in re-re

c.   Generally singing contextual so easy to memorize

d.  The song sung by the movements of the limbs (action songs)

e.  The song can be sung by kids outside the classroom.

f.  Level happily and quickly.

## F. Procedure in Applying the Songs

To apply songs in the classroom, the teacher should also plan application sequence ofthe songs. Ratnasari (2007, p.13-14) stated that in applying songs, the writer offers two procedures suggested by Ur, Wright and Haycraft as bellow:

1.  The procedure suggested by Ur and Wright (1993, p.13) as follows:

    a.  Preparation: select a tape recording of a song so that you can sing it. Preparean overhead transparency (or a poster/ hand out) of the words of the song.

    b.  Procedure: first, play the song on a tape or sing it to yourself; second, showthe words of the song; third, ask the students to follow the words; fourth, singwhile you play it again.

2.  The procedure suggested by Haycraft (1983, p.14), he suggested some variations using songs recorded on tape as follows:

    a. Play the tape as many times as necessary and ask questions.

    b. Get the class to use line by following the tape.

    c. Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos.

Bringout a student to conduct different combination until the song is familiar.

d. Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

## G. Consideration and principles in choosing kids songs.

Shofiyah (2015, p.10-11) explains that there are some considerations and principles in choosing educational songs. The following considerations:

1. Structure and lexis are simple and understandable
2. Songs are appropriate with language degree of the grade of students from elementary, intermediate, and advanced level
3. Songs have to suitable with the age level of the students
4. Teacher chooses songs that should have words which suitable of the kids
5. Songs have to more interesting to the students
   The other principles are:
a. Songs and rhymes for young kid should be interested and understandable
b. Songs should have a relationship to the kids' area
c. Songs should be linked to the theme, it should relate andinterested.

From the previous research above the writer conclude that the consideration and principles of choosing kids' song that the teacher has to choose the suitable songs for the students' level. So, it can make interest, enjoy, easy,and happy.

**H. Songs as a Teaching Media**

Media is derived from the Latin word 'medium' that means 'between'. The term refers to anything that carries information between a source and receiver. In general,it is a means of communication. Media is also considered as instructional system of teaching learning process (Farhati, 2011, p.19). It issued in order to facilitate the teacher to achieve the goal teaching learning process. The teacher can select the media from the traditional ones up to the modern ones. In doing this study the writer uses songs as the media in improving the students' achievement in listening.

Song consits of lyrics. Mean while a song lyrics can be used to another way for people to communicate to the others (Farhati, 2011, p.20). In our daily life, we are surrouded by songs. When we hear to the song our brain will realize, and we could be brought into the song.

Ratnasari (2007, p.10) cited from Harmer's journal (2000) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. Songs are a good resource for English teaching. First, they are funny. Second, they promote mimics, gestures, etc. as sociated to the meaning. Third, they are good to introduce suprasegmental phonetics (stress, rhythm and intonation). Fourth, students play aparticipative role. Fifth, they can be applied to comprehension stages (listening) or production (singing). Sixth,

there are songs for all levels and ages. Seventh, students learn English very easily, through echoic memory.

## I. Definition Of Listening

Hamouda (2013, p.117) as cited in Thomlison's journal (1984) stated that listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

## J. Listening Comprehension

Hamouda (2013, p.117) as cited in Rost's journal (2002) arques that Listening comprehension is regarded as a complex, interactive process in which listeners are involved in a dynamic construction of meaning. Listeners understand the oral input from different sound, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other use linguistic, paralinguistic, or even non-linguistic clues in contextual pronounciation. Shang (2008, p.30) cited from Vandergrift (1999) listening comprehension is a complex activity. Coordinating sounds, vocabularies, grammatical structures, and background knowledge with great deal of mental processes on the part to the listeners.

Acat,et al, (2016, P.212) said that listening is the first language skill that an individual acquires in his/her life and the one that he/she uses most for the rest of the life (Ozbay, 2010; Coşkun, 2007; Lundsteen, 1979). Individuals should be trained about listening skill and correct listening comprehension in schools, institutes, courses, etc. at the first stage of primary education, starting from their childhood (Richards, 2005; Grognet& Van Duzer, 2002; Yalçın, 2002; Giri, 1998; Underwood, 1989).

**K. Listening Comprehension Problems**

Hamouda (2013, p.117-118) as cite in Goh's (2000) statement (2000) argues that listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension. Then, Higgins (1995, p.118) studied Omani students' problems in listening comprehension and found that the factors which facilitate or hinder listening are speech rate, vocabulary, and pronunciation. And then Yagang (1994, p.118) attributes the difficulty of listening comprehension to four sources: the message, the speaker, the listener and the physical setting.

Boyle (1984, p.118) also classified the factors influencing listening comprehension and directly related to EFL listening into four inter-relating categories: listener, speaker, medium and environment factors. Theoretical explanations of listening comprehension provide us with clues about the problems

which learners face when they listen to a spoken text. These insights cannot, however, account for exhaustive explanation of these problems.

Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities. Hidayat (2013, p.22)as citedin Murphey's journal (1990) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use song as a media to overcome the students difficulties in listening and improve their listening ability. Creative teacher also use songs to teach English subject through songs since they provide a break from the textbook and work book. The song is new and interesting for them. Therefore, with this situation, the students will be motivated especially in learning listening.

**L. Advantages of Using Songs as Listening Activities**

Mustafa Sevik (2012, P.11) cited from Çakır (1999) stated that music can be a wonderful medium for natural language learning. It mean, songs are comprehensible, enjoyable, authentic and full of language we need in real life. They are part of our lives and they are around us. It strikes the eye that there is a vast literature on the advantages of using songs as listening activities. The writer prefer to provide a summary below.

As for these reasons, songs are considered to be a sine as non of teaching MFLs to YLs:

- Songs are regarded as the most effective way of teaching listening comprehension to YLs.

- Songs are a common feature of many primary MFL curricula.

- Songs are regarded as one of the mostly-enjoyed activities and one the most effective language learning strategies by most YLs.

- Songs, when used in appropriate ways, may extend YLs' attention spans.

- Songs are regarded as a good means for age-related language learning.

- Songs are believed to accelerate memorization.

- Songs provide a variety of comprehensible input.

- Songs provide safe and natural classroom ethos.

- Songs provide a large amount of repetition which is not tedious and which results in automaticuse of the target language.

- Songs provide a rich source of culturally-related elements.

Based on the statement above, the writer interested in using the song as a teaching media in EYL classroom. Song is can increase the student's ability in listening comprehension and it is also compatible to teach EYL students in raising their listening ability.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter deals with the methodology of this research. The discussion includes research location, research design, population and sample, techniques of data collections and techniques of data analysis.

## A. Research Location

The teaching experiment was conducted at Islamic Elementary School MIN 11 Banda Aceh. Determination of the research is based on consideration, because the school is close to the writer's house.So it supplies the writer to conduct the researchat MIN 11, and the writer did interview to the one of the teacher who teach English subject in that school. The methode or media using by the teacher who teching English in MIN 11 still not varied and not interesting in improving students listening comprehension. This research was carried out from March $15^{th}$ to $22^{th}$ 2017.

## B. Research Design

In this study the writer used quantitative research to find the data and results of tests that have been done by the writer to see the ability of the students in understanding their listening. It is quantitative in the way the main data on the

improvement of students' comprehension are collected and analyzed. According to Danil (2004, p.3) quantitative research is explaning phenomena by collecting numerical data that are analysed using mathematic methods (particular of statistics). Then, the writer used one kind of pre- experimental teaching designs, namely the pre-test group and post-test design. In a pre-experimental design, students are being served with treatment which is presumed to cause the changes on them either single group or multiple groups are being observed subsequently to some agents or treatments presumed to cause the change. Cohen, Manion, & Morrison (2000, p. 213) represented a pre-test group and post-test design as cited below:

$$0_1 \quad x \quad 0_2$$

The design is illustrated as follows:

$0_1$ : Pre-test

$0_2$ : Post-test

X : Treatment

The pre-test is administered before treatment ($0_1$) and the post-test is administered after treatment ($0_2$). The treatment is applied in order to know the effect of treatments that have been given. Where, the pre-test and post-test are given only for one group, it means that there is no control group. Because it has been using the first test so that the magnitude from the effects of the experiment can be known with certainty. The success of the treatment is coused after comparing the pre-test to the post test result.

## C. Population and Samples

A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. Creswell (2008, p.151-152) states that a population is a group of individuals who have the same characteristic. The population in this research is all the six year students of Islamic Elementary School MIN 11 in the academic year 2016/2017. The total number of population 100 students, they are divided into 3 classes ($VI_1$, $VI_2$, $VI_3$). Each class consists of 33-34 students.

Based on Webster dictionary (1985, p.5) sample is a limited part of a statistical population whose properties are studied to gain information about the whole. Besides, Creswell (2008, p.152) argues that a sample is a subgroup of the target population that the researchers plan to study for generalizing the findings on the target population. Therefore, the sample of this study was 33 students in class $VI_3$ consist of 15 males and 18 females.

In the process of selecting sample, the writer used random group sampling. Mulyasa (2012) said that rendom sampling is the selection prosess in a rendom. she selected the class without using the students characteristic certainly. The groups were three classes of the population. They are $VI_1$, $VI_2$ $VI_3$. One of the three groups was selected randomly to represent the total population, and then all students within the selected group were included in the sample. The randomly selected group is $VI_3$. This sample represents the overall population.

**D. Techniques of Data Collection**

There are two techniques used to collect the data of this pre-experimental research, namely teaching experimental and the tests (pre-test and post test). Each procedure will be discussed as follows.

**1. Teaching Experiment**

Teaching experiment is required for applying song in teaching listening. Song is one of a good and interesting media to improve students listening. Song can also makes the students more relaxed in teaching-learning process and they were not boring in the classroom. Experimental research is a research that aim to assess the influence of something treatment/action to the behavior of an object or test hypotheses whether there is any effect of the action when compared with other action (Ahmad Nizar Rangkuti, 2015, p.75). It mean, the experimental teaching is important to apply, so that the writer knows the students' ability in listening before and after treatment.

This research was conducted from March$15^{th}$ to $22^{nd}$ 2017 on the six year students Islamic Elementary School (MIN 11). The writer conducted the research to the six year students of Islamic Elementary School, because the students in Islamic Elementary School MIN 11 has an unique thing, they had been started to learned English from first grade until to the six grade. So, listening is more suitable to be taught to the six year students, they could understand and knew a

little bit about English vocabularies. Then, this media (song) was comfortable for the six year students at MIN 11 Banda Aceh. There were three meetings conducted in this study, including pre-test, treatment, and post-test. The procedures of the overall process are as explained below:

**a.   The first meeting**

The first meeting took place on March 15$^{th}$ 2017. In this meeting, at 5 minutes the writer introduced herself such as: My name is Tuti Masnijar, I am from South Aceh, and I am studying in UIN Ar-Raniry. Then she explained to the students about the purpose of her presence. And then, she distributed the sheets of the pre-test and gave them very clear instructions. Furthermore, at 25 minutes she gave them a pre-test sheet text of the song consists of 10 words that must be filled by them after listening, titled "The Butterfly Colors Song". And, she gave the texts of songs in the blank form and played with music. Before the students filling the missing word of the text, she guided them to scan the text before answering and filled in the blank space. In this test the writer gave an example to the students and told them on how to get the words from what is playing in the song. After that, she allowed them to hear the text carefully in order to catch the correct words that must be filled in blank sheet. They should just focus on the words in the song. And then, she told the students to fill in the words that were appropriate with song. In addition, she also instructed the students to review the text, hear again and checked the sheets themselves. In this meeting, the students still could not fill all

the answers correctly on the paper in missing word form and they could not understand well the instructions given by her. So that, she instructed them to review the text to hear again and checked the sheets themselves. After they had done the pre-test, the writer played several songs to them one by one, entitle "Body, Morning Activities, and How's The Weather". And then, at 5 minutes at the end the writer and students discused and filled the blank sheet together.

**b. Second meeting**

The second meeting was held on March 18<sup>th</sup> 2017. In  this meeting, the teaching process hearing continued. The writer played several songs one by one, entitle "Body, Morning Activities, and How's The Weather". Just like the first meeting, the writer guided students to survey the texts of song. Then asked them to fill out the sheet that had been missed a few words. After that, she allowed students to listen the song with carefully and ordered them to fill the words which empty in the text of song. In addition, the writer also instructed the students to review the text of song to listen again and checked the sheets themselves. Finally, the writer asked students to review and checked the sheets themselves by re-listening and song together. At the end, the writer and students discussed and filled in the right answers together. In this meeting, the students already understood the instructions that given by the writer and she also played several songs to them and then asked them to fill in the paper containing the text of song that had been emptied several words in the text and the result was most students

could fill all the correct answers, but there were some others still not understand yet in filling out the answers.

## c. The third meeting

The third meeting was the last meeting, the activities conducted on March 22th 2017. On this day, at 25 minutes before the writer giving the post-test, she continued in playing song. And then 10 minutes at the end of class, she gave the post-test to measure the ability of students in listening comprehension. The songs chosen by the writer had been during the experimental action at the second meeting, entitled "How's The Weather". So that, the students would be easy in answering questions. The result was all most all the students increase their listening skill.

## 2. Tests

The writer used test as the instrument to find out how song improves students' listening comprehension at Islamic Elementary School MIN 11 as the first hypothesis. Postleth Waite (2005, p.36) defines test as an instrument or procedure that proposes a sequence of tasks to obtain students' response. In this case, there are two tests, pre-test and post-test. The pre-test was administered in order to know the subjects' pre-existing ability of listening comprehension, while the post-test was administered in the end of session to identify the improvement of the implementation of song in listening comprehension. The administered song in the pre-test are different from the post-test, but the number of song and level of

difficulty are the same. The model of the test was objective test in the form of feel in the blank text consisting of 10 items.

## E. Techniques of Data Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Shamoo and Resnik (2003, p.1) argue that various analytic procedures provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data. The data collection must be processed and analyzed (Kothari, 2004:38). The main data which were needed for the present study as mentioned previously were gathered through pre-test and post-test.

### 1. The Analysis of Test Result

In analyzing the test results, the writer uses several formulas. The formulas are necessary for finding out the mean score, standard deviation, and t-score.

### a. Mean

Mean is used to find out the average of whole sample. In order to know the mean, the researcher used formula suggested by Arikunto (2010, p. 284). The mean is the average or arithmetic mean (arithmetic mean) or often abbreviated to mean (Rahman Utsman Fathor, 2015, p.59).

$$\bar{X} = \frac{\Sigma X}{N}$$

Where :     $\bar{X}$     :   Mean

$\Sigma X$     :   The sum of the scores

N     :   Total students

## b. Standard Deviation

Steven (2007) argues that standard deviation is a statistic that describes the total of variation in a measured process characteristic. Specifically, it counts how much an individual measurement should be expected to deviate from the mean on average. As shown below, the larger the standard deviation, the more dispersion there is in the process data.

The formula of standard deviation is as follows:

$$SD^2 = \frac{\Sigma f\, (X - \overline{X})^2}{N - 1}$$

Where :          SD   :  Standard deviation

$\Sigma f$   :  The sum of frequency

$\overline{X}$     : Mean

$\Sigma X^2$ : The sum of score squared

N     : The number of sample

## c. *T*-score

The writer used *t*–score to find out whether pre-test and post-test have a significant difference. The formula for *t*–score was taken from Sudijono (2011, p. 241-243).

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

Where:          t      : *T*-Score

$\bar{x}_1$   : Mean of the Post-test

$\bar{x}_2$   :  Mean of the Pre-test

$SD_1$ : Standard Deviation of Post-test

$SD_2$ : Standard Deviation of Pre-test

N     : Total students

**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the finding of the research related to the implementation of song to improve students' listening comprehension that was conducted at MIN 11. The explanation comprises the analysis of test result and hypothesis testing and discussion.

## A. The Brief Description Of Islamic Elementary School MIN 11 Banda Aceh

Islamic Elementary School MIN 11 Banda Aceh is located in Darussalam. Formerly, MIN 11 Banda Aceh from private Islamic Elementary School was established in 1993 by the Yayasan Mesjid Jamik Silang (YMJS) and led by M. Razali Amin. The school is only taught a religious program and at that time the students consists of 4 students as well as the study was in the hall of the Mesjid Jamik Silang for a year. In the following year (1994-1997), the students grew to 30 students and a study room move to Gedung PKK.

Since 1998, YMJS apply to the Ministry of Religious Affairs of the Republic of Indonesia to rename the MIS Rukoh Banda Aceh became MIN in 1999, the status of MIS Rukoh to be MIN 11 Banda Aceh based on the letter lead by Minister of Religious Affairs which signed by A. Malik Fajar no .71 on March

$2^{nd}$ 1999. The development MIN 11 Banda Aceh, the school has been lead by seven headmasters namely, the first is M. Razali Amin (1993-1999), the second is M. Ramadan (1999-2000), the third is Cut Safwati Sulaiman (2000-2001), the fourth is Ummi Yani (2001-2011), the fifth is Aiyup (2012-2013), the sixth is Ruddin (2013-2015) and seventh is Mukhtar (2015-present).

Currently, MIN 11 led by Mukhtar who is the seventh headmaster of the school including 36 teachers and staffs. There are 23 permanent and 18 non-permanent teachers that come from different educational background and levels of education.

The teachers'data of the Islamic Elementary School MIN 11 Banda Aceh, as following:

**Table 4.1 Teachers MIN 11 Banda Aceh**

| No | NAME | POSITION/ CLASS |
|----|------|-----------------|
| 1. | Drs. H. Mukhtar, MA | Kamad/Guru Pembina |
| 2. | Rakhmawati, S. Ag | Guru Pembina |
| 3. | Dra. Rosmawar | Guru Pembina |
| 4. | Agusmiati, S. Pd. I | Guru Pembina |
| 5. | Aisah, S. Pd. I | Guru Pembina |
| 6. | Suriani, S. Pd. I | Wakamad/Guru Pembina |
| 7. | M. Nur, S. Pd. I | Guru Pembina |
| 8. | Ainal Mardhiah, S. Pd. I | Guru Pembina |
| 9. | Khuzaimah, S. Ag | Guru Pembina |
| 10. | M. Hasan, S. Pd. I | Guru Pembina |
| 11. | Nurfajri, S. Pd. I | Guru Pembina |
| 12. | Fatmawati, S. Pd.I | Guru Dewasa |
| 13. | Dra. Nuraini | Guru Madya Tk. I |
| 14. | Nur Azizah, S. Pd. I | Guru Madya Tk. I |
| 15. | Ratna Sari, S. Pd. I | Guru Madya Tk. I |
| 16. | Nova Diana, S. Pd.I | Guru Madya Tk. I |
| 17. | Sriyanti, S. Pd. I | Guru Madya Tk. I |
| 18. | Khairunnisak, S. Pd. I | Guru Madya Tk. I |
| 19. | Nasri, S. Pd. I | Guru Madya |
| 20. | Mukhraini S, S. Pd. I | Guru Madya |
| 21. | Indra Mardiani, A. Ma | Guru |
| 22. | Ibnu, SS | Guru |
| 23. | Rian Verdina, S. Si | Guru |
| 24. | Sofiana, S. Pd. I | Guru Tidak Tetap |
| 25. | Adek Elfira. C, S. Pd | Guru Tidak Tetap |
| 26. | Agussalim, A. Ma | Guru Tidak Tetap |
| 27. | Cut Fauziani, S. Pd | Guru Tidak Tetap |
| 28. | Yusriana, S. Pd. I | Guru Tidak Tetap |
| 29. | Rahmatil Auli, S. Pd. I | Guru Kelas |
| 30. | Nova Maulida, S. Pd. I | Guru Kelas |

Especially for English teachers its have only three, one of them is Mr. Ibnu who teach English in class $VI_3$, he graduated from IAIN Ar-Raniry.

Moreover, it has 699 students. Consist of 354 male students and 345 female students. For class $VI$ consist of three classes, for class $VI_1$ consist of 33 students, $VI_2$ consit of 34 students and $VI_3$ consist of 33 students.

The school has good facilities that can support teaching learning process. It consist of classroom, principal room, teacher room, library, UKS' room, canteen, sport field, storeroom and toilets. It also has computer room and administration room.

## B. The vision and mission

The vision and mission of the school MIN 11 Banda Aceh:

## 1. Vision

- The formation of students' knowledge, charitable, faithful, devoted, intelligent, skilled, creative, superior quality, and precious.

## 2. Mission

a. Creating aconducive school atmosphere

b. Cultivate the activities of faith and devotion to Allah

c. Cultivate the activities sound science and technology

d. Implement active, creative, effective, and fun learning

e. Cultivate an attitude of creative thinking, superior, innovative and noble character

f. Creating a disciplined learning environment based on the kinship, exemplary and noble.

The writer conducted the research at MIN 11 Banda Aceh, From Marct $15^{th}$ to $22^{nd}$ 2017  to find out the effects of using song in improving students' listening comprehension. There is one class of the six year students as sample, there is $VI_3$ which consisted 33 students (15 male and 18 female) . The experimental was held in three meetings. The following instruments were used in the research; test that consist of pre-test and post-test in experiment class to get students' score before and after teaching learning process.

## C.  The Analysis of Test Result

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean of the scores and to analyze whether there was a significant difference between pre-test and post-test.

The first step of calculating the data is tabulating the result of both pre-test and post-test as in the following table.

**Table 4.2 Students' Pre-test and Post-test**

| No | NAMA | Hasil Pre-Test | Hasil Post- Test |
|---|---|---|---|
| 1. | Aldina Cahaya Fitria | 100 | 100 |
| 2. | Alya Ramadani | 80 | 100 |
| 3. | Ardhian Rifqi | 90 | 100 |
| 4. | Arina Nabilatun Nisa | 90 | 100 |
| 5. | Al-Hafiz Maulam | 60 | 70 |
| 6. | Cut Nanda Rahmatillah | 70 | 90 |
| 7. | Durratul Jinan | 40 | 60 |
| 8. | Diva Aulia | 60 | 80 |
| 9. | Farhan Nafis | 60 | 100 |
| 10. | Fiqah Rauten | 90 | 100 |
| 11. | Hafidhul Haqqi | 60 | 80 |
| 12. | Imam Assidiq | 80 | 100 |
| 13. | Jiwaul Khairi | 60 | 80 |
| 14. | Mudhmainnah | 50 | 80 |
| 15. | M. Muslih Zatil | 10 | 40 |
| 16. | Miftahul Zikri | 10 | 40 |
| 17. | M. Reza Fahlevi | 100 | 100 |
| 18. | Najwa Amanazia | 80 | 80 |
| 19. | Naina Aneisya | 90 | 90 |
| 20. | Nur Mutiara Utami | 80 | 100 |
| 21. | Putri Wilda Rahmi | 60 | 70 |
| 22. | Radja Bintara Muda | 90 | 90 |
| 23. | Rifqa Najwa | 90 | 100 |
| 24. | Riva Nazira | 100 | 100 |
| 25. | Raudhatul Jannah | 80 | 80 |
| 26. | Riska Humaira | 90 | 100 |
| 27. | Riski Aulia | 10 | 40 |
| 28. | Rasya Andika | 40 | 70 |
| 29. | Sitie Shafiya Jannah | 100 | 100 |
| 30. | T.M Afdhalul Ridha | 10 | 40 |
| 31. | Yasmin Zuhra | 80 | 90 |
| 32. | Zikrullah | 10 | 40 |
| 33. | Zahira Yunna | 80 | 90 |

→The highest and the lowers pre-test

→The highest and the lowers post-test

Based on the table presented above, it could be seen that the highest score for the pre-test was 100 and the lowest one was 10. Whereas, the highest score for the post-test was 100 and the lowest one was 40. Although both pre-test and post-test have similar rate for the highest score, the different between the lowest score of each test is quite big.

The following part shows further statistical analysis of each test result, pre-test and post-test.

## 1.  Result of Pre-Test

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest up to the highest as follows:

<div align="center">

10    10    10    10    10

40    40    40    60    60

60    60    60    70    80

80    80    80    80    80

80    90    90    90    90

90    90    90    90    100

100    100    100

</div>

Then the writer determined the range of the pre-test presented above by using the following formula:

R = Hs-Ls

= 100-10

= 90

After finding the range score, the writer find out the number of interval, and the result is:

K = 1+3.3 Log n

= 1+ 3.3 Log 33

= 1 + 3.3 (1.51)

= 1+ 4,98

= 5.98 (taken 6)

So, the length of interval is 5. By knowing the length of interval, the writer counted the class interval by using the following formula:

$P = \frac{R}{K}$

$= \frac{90}{5}$

= 18 (taken 18)

Based on the calculated data, the frequency distribution of the pre-test can be formulated as follows:

**Table 4.3 The Frequency Distribution of Students' Pre-test Score**

| No | Students' Score | $f_1$ | $X_1$ | $X_1 - \bar{X}$ | $(X1 - \bar{X})^2$ | $f_1[X1\bar{X})^2$ |
|----|------|------|------|------|------|------|
| 1 | 10-27 | 5 | 18,5 | -40,04 | 1063,20 | 8016 |
| 2 | 28-45 | 3 | 36,5 | -22,04 | 485,76 | 1457,28 |
| 3 | 46-63 | 5 | 54.5 | -4, 04 | 16,32 | 81, 6 |
| 4 | 64-81 | 8 | 72,5 | 13,96 | 194, 88 | 1559, 04 |
| 5 | 82-99 | 8 | 90,5 | 31,96 | 1021, 44 | 8171,52 |
| 6 | 100-117 | 4 | 108,5 | 49,96 | 2496 | 9984 |
|   | **Total Score** | 33 | 48,43 | - | - | **29269,** 44 |

Moreover, in order to calculated the mean of the pre-test the following formula is used.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{(10x5)+(28x3)+(46x5)+(64x8)+(82x8)+(100x4)}{33}$$

$$\bar{X} = \frac{1932}{33}$$

$$\bar{X} = 58,54$$

After calculating the mean of students' pre-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of the pre-test is as shown below:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

$$SD^2 = \frac{29269,44}{33 - 1}$$

$$SD^2 = \frac{29269,44}{32}$$

$$SD^2 = 914,67$$

$$SD = \sqrt{914,67}$$

$$SD = 30,24$$

## 2. Result of Post-Test

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest up to the highest as follows:

| | | | | |
|---|---|---|---|---|
| 40 | 40 | 40 | 50 | 60 |
| 60 | 70 | 70 | 70 | 80 |
| 80 | 80 | 80 | 80 | 80 |
| 90 | 90 | 90 | 90 | 90 |
| 100 | 100 | 100 | 100 | 100 |
| 100 | 100 | 100 | 100 | 100 |
| 100 | 100 | 100 | | |

Then the writer determined the range of the post-test presented above by using the following formula:

R = Hs-Ls

= 100-40

= 60

After finding the range score, the writer find out the number of interval, and the result is:

K = 1+3.3 Log n

= 1+ 3.3 Log 33

= 1 + 3.3 (1.51)

= 1+ 4.98

= 5.98 (taken 6)

So, the length of interval is 6. By knowing the length of interval, the writer counted the class interval by using the following formula:

$P = \frac{R}{K}$

$= \frac{60}{6}$

= 10 (taken 10)

Based on the calculated data, the frequency distribution of the post-test can be formulated as follows:

**Table 4.4 The Frequency Distribution of Students' Post-test Score**

| No | Students' Score | $f_1$ | $X_i$ | $X_1–\overline{X}$ | $(X1-\overline{X})^2$ | $f_1[X1\overline{X})^2$ |
|----|-----------------|-------|-------|--------------------|------------------------|--------------------------|
| 1 | 40-49 | 3 | 44,5 | -38,22 | 1460,76 | 4382,28 |
| 2 | 50-59 | 1 | 54,5 | -28,22 | 796,36 | 796,36 |
| 3 | 60-69 | 2 | 64,5 | -18,22 | 331,96 | 663,92 |
| 4 | 70-79 | 3 | 74,5 | -8,22 | 67,56 | 202,68 |
| 5 | 80-89 | 6 | 84,5 | 1,78 | 3,16 | 18,96 |
| 6 | 90-99 | 5 | 94,5 | 11,78 | 138,76 | 693,8 |
| 7 | 100-109 | 13 | 104,5 | 21,78 | 474,36 | 6166,68 |
| **Total Score** | | 33 | 74,5 | - | - | **12.924,68** |

Moreover, in order to calculate the mean of the post-test the following formula is used:

$$\overline{X} = \frac{\Sigma X}{N}$$

$$\overline{X} = \frac{(40x3)+50+(60x2)+(70x3)+(80x6)+(90x5)+(100x13)}{33}$$

$$\overline{X} = \frac{2730}{33}$$

$$\overline{X} = 82,72$$

After calculating the mean of students' post-test, the writer used standard deviation to count how much an individual measurement should be expected to deviate from the mean on average. The formula of the deviation standard of post-test is as shown below:

$$SD^2 = \frac{\sum f (x - \bar{x})^2}{n - 1}$$

$$SD^2 = \frac{12.924,68}{33 - 1}$$

$$SD^2 = \frac{12.924,68}{32}$$

$$SD^2 = 403,89$$

$$SD = \sqrt{403,89}$$

$$SD = 20,09$$

**3. *T*-score Calculation**

The writer used *t*–score to find out whether there is a significant difference between the pre-test and the post-test. The calculation is as follows:

$$t - score = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\left(\frac{SD_1^2}{n_1}\right) + \left(\frac{SD_2^2}{n_2}\right)}}$$

$$t - score = \frac{82,72 - 58,54}{\sqrt{\left(\frac{403,89}{33}\right) + \left(\frac{914,67}{33}\right)}}$$

$$t - score = \frac{24{,}18}{\sqrt{12{,}23 + 27{,}71}}$$

$$t - score = \frac{24{,}18}{\sqrt{39{,}94}}$$

$$t - score = \frac{24{,}18}{6{,}31}$$

$$t - score = 3{,}83$$

## D. Hypothesis Testing

In examining the hypothesis, the writer used the result of t-score analysis. Based on the *t*-table at the level of significance $\alpha$ 0.05, according to Bungin (2005, p.185) the testing criterion used for measuring hypothesis result is; if *t*-test >*t*-table, it means that the alternative hypothesis (*Ha*) was accepted and null hypothesis (*H0*) was rejected. $H_a$ : There is difference ability of students in listening comprehension by using kids' song as a media. $H_0$ : There is no difference ability of students in listening comprehension by using kids' song as a media.

After hypothesis were examined by *t*-score. The result of the *t*-score was *3,83*. Then, the next step is interpreting *t*-score by determining *degree of freedom* (*df*). *Df* = *N*-1 = 33-1 = 32. From the result, the writer comparing *t*-score to

significant *t*-table (see appendix VI) with *df* 32 sig, value 5% and 1%. she obtained that $t_{t.sv}5\% = 2.04$ and $t_{t}.sv1\% = 2.75$. So, *t*-score was bigger than *t*-table.

2.04<*3, 83*>2.75

Referring to the criteria, because of *t*-score was bigger than *t*-table, it means that the alternative hypothesis ($H_a$) of this study was accepted and the null hypothesis is rejected. It can also be referred there was significant difference between pre-test and post-test scores. By using *t*-test, the writer found that *t*-score indicated there was difference of students' score before and after being taught kids' song as media in increasing listening comprehension ability.

**E. Discussion**

This research attempts to find whether the implementation of kids' song as a media can improve students' listening comprehension. After collecting and processing all data obtained from the tests, it is important to discuss the research findings in order to answer all purposed research questions.

Based on the data obtained during the research, the writer will answer the research questions. The first research question is "What is the effects of teaching listening by using songs to six grade students at MIN 11 academic year 2016/2017?" According to the data, from all activities conducted by the writer in teaching listening, she noted that the song as a media to build students comprehension had been implemented and their listening ability was increased. Most of the students gave positive responses toward the implementation of kids'

song as a media. They agreed that this media was not only interesting, but also easy and made them enjoy in the classroom. It could motivate them to listen and made them able to comprehend the content of song better. However, the students' good responses toward song as a media are also relevant with the teacher's role in the classroom, the teacher's role in choosing the media is very important in teaching listening. Moreover, choosing appropriate song and time organize were also very crucial. Therefore, the teacher should organize the time as good as possible and choose the most appropriate materials or song to the students' level and interest.

The last research question is "How the English kid's song can increase the students at MIN 11 in listening ability?". In this case, the writer choose the appropriate song (kids' song)  for the students and its have positive characteristics that are suitable for improving their listening abilities, such as:

1. The theme of the kids' song is appropriate for kids and educational

2. The song is interesting and fun

3. The level of song are happily and quickly

4. The language used is simple and easy to understand

5. The lyrics of songs nuanced childhood life

So that, by using the kids' song as a media in teaching listening to the students MIN 11 Banda Aceh is increasing their listening comprehension.

Through the tests, the writer also analysis of test result shows that the mean score of the pre-test was 58,54 and the mean score of the post-test was 82,72 and calculating of $t$-score also showed there was improved significantly of students'

listening comprehension score after implemented kids' song as a media to teach listening, which is *t*-score is bigger than *t*-table (2.04<*3, 83*>2.75).

From these data calculations, there were difference students' scores before and after interpreting the treatment.

From the analysis result of hypothesis showed that *Ha* was accepted and *Ho* was rejected since the result *t*-test indicates to *t*-score was bigger that *t*-table (2.04< *3, 83* >2.75). Eventually, it could be concluded that kids' song could improve students' listening comprehension.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This chapter discusses some conclusions drawn from the research finding as well as suggestions made for better teaching and learning process.

### A. Conclusions

After through analyzing and discussing all data that were obtained through pre-experimental study at the six year of students at MIN 11, there were some important points that could be concluded in order to answer the purposed research questions.

Using song as a media in teaching listening to the six grade students at MIN 11 Banda Aceh is very interesting. There were have several effects of using song to the students MIN 11, not only increased sing their listening ability and helped the teacher to teach listening, but also provided and interested media for the students to achieve the learning goals. The media has contributed a lot in making the students understand well the delivered lesson. The content of the songs may become one of influential factors which may determine the improvement of the students' listening ability. Kids' songs also should consider students' need, so that song could help them to learn and achieved the learning objective. The teacher ability in selecting teaching material also influenced in using songs to teach the

students' listening ability. The students also enjoyed it and not bored in the classroom.

Finally, the writer chose the appropriate song (kids' song) for the students, and its have positive characteristics that were suitable for improving their listening abilities, such as:

1. The theme of the song is appropriate for kids and educational

2. The song is interesting and fun

3. The level of song are happily and quickly

4. The language used is simple and easy to understand

5. The lyrics of songs nuanced childhood life

So, kids' song could increase the students listening ability. Based on the result of the tests. It was found that the mean score of the post test was higher than the mean score of the pre-test, 82,72>58,54. It means the students' achievements in listening comprehension have been improved. Furthermore, the result of t-test examined the research question, where alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. This was as revealed through the comparison of $t$-score (3.83) and $t$-table ($t_{t.sv}5\% = 2.04$ and $t_t.sv1\% = 2.75$). So, $t$-score was bigger than $t$-table, 2.04<3.83>2.75.

## B. Suggestions

After drawing the conclusions, the writer makes several suggestions that would be beneficial for several parties, including students, teachers and readers.

## 1. Students

The students should practice listening with using kids' sing to learn English more.

## 2. Teachers

As the English teachers, they should be creative and innovative in designing teaching and learning process. Teachers should be able to find new ways in delivering material to students to make learning process become more effective. Moreover, the used of media could help students who have problems or difficulties in learning English. In this case, teachers could use kids' songs to improve students' listening skill. Songs could be implemented when the teachers wants to teach vocabulary, grammar, pronunciation, or kind of text. It was known that all most all the students like songs. So it could be used as one of the ways to get the students' participation in the teaching-learning process.

## 3. Readers

This study was expected to give useful information toward the readers about kids' songs which used to improve their in listening skills. It could be used as reference of research which related to this study.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : UN.08/FTK/PP.00.9/12581/2016**
**TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**
**UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Neg Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapk Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepa Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguru UIN Ar-Raniry Tanggal 21 Desember 2016

**MEMUTUSKAN**

Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad Nasir, M.Hum — Sebagai Pembimbing Pertama
2. Abdul Manar, M.Hum — Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Tuti Masnijar**
NIM : **231324257**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Effectiveness of English Kids' Song to Improve Students' Listening Comprehension**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016
An. Rektor
Dekan,

**Dr. Mujiburrahman, M. Ag**
NIP. 197109082001121001

**Tembusan**
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

| Nomor | : | B- 414 /Kk.01.07/4/TL.00/03/2017 | 02 Maret 2017 |
|---|---|---|---|
| Sifat | : | Biasa | |
| Lampiran | : | Nihil | |
| Hal | : | **Rekomendasi Melakukan** | |
| | | **Penelitian** | |

Yth, Kepala MIN 11
Kota Banda Aceh

*Assalāmu'alaikum Wr. Wb.*

Sehubungan dengan surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : 1856/FTK I/TL.00/03/2017 tanggal 23 Februari 2017 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi,* dengan judul "**The Effectiveness of English Kids' Song to Improve Students' Listening Comprehension**" kepada saudara :

| Nama | : | **Tuti Masnijar** |
|---|---|---|
| NIM | : | 231 324 257 |
| Prodi/Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | VIII |

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Kasi Pendidikan Madrasah,

**Aiyub**

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.

| | | |
|---|---|---|
| Nomor | : B-76//Mi.01.12.10/Kp.07.2/03/2017 | 30 Maret 2017 |
| Lampiran | : Nihil | |
| Hal | : Telah Mengadakan Penelitian | |

Yth. Prodi Pendidikan Bahasa Inggris
Fak. Tarbiyah UIN Ar- Raniry
di
Banda Aceh

Dengan hormat,
Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Nomor:
1856/FTK I/TL.00/03/2017 Tanggal 23 Februari 2017 perihal izin melakukan Penelitian, dengan
ini kami menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : Tuti Masnijar | |
| Nim | : 231 324 257 | |
| Program Studi | : Pendidikan Bahasa Inggris | |
| Semester | : VIII | |

Benar yang namanya tersebut di atas telah melakukan Pengumpulan data pada MIN Rukoh Kota
Banda Aceh pada tanggal 15 s/d 22 Maret 2017, untuk keperluan menyusun **Skripsi** dengan judul:
**"The Effectiveness of English Kids' Song to Improve Student' Listening Comprehension"**

Demikianlah surat keterangan ini kami perbuat, untuk dapat dipergunakan seperlunya.

Kepala Madrasah

Mukhtar

Nomor : B- 1856    Un.08/FTK I/ TL.00/ 02    / 2017                23 Februari 2017
Lamp : -
Hal    : Mohon Izin Untuk Mengumpulkan Data
         Menyusun Skripsi

Kepada Yth.

Kepada Kantor Kementrian Agama Kota Banda Aceh

Di -
         Tempat

Dekan  Fakultas Tarbiyah dan Keguruan (FTK) UIN  Ar-Raniry  Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : | Tuti Masnijar |
| N I M | : | 231 324 257 |
| Prodi / Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | VIII |
| Fakultas | : | Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : | Blang Krueng, Aceh Besar |

Untuk mengumpulkan data pada:

**MIN Rukoh Darussalam Banda Aceh**

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Effectiveness of English Kids' Song to Improve Students' Listening Comprehension**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
**Wakil Dekan Bidang Akademik**
dan Kelembagaan,

**Sri Suyanta**

BAG.UMUM    BAG. UMUM

*Kode:*        6602

# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

| | |
|---|---|
| **SD/MI** | **: MIN 11 Banda Aceh** |
| **Mata Pelajaran** | **: Bahasa Inggris** |
| **Kelas/Semester** | **: VI/2** |
| **Alokasi Waktu** | **: 3x 35 menit ( 3x pertemuan )** |
| **Topik Pembelajaran** | **: Song** |

## A. Standar Kompetensi

5. Memahami instruksi dan informasi sangat sederhana baik dengan tindakan maupun bahasa dalam konteks sekitar peserta didik.

## B. Kompetensi Dasar

5.2. Merespon instruksi dan informasi sangat sederhana baik dengan tindakan maupunbahasasecara berterima dalam berbagai permainan.

## C. Indikator

5.2.1 Merespon dengan menulis apa yang didengar dari kaset/CD.

## D. Tujuan Pembelajaran

Siswa dapat merespon dengan menulis apa yang didengar dari kaset/MP3.

## E. Metode Pembelajaran

Siswa menulis berdasarkan informasi yang didengar dari kaset/MP3.

## F. MediaAlat/Sumber Belajar

| | |
|---|---|
| Media | : Audio MP3/Kaset, Vidio |
| Alat | : Whiteboard, speaker, laptop, LKS siswa |
| Sumber | :www.youtube.com |

**G. Materi Pembelajaran**

**Struktur teks:**

**BUTTERFLY COLORS SONG**

Fly away little butterfly.
In the blue sky.
Red butterfly, red butterfly fly fly.
In the blue sky.
Green butterfly, green butterfly fly fly.
In the blue sky.
Yellow butterfly, yellow butterfly fly fly.
Into the sky, into the sky.
red green and yellow fly fly fly.
Into the sky, into the sky.
red green and yellow fly fly fly.
Fly away little butterfly
In the blue sky.
pink butterfly, pink butterfly fly fly.
In the blue sky.
purple butterfly, purple butterfly fly fly.
In the blue sky.
orange butterfly, orange butterfly fly fly.
Into the sky, into the sky.
Pink purple orange fly fly
Into the sky, into the sky.
Pink purple orange fly fly.
Fly away little butterfly.
Fly away little butter fly.
Fly away little butterfly.

**H. Langkah-langkah Kegiatan Pembelajaran**

Pertemuan pertama:

1. Kegiatan Pendahuluan (5')

- Peneliti mengenalkan diri: Nama: Tuti Masnijar, saya dari Aceh Selatan.

- Menanyakan keadaan siswa. "How are you today?"

- Menjelaskan apa tujuan peneliti kepada siswa.

2. Kegiatan Inti (25')

- Membagikan lembaran pre-test dan memberi instruksi dengan jelas kepada siswa.

- Memberikan lembaran pre-test yang berisi lagu yang telah di kosongkan 10 kata dalamteks lagu "The Butterfly Colors Song" yang harus di isi oleh siswa.

- Memutarkan lagu yang akan didengar oleh siswa dan sesuai dengan lagu yang ada di lembaran pre-test.

- Sebelum siswa mengisi lembaran pre-test, peneliti menyuruh siswa untuk men-scan teks lagu tersebut.

- Memberikan contoh bagaimana cara menjawab atau mengisi dengan benar lembaran yang telah dikosongkan.

- Menginstrukdikankepada siswa untuk memilih jawaban yang tepat dan sesuai dengan lagu yang diputarkan.

-  Menginstrukdikankepada siswa untuk mendengar kembali lagu yang di putar dan mengecek lembaran jawaban mereka.

- Memutar beberapa lagu yang berjudul: "Body, Morning Activities, and How's The Weather" diputarkan satu persatu.

3. Kegiatan Penutup (5')

- Menjawab dan mendiskusikan jawaban bersama-sama.

- Memberikan kata-kata penutup kepada siswa

Pertemuan Kedua:

1. Kegiatan Pendahuluan (5')

- Mengucapkansalamdenganramahkepadasiswaketikamemasuki ruangkelas*(nilai yang ditanamkan: santun, peduli)*.

- Mengecekkehadiransiswa*(nilai yang ditanamkan: disiplin, rajin)*.

- Menanyakan keadaan siswa "How are you today?"

2. Kegiatan inti (25')

- Memutarkan kembali lagu yang pernah di putarkan pada pertemuan pertama.Seperti :"Body, Morning Activities, and How's The Weather" diputarkan satu persatu.
- Memberikan lembaran teks lagu yang telah dikosongkan beberapa kata dalam lagu.
- Menginstruksi siswa agar mensurvey teks lagu.
- Memutarkan lagu.
- Menginstruksi siswa untuk menjawab atau mengisi lembaran yang telah si bagikan.
- Menginstruksi siswa agar mengisi lembaran tesebut dengan benar, tepat dan sesuai.
- Menginstruksi siswa untuk mendengar kembali lagu yang di putarkan.

3. Kegiatan Penutup (5')

- Menjawab dan mendiskusikan jawaban bersama-sama.
- Memberikan kata-kata penutup

Pertemuan Ketiga:

1. Kegiatan Pendahuluan (5')

- Mengucapkansalamdenganramahkepadasiswaketikamemasuki ruangkelas*(nilai yang ditanamkan: santun, peduli).*
- Mengecekkehadiransiswa*(nilai yang ditanamkan: disiplin, rajin.*
- Menanyakan keadaan siswa "How are you today?"

2. Kegiatan inti (25')

- Memutarkan kembali lagu-lagu yang pernah di putarkan pada pertemuan pertama dan kedua. .Seperti :"Body, Morning Activities, and How's The Weather" diputarkan satu persatu.
- Memberikan lembaran post-test kepada siswa

- Memutarkan satu lagu yang pernah di putar pada pertemuan pertama dan kedua yang berjudul "How's The Weather". Jadi siswa lebih mudah untuk menjawab dan mengisi lembaran post-test.
- Memutarkan lagu dan mengulaginya sampai 3 kali.

3. Kegiatan Penutup (5')

- Mengucapkan terimakasih kepada guru dan siswa, khususnya kelas $VI_3$ MIN Rukoh.
- Memberikan motivasi kepada siswa

**J. Penilaian Hasil Pembelajaran**

**Metode Penilaian**

1. Sikap

Observasi

Guru mengobservasi dan mencatat perilaku siswa yang mencakup sikap dan keterampilannya.

2. Pengetahuan

Penyebutan fungsi sosial lagu, pengisian bagian teks lagu yang kosong, menemukan informasi rinci di dalam teks lagu (cerdas cermat dan listening team).

3. Keterampilan

Keterampilan menangkap pesan dan makna di dalam lagu serta menyanyikan lagu bersama-sama dengan kelompoknya.

**Please listen to the song and fill in the blank with the right answer from no. 1 to 10!**

### BUTTERFLY COLORS SONG

Fly away little butterfly.
In the blue sky.
Red butterfly,(1) ...... butterfly fly fly.
In the blue sky.
(2)....... butterfly, green butterfly fly fly.
In the (3)...... sky.
Yellow butterfly, yellow butterfly fly fly.
Into the sky, into the sky.
red green and (4)..... fly fly fly.
Into the sky, into the sky.
red green and yellow fly fly fly.
Fly away little (5)...........
In the blue sky.
pink butterfly, pink butterfly fly fly.
In the blue sky.
(6) ..... butterfly, purple butterfly fly fly.
In the blue sky.
orange butterfly, (7) ..... butterfly fly fly.
Into the sky, into the sky.
(8) ..... purple orange fly fly
Into the (9).... , into the sky.
Pink purple orange fly fly.
Fly away (10)...... butterfly.
Fly away little butter fly.
Fly away little butterfly.

| ORANGE | LITTLE | RED | BLUE | PURPLE |
|---|---|---|---|---|
| BUTTERFLY | SKY | YELLOW | PINK | GREEN |

Key answers :
1. Red
2. Green
3. Blue
4. Yellow
5. Butterfly
6. Purple
7. Orange
8. Pink
9. Sky
10. Little

1. Keterampilan

    ↓ Please sing the song together!

## TABEL KRITERIA PENILAIAN

| Dimensi/aspek | Uraian | Kriteria (skor) |
|---|---|---|
| Keterampilan | Bekerja sama (Team work) | 1. Selalu bekerja sama (5)<br>2. Sering bekerja sama (4)<br>3. Beberapa kali bekerja sama (3)<br>4. Pernah bekerja sama (2)<br>5. Tidak bekerja sama (1) |
| | Komunikasi (Communicative action) | 1. Selalu berkomunikasi dengan tepat (5)<br>2. Sering melakukan komunikasi dengan tepat (4)<br>3. Beberapa kali berkomunikasi dengan tepat (3)<br>4. Pernah melakukan komunikasi dengan tepat (2)<br>5. Tidak pernah melakukan komunikasi dengan tepat (1) |
| Pengetahuan | Kelancaran berkomunikasi (Fluency) | 1. Sangat lancar (5)<br>2. Lancar (4)<br>3. Cukup lancar (3)<br>4. Kurang lancar (2)<br>5. Tidak lancar (1) |
| | Intonasi (Intonation) | 1. Hampir sempurna (5)<br>2. Bebrapa kesalahan tapi tidak mengubah makna (4)<br>3. Beberapa kesalahan (3)<br>4. Banyak kesalahan (2)<br>5. Banyak kesalahan dan sulit dipahami (1) |
| | Pengucapan (Pronounciation) | 1. Hampir sempurna (5)<br>2. Bebrapa kesalahan tapi tidak mengubah makna (4)<br>3. Beberapa kesalahan (3)<br>4. Banyak kesalahan (2)<br>5. Banyak kesalahan dan sulit dipahami (1) |

| Sikap | Keberanian (Brave) | 1. Selalu menunjukkan sikap berani (5) |
|---|---|---|
| | | 2. Sering menunjukkan sikap berani (4) |
| | | 3. Kadang-kadang menunjukkan sikap berani (3) |
| | | 4. Beberapa kali menunjukkan sikap berani (2) |
| | Percaya diri (Confidence) | 5. Tidak pernah menunjukkan sikap berani |
| | | 1. Selalu menunjukkan sikap percaya diri (5) |
| | | 2. Sering menunjukkan sikap percaya diri (4) |
| | | 3. Kadang-kadang menunjukkan sikap percaya diri (3) |
| | | 4. Jarang menunjukkan sikap percaya diri (2) |
| | | 5. Tidak pernah menunjukkan sikap percaya diri (1) |
| | Rasa hormat (Respect) | |
| | | 1. Selalu menunjukkan sikap hormat (5) |
| | | 2. Sering menunjukkan sikap hormat (4) |
| | | 3. Kadang-kadang menunjukkan sikap hormat (3) |
| | | 4. Jarang menunjukkan sikap hormat (2) |
| | | 5. Tidak pernah menunjukkan sikap hormat (1) |

**TabelPenilaianSiswa**

| No | Nama Siswa | Aspek Penilaian | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Keterampilan | | Pengetahuan | | | Sikap | | |
| | | Team work | Comm. Act. | Fluency | Intonation | Pronounciation | Brave | Confidence | Respect |
| 1. | | | | | | | | | |
| 2. | | | | | | | | | |
| 3. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. | | | | | | | | | |

**Penghitungan skor:**

Skor maksimal          : 5 x 8 = 40

Nilai maksimal          : Nilai siswa____ x 100

                              Skor maksimal

Mengetahui,

Kepala MIN 11 Banda Aceh                              Peneliti

(DRS. H. MUKHTAR, MA)                              (TUTI MASNIJAR)

## BUTTERFLY COLORS SONG

Fly away little butterfly.

In the blue sky.

Red butterfly, ...... butterfly fly fly.

In the blue sky.

....... butterfly, green butterfly fly fly.

In the ...... sky.

Yellow butterfly, yellow butterfly fly fly.

Into the sky, into the sky.

red green and ..... fly fly fly.

Into the sky, into the sky.

red green and yellow fly fly fly.

Fly away little ...........

In the blue sky.

pink butterfly, pink butterfly fly fly.

In the blue sky.

..... butterfly, purple butterfly fly fly.

In the blue sky.

oreng butterfly, ..... butterfly fly fly.

Into the sky, into the sky.

..... purple oreng fly fly

Into the .... , into the sky.

Pink purple oreng fly fly.

Fly away ...... butterfly.

Fly away little butter fly.

Fly away little butterfly.

| ORENG | LITTLE | RED | BLUE | PURPLE |
|---|---|---|---|---|
| BUTTERFLY | SKY | YELLOW | PINK | GREEN |

**Key answers :**

1. Red
2. Green
3. Blue
4. Yellow
5. Butterfly
6. Purple
7. Oreng
8. Pink
9. Sky
10. Little

## HOW'S THE WEATHER TODAY

How's the weather?

How's the weather?

How's the ............ today?

Is it sunny?

Is it ........?

Is it claudy?

Is it .........?

How's the weather today?

Let's ........... out side

How's the weather?

Is it ........ today.

........ look at out side

How's the weather?

Is it rainy today.

Let's look at out ......

How's the weather?

Is it ......... today.

Let's look at ..... side

Is it snowny .........

How's the weather?

How's the weather?

How's the weather today?

Is it sunny?

Is it rainy?

Is it claudy?

Is it snowny?

How's the weather today?

| Look at | Sunny | Rainy | Side | Today |
|---------|--------|-------|--------|--------|
| Cloudy | weather | Out | Snowny | Let's |

**Key answers :**

1. Weather
2. Rainy
3. Snowny
4. Look at
5. Sunny
6. Let's
7. Side
8. Cloudy
9. Out
10. Today

# Table of Reference for the "t" Score

| df or db | The critical score "t" in the significance of | |
|---|---|---|
| | 5% | 1% |
| 1 | 12,71 | 63,66 |
| 2 | 4,30 | 9,92 |
| 3 | 3,18 | 5,84 |
| 4 | 2,78 | 4,60 |
| 5 | 2,57 | 4,03 |
| 6 | 2,43 | 3,71 |
| 7 | 2,36 | 3,50 |
| 8 | 2,31 | 3,36 |
| 9 | 2,26 | 3,25 |
| 10 | 2,23 | 3,17 |
| 11 | 2,20 | 3,11 |
| 12 | 2,18 | 3,06 |
| 13 | 2,16 | 3,01 |
| 14 | 2,14 | 2,98 |
| 15 | 2,13 | 2,95 |
| 16 | 2,12 | 2,92 |
| 17 | 2,11 | 2,90 |
| 18 | 2,10 | 2,88 |
| 19 | 2,09 | 2,86 |
| 20 | 2,09 | 2,84 |
| 21 | 2,08 | 2,83 |
| 22 | 2,07 | 2,82 |
| 23 | 2,07 | 2,81 |
| 24 | 2,06 | 2,80 |
| 25 | 2,06 | 2,79 |
| 26 | 2,06 | 2,78 |
| 27 | 2,05 | 2,77 |
| 28 | 2,05 | 2,76 |
| 29 | 2,04 | 2,76 |
| 30 | 2,04 | 2,75 |
| 35 | 2,03 | 2,72 |
| 40 | 2,02 | 2,71 |
| 45 | 2,02 | 2,69 |
| 50 | 2,01 | 2,68 |
| 60 | 2,00 | 2,65 |
| 70 | 2,00 | 2,65 |
| 80 | 1,99 | 2,64 |

Adopted from Anas Sudjiono, *Pengantar Statistika Pendidikan*, Jakarta: P.T. Raja Grafindo Persada, 2005

# AUTOBIOGRAPHY

1. Name                          : Tuti Masnijar
2. Place/Date of Birth           : Krueng Kalee, 25 Mai 1993
3. Sex                           : Female
4. Religion                      : Islam
5. Naitionality/ Ethnic          : Indonesia/ Acehnes
6. Marital Status                : Single
7. Occupation/Reg. No            : Student/231324257
8. Address                       : Blangkrueng, Aceh Besar
9. Phone Number                  : 082370859390
10. Parents' Name
    a. Father                    :  M. Amir
    b. Occuption                 : PNS
    c. Mother                    : Harmamah
    d. Occuption                 : IRT
11. Address                      : Teupin Gajah, Aceh Selatan.
12. Educational Background
    a. SD        : SDN Teupin Gajah        Lulus Tahun 2006
    b. MTs       : Darul Aitami            Lulus Tahun 2009
    c. MA        : Darul Aitami            Lulus Tahun 2012
    d. University : UIN Ar-Raniry

Banda Aceh, 25 Juli 2017

The Writer

Tuti Masnijar