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THE IMPACT OF STUDENTS' INTEREST IN ENGLISH SONGS ON THEIR LISTENING SKILLS AT SMPN 1 CIOMAS

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Abstract

The influence of interest in English songs on students' listening skills at SMPN 1 Ciomas is the topic of this research. The goal of this study is to examine the impact that students' interest in English music has on their listening abilities in SMPN 1 Ciomas. This study is based on Slameto's (2010) theory that learning is more effective when it relates to students' interests. In order to analyze a specific population or sample for this study, the author employs a quantitative approach. Data are collected using research instruments, and data processing focuses on quantitative/statistical analysis to test the hypotheses that have been set. Tests and questionnaires are employed as research tools. The population of this research is the students in SMPN 1 Ciomas, and the sample is the nine grader students as many as 31 students. The data is analyzed using regression-correlation analysis. The results of the study show a considerable positive correlation between listening skills and interest in English music. Listening skills are 71.1% impacted by interest in English music. In conclusion, people who appreciate listening to English music regularly partake in activities associated with such songs, savoring the positive emotions that go along with them while also picking up new knowledge. This knowledge makes it easier for listeners to understand what they are hearing. Personal interest also facilitates listening since it increases people's attention, which increases the effectiveness of listening.

Keywords: interests, songs, listening skills, a learning process

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Abstrak. Pengaruh minat terhadap lagu berbahasa Inggris terhadap keterampilan mendengarkan siswa di SMPN 1 Ciomas menjadi topik penelitian ini. Tujuan dari penelitian ini adalah untuk menguji pengaruh minat siswa pada musik bahasa Inggris terhadap kemampuan mendengarkan mereka di SMPN 1 Ciomas. Penelitian ini didasarkan pada teori Slameto (2010) bahwa pembelajaran akan lebih efektif jika dikaitkan dengan minat siswa. Untuk menganalisis populasi atau sampel tertentu untuk penelitian ini, penulis menggunakan pendekatan kuantitatif. Data dikumpulkan dengan menggunakan instrumen penelitian, dan pengolahan data berfokus pada analisis kuantitatif/statistik untuk menguji hipotesis yang telah ditetapkan. Tes dan kuesioner digunakan sebagai alat penelitian. Populasi penelitian ini adalah siswa SMPN 1 Ciomas, dan sampelnya adalah siswa kelas sembilan sebanyak 31 siswa. Analisis data menggunakan analisis korelasi-regresi. Hasil studi menunjukkan korelasi positif yang cukup besar antara keterampilan mendengarkan dan minat pada musik Inggris. Keterampilan mendengarkan 71,1% dipengaruhi oleh minat pada musik Inggris. Kesimpulannya, orang-orang yang suka mendengarkan musik Inggris secara teratur mengambil bagian dalam aktivitas yang terkait dengan lagu-lagu tersebut, menikmati emosi positif yang menyertainya sambil juga mempelajari pengetahuan baru. Pengetahuan ini memudahkan pendengar untuk memahami apa yang mereka dengar. Minat pribadi juga memfasilitasi mendengarkan karena meningkatkan perhatian orang, yang meningkatkan efektivitas mendengarkan.

Kata-kata Kunci: minat, lagu, keterampilan mendengarkan, proses pembelajaran

Background Research

English is becoming one of the most extensively used worldwide languages. According to Microsoft Encyclopedia Encarta (2009), the number of native English speakers ranks fourth in the world, with 341 million speakers, and if speakers of second languages are included, English ranks second in the world, with 508 million speakers. English is the first language of several countries, including the United Kingdom, the United States, Canada, Australia, and New Zealand, and it is also the second or official language of member countries of the British Commonwealth, including India, Nigeria, Pakistan, South Africa, Singapore, and Malaysia. The dominance of English extends beyond the influence of the British Empire and Commonwealth on the information. As a result, everyone on earth had to learn English in order to 'get along' on a global scale.

English is only used as a foreign language in multilingual Indonesia itself. Many Indonesians struggle to master English despite having been taught to them since elementary school (SD). Given how vital English is, there must undoubtedly be a solution to this issue. Therefore, appropriate, effective, and efficient approaches and strategies are always being sought after and developed for use in teaching and learning English.

The ability of students to master the four language abilities becomes a key objective in the teaching and learning of English. These will include receptive abilities, as well as listening, reading, and producing skills. Receptive abilities are the ability to understand spoken and written language. Writing abilities and the ability to talk (produce spoken words) (produce written language).

In fact, communication relies heavily on interpreting spoken language. However,

listening is sometimes overlooked in language classes in favor of speaking since many teachers believe that learning to listen comes naturally as students pick up speaking. It may be difficult for teachers to select the right activities and approaches since they must take their students' preferences into account while maintaining the learning objectives.

Specifically, hearing, speaking, reading, and writing are the four skills that must be taught in order to become proficient in a language. Humans naturally learn to listen, speak, read, and write before moving on to reading and writing. Before speaking, humans must first listen. According to Wallace et al. (2004: 13), communication success can be attained by having good listening skills because these abilities enable people to receive understanding, knowledge, and information. As a result, listening comprehension is a crucial language skill.

Listening, on the other hand, is not an easy task. A listener must distinguish between sounds, capture and comprehend language and grammatical structures, interpret stress and intent, remember and interpret everything at the same time, and adjust to the socio-cultural context of the utterances heard (Vandergrift, 2012). As a result, efficient tactics and methods for teaching listening skills are required so that students or Students may listen and understand properly.

Learning activities are more effective, according to Slameto (2010: 10), if they are related to students' interests, objectives, and goals. Youth in Indonesia today are really interested in music. This is demonstrated by the rise in popularity of youth-oriented music events and initiatives across the nation. One interesting topic to research is the impact of young Indonesians' strong interest in music. Considering that music is frequently employed as a teaching tool. One illustration is that when a youngster learns the alphabet, the alphabet song is taught first since it is understood that forcing the child to memorize all twenty-six letters at once without a specific strategy is difficult.

The youngster can quickly and easily retain all of the letters of the alphabet in order after being taught the alphabet song. This demonstrates how songs, which are composed of music and lyrics or words (Knowledge Rush, 2009), can be particularly effective in helping people recall information. When the song's mood is retained in memory, the human brain can quickly access the words (lyrics). In addition, Lang (2010) noted that success in other academic subjects had a strong correlation with musical instruction. Brain development and music are related. Music may hold the secret to keeping students in school and inspiring them to succeed in a variety of endeavors. And from these justifications, it follows that if someone is interested in songs then indirectly he gets benefits from the lyrics and music.

This research is predicated on this supposition. This study, which focuses on listening

ability in English, was created to examine the impact of interest in English songs on that skill.

Research Methods

In order to explore certain populations or samples, this study employs a quantitative approach, which is a research method based on the positivist school of thought. Research tools are utilized for data collecting, and quantitative and statistical methods are used for data analysis (Prasetyo and Jannah, 2005: 24, 26). A total of 106 Students from SMPN 1 Ciomas made up the study's population. The samples were all class IX students, a total of 31 because this sample group was thought to be competent in taking the listening proficiency exam based on questions from the National Exam.

Variables are things that become the object of research, which are stated at the research activity, which show variations, both quantitatively and qualitatively (Arikunto, 2010: 17). This study uses two variables, namely: students' interest in English songs which is the independent variable (X), and the result of the listening proficiency test which is the dependent variable (Y).

This study collects data using two instruments: questionnaires and tests. A questionnaire is a research instrument that consists of a list of questions designed to elicit information from a large number of respondents (Taniredja and Mustafidah, 2012: 44), whereas tests are methods that can be used or procedures that must be followed in the framework of measurement and assessment, in the form of assigning or assigning a series of tasks in the form of questions that must be answered or orders that must be carried out by test takers which scores can be compared with the scores achieved by other test takers, or compared to certain standard values (Sudijono in Taniredja and Mustafidah, 2012: 49). A questionnaire was utilized in this study to collect data on students' interest in English songs, and tests were used to acquire data on students' listening skills. The questionnaire utilized contained 29 questions, whilst the listening proficiency test contained 15 questions from the English National Examination for Senior High Schools 2011/2012.

Data were analyzed using regression-correlation analysis, namely to find a functional relationship between the variables X and Y and to determine the degree of correlation between the two variables (Sudjana, 1984: 296, 352). The data analysis process uses SPSS (Statistical Package for Social Science) version 14.0 for Windows Integrated Student Version.

Result and Discussion

The results of data collection regarding interest in English songs and students' listening skills are described in the following table.

Table 1. Interest in English Songs and Listening Proficiency of Respondents Based on the Order of Highest and Lowest Interest

Respondents	Interest in English Songs	Listening Skills
Student 26	47	5
Student 7	52	5
Student 3	52	9
Student 18	54	5
Student 25	56	6
Student 31	56	6
Student 16	57	7
Student 4	57	8
Student 22	63	9
Student 19	65	8
Student 23	65	9
Student 15	66	7
Student 27	66	8
Student 10	66	9
Student 2	68	8
Student 13	74	8
Student 30	74	8
Student 28	74	10
Student 29	75	10
Student 5	77	12
Student 12	79	9
Student 21	81	10
Student 11	81	12
Student 1	85	11
Student 9	87	11
Student 17	87	12
Student 20	88	10
Student 14	89	9
Student 8	92	10
Student 6	93	14
Student 24	100	14

Table 2. Distribution of the Relationship between Interest in English Songs and Listening Proficiency by Category at SMPN 1 Ciomas

Interest	Listening Skills			Amount
	Not enough	Currently	Tall	
Very low	3	5	-	8
Low	-	7	-	7
Currently	-	5	1	6
Tall	-	3	4	7
Very high	-	1	2	3
Amount	3	21	7	31

The results of the data normality test, which is a requirement before carrying out regression-correlation analysis, using SPSS version 14.0 are as follows.

Table 3. Results of Interest Variable Normality Test on English Songs (X) and Listening Proficiency (Y) by SPSS Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Interest	.110	31	.200(*)	.966	31	.411
Listening	.113	31	.200(*)	.960	31	.300

Based on the table above, Sig. Kolmogorov-Smirnov is more than 0.05, so it can be concluded that the data is normally distributed and can be continued with simple regression and correlation analysis.

Table 4. Regression Analysis and Correlation of Interest Variables in English Songs (X) to Listening Proficiency (Y) by SPSS Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimates
1	.843(a)	.711	.701	1.30071

a Predictors: (Constant), Interest

Table 5 ANOVA(b)

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	120,937	1	120,937	71,482	.000(a)
residual	49,063	29	1692		
Total	170,000	30			

a Predictors: (Constant), Interest b Dependent Variable Listening

Table 6 Coefficients(a)

Model	Unstandardized Coefficients		standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	-1,145	1,222		-.937	.357
Interest	.141	.017	.843	8,455	.000

a Dependent Variable: Listening

Table 7 Correlations

		Interest	Listening
Interest	Pearson Correlation	1	.843(**)
	Sig. (2-tailed)		.000
	N	31	31
Listening	Pearson Correlation	.843(**)	1
	Sig. (2-tailed)	.000	
	N	31	31

** Correlation is significant at the 0.01 level (2-tailed).

Table 8 R Value Interpretation Table

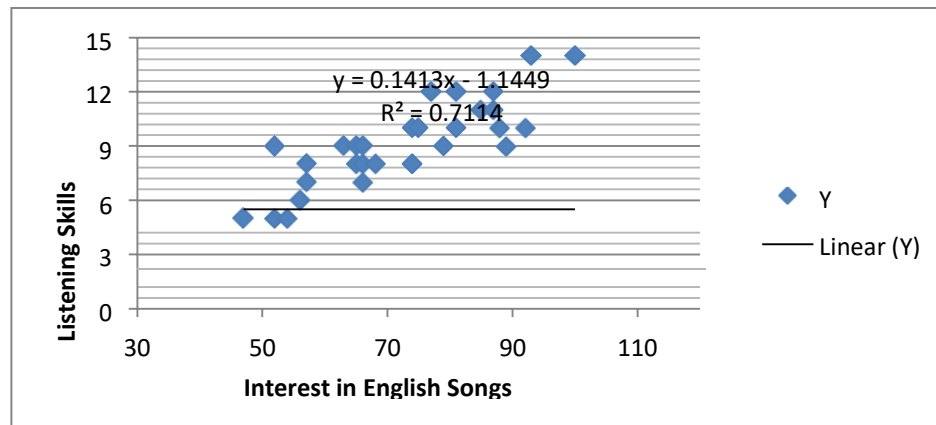
The value of r	Interpretation
Between 0.800 to 1.00	High Sufficient
Between 0.600 to 0.800	Slightly low Low
Between 0.400 to 0.600	Very low (Uncorrelated)
Between 0.200 to 0.400	
Between 0.000 to 0.200	

Based on the results of the regression-correlation analysis by SPSS version 14.0 above, the R or correlation coefficient, which states the relationship between X and Y, is 0.843, it is concluded that there is a direct linear relationship or positive correlation between X and Y which is high, according to the Table of Interpretation of R Values. This positive sign indicates that the more X, the higher Y. The significance of this calculation is 0.01, which means that the confidence level of this calculation is 99%. R square (or R squared), which describes the magnitude of the influence of X on Y, is 0.711, which means that the effect of interest in English songs on listening proficiency is 71.1% and the rest is determined by other circumstances. In accordance with the coefficients obtained, the

regression equation X on Y is as follows:

$$\hat{Y} = 0.141 X - 1.145$$

As a result, it can be graphed like this.



Picture 1. Graph of X to Y Regression Equation

According to the data analysis shown above, the listening ability is significantly impacted by interest in English songs. Respondents who have an interest in English songs engage in activities related to these songs repeatedly while experiencing pleasure, which leads to an increase in new insights or knowledge. And it is thanks to this information that respondents can make sense of what they hear. According to Slameto (2010: 109–110), when accompanied with interest, one's attention will be stronger, so that the hearing process becomes more effective. This is why interest in English songs is very good for the listening process. Additionally, Lang's claim regarding the impact of music on brain growth, Lang (2010). If a person's brain development is strong, he will be able to do the analysis, comprehension, and memorization processes, which are all components of the listening process, making the listening process even more effective. (Slameto, 2010: 108-109).

Conclusion

According to the findings of a study on the impact of listening competency on Students at SMPN 1 Ciomas, there is a strong correlation between interest in English music and listening ability. Interest in English songs has a big impact on listening skills. The activities that respondents who are interested in English-language songs continually engage in while enjoying them lead to growing understanding or learning. Students who listen to English music are also more motivated to learn the language. With a confidence

level of 99%, the listening ability is influenced by an interest in English music by 71.1%.

The authors urge students to listen to English songs frequently since they have a significant impact on listening competence based on the research findings. The author advises teachers to encourage Students to listen to English songs frequently and to use these songs to teach listening skills. Future researchers should look into how songs in the English language affect other English abilities.

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