MEASURING LISTENING ABILITY BY USING THE SONG OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT IAIN PALOPO

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(IAIN) PALOPO

2019

ABSTRACT

Islamuddin, 2013"Measuring Listening Ability by Using The Song of The Third Semester Students of English Department at IAIN Palopo".A thesis of English Education Program Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Palopo.Pembimbing : (1) Dr. Masruddin, S.S., M. Hum. (2) Dewi Furwana, S.Pd.,M.Pd.

Key Word :Measuring', listening, song.

This research studies Measuring Listening Ability by Using The Song at The Students Third Semester of English Department at IAIN Palopo 2018/2019 academic year. This thesis focused on a questions; How is the listening ability of the students third semester students in English IAIN Palopo by using song? This thesis uses descriptive qualitative method. The population of this study was 130 students in third semester English Department at IAIN Palopo.

Samples were taken from entire population by purposive sampling technique. This case study took 15 students of class B as a sample. The data collected by using the test used to determine the listening ability of the use of song. This study uses test technique by filling in the blank song lyrics column.

The results showed that students ability; based on the research, the following conclusions are presented .Students' listening ability with the method of listening to song lyrics, good.with the results of 7 students getting good grades from 15 respondent. This is seen 2 students got score very good, 7 students got score good, 2 students got fair, 3 students got score poor, and one students got score very poor.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah Rabbil ‘Alamin, the researcher express highest gratitude to Allah Subhanahu Wata’ala for the blessing, love, mercy on most of all change to finish this thesis. Salawat and salam be with our prophet Muhammad sallallhu’alaihi wasallam, who has guided us from the darkness to the lightness in this world.

The researcher realizes that in writing this thesis, many people have given their helps, motivation, critics and advices to his research. Therefore the researcher would like to express her deepest thank to them :

1. Dr. Abdul Pirol, M. Ag., as the Rector of IAIN Palopo.
2. All lecturers and their assistances also the employers of IAIN Palopo who have taught, educated, helped, adviced, and guided the writer during his study in IAIN Palopo.
3. Dr Nurdin K. M.Pd. as the head of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies Palopo.
4. Dr. Masruddin, S.S.,M. Hum, as the first consultant who has given the researcher guidance, explanation, suggestion, some ideas, and correction to the writer in finishing this thesis.
5. Dewi Furwana, S.Pd. I, M.Pd, as the second consultant, who always gives support and correction in this thesis.
6. Amaliah Yahya, SE.,M. Hum. as the chief of English Study Program, who always gives support and encourage how to be good students.
7. The researcher’s special thanks to his beloved parents (Abdul Aziz) and (Hasra), his beloved brother and sisters (Afriani Aziz, Muh Arif Aziz, and Muh Alamsyah.). His

beloved uncle and his wife, and his big familly, for their loving, praying, understanding, sacrifices, and encouragement to kept the researcher going through the last stage.

8. Dr Abdul Pirol as the Rector of IAIN Palopo who has gaven the researcher' chance to search in IAIN Palopo.
9. Dewi Furwana S.Pd. I, M.Pd. to conduct researcher that has given opportunity to search in IAIN Palopo.
10. All of students of BIG B class that had been participated and joined to this research as the respondents so that the research can run well.

The researcher also thanks the others who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realizes that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students of English department, English teachers and the readers especially improve Speaking in teaching-learning. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers in order to make better. the writer hopes that this thesis would be useful and give positive contribution for the reaaders.

Palopo, September 18th 2019

Researcher

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CHAPTER 1

INTRODUCTION

A. Background

For many years, listening skill is not the main thing to focus on the language teaching. Teaching methods emphasized productive skills was poorly understood. Until recently, the nature of this listening in a second language was ignored by applied linguistics, and it was often assumed that listening skills could be acquired through exposure but not really being taught. This position has been replaced by enactive interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs. Some applied linguist goes so far as to argue that listening comprehension is at the core of second language acquisition and here for demands a much greater prominence in language teaching. The papers in this section explore the nature of second language listening and principles for the design of teaching activities and classroom materials.[1]

Listening is the activity of paying attention to try to get meaning form of something we listen. To listen correctly and to speech language, we need to be able to work out what speakers mean when they use particular words in particular occasions and not simply to understand the word themselves.

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[1]jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University press: New York, 2002),p.235.

Currently studying listening, in addition to relying on conventional ways such as textbooks and school-based English lessons, learning English can also be with the media like a song. The song is a medium that is not foreign anymore among junior high school students to senior high school students. Almost be it junior high school children to senior high school like to listen to songs, both domestic and foreign songs. They enjoy or enjoy when doing something while listening to the song. It can also be used and applied when learning English.

Listening to English songs is one of the media in listening teaching. Students will feel more interested in learning English. On the other hand they can add vocabulary, pronounce how to pronounce with correct pronunciation and they also enjoy more and more fun in listening learning. The use of song media in listening instruction will also reduce the sense of laziness and fear of students in learning English.

Based on the assumption above, the researcher would like to carry out research on the title "Measuring Listening Ability by Using The Song of The Third Semester Students of English Department at IAIN Palopo".

B. Problem Statement

Based on the background, formulate the research question as follows "how is students listening ability by using the song of the third semester Students of English Department at IAIN Palopo ?

C. Objective of The Research

Based on the formulated above, the objective of the research is to find " how is the students listening ability by using the song of the third semester students of English Department at IAIN Palopo ?

D. Significance of The Research

The results of the research are expected:

1. Theoretical

   The results of this research isexpeched to give contribution to the development of listening theory.

2. Practical

   a) For students, research results are expected to motivate students in learning English by using songs.

   b) For teachers, this research can be used by teachers to measure or evaluate the extent of listening ability of students by using songs.

   c) For researchers, researchers can apply appropriate media in particular learning materials. One of them in listening learning can use the media song.

E. Scope of The Research

The scope of the research is limited to measure listening ability by using the song. By disciplines, this research is under applied linguistic. By activity, the

researcher used the song in teaching listening. By content, this research emphasized on listening for detail.

F. Operational Definition of The Research

Based on the title of the research, the following is: "Measuring" is "the type used with other actions referred to as a benchmark.In the measurement, you can use one instrument (measuring instrument) or more to determine the fascist value. While “listening” is an active process in which the listener are very active in constructing the overall that is eventually. Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, and connected discourse.[2]

Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they listen to by activating their.[3]

According to researchers, measuring is the activity of determining the amount and value of a certain quantity. So that it can be compared with other quantities. meanwhile, listening is an activity of detecting a sound by using the ear senses.

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[2]Martin Manser, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University press, 2003), p.222.

[3]Ibid, p. 206.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. Sudarmiati, *Using Missing Lyrics in The English Songs To Improve Students' Listening Skill to The Eleventh Year Students of MA Al-MuhajiirinMangkutana*. Based on the findings and discussion of the data which presented in the chapter four, researcher would like to describe the conclusion as follows: the first conclusion is missing lyrics is significantly effective in improving students' listening skill of the eleventh year students of MA- MuhajirinMangkutana in academic year 2013/2014. It can be proven by the result in pre test and score is 3,29 and in posttest mean score is good increase becomes 6,94. And the second conclusion is missing lyrics strategy is an apporiate method to teach listening because it can help students to understand a text in the English songs by doing some steps in this method. The students' response during learning process by using Missing lyrics method is more positive because they more concentration and interesting in learning listening.[1]
2. ApinHidayat, *The Use Of Songs In Teaching Students' Listening Ability.* This research was aimed at first investigating whether or not the use of songs significantly improves students' listening skill. Second, the difficulties faced

[1]Sudarmiati, *Using Missing Lyrics in The English Songs To Improve Students' Listening Skill to The Eleventh Year Students of MA Al-MuhajiirinMangkutana,* (STAIN Palopo-2014).

by the students in listening comprehension were also investigated. This quasi experimental research involved two classes of students of a public junior high school in Sumedang. The data were collected through pretest, posttest and questionnaires. In analyzing the collected data, quantitative research method was employed. Furthermore, the data taken from questionnaires were also investigated to find out the difficulties faced by the students listening comprehensions through songs. The study found that the use of songs likely improves students' listening comprehension skills. It was evidenced by to bt (6.542) that greater than tcrit. As the result of the study, the null hypothesis of this research was rejected; the use of songs is likely to improve the students' listening comprehension skill.

3. MellasariHadian, *The Use Of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)*. This research entitled The Use of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung) was aimed at investigating the students' response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. This research employed qualitative method by involving a case study in one of junior high school in Bandung. The data were obtained through classroom observation and questionnaire. The data from classroom observation were obtained from video recording, student's checklist and teacher's field notes during the teaching program. The data analysis werepresented in a form of descriptive explanation, and then the data collected from questionnaire wereanalyzed and summarized

by using the frequency table, represented in graphs, then described the phenomenon found. The findings of this study showed the use of song lyrics as an effective technique for teaching listening. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process.[2]

The equation from some of the above studies is to jointly examine the technique of listening to students by using song lyrics, by filling in blank song lyrics.The difference from the three studies above is, the first research examines using song lyrics, but without observing and not conducting intense learning. the second study examined the use of song lyrics, but before making observations, learning, giving pretest and posttest to students, and distributing questionnaires. while the third study, conducted listening research by using song lyrics and providing learning first to students and distributing questionnaires.

B. Some Pertinent Ideas

1. Listening

a. The Definition of Listening

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other

[2]MellasariHadian, *The Use Of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)*.

languages) are dependent on listening.[3]So listening is the first communication skill we engage in themoment we are born. Listening is also called passive skill. It has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.[4]

Listening skill is a very important skill for hearing something from someone or something, for that reason Machado (2012:223) states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the ability to listen carefully to the speech of others during infancy and early childhood; others do not. Because language growth has described as a receiving process followed by a sending process, a child's listening ability is important to speaking and future reading and writing success.

Machado (2012:223) explains further that; Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and

[3]I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*, (New York : Roudlege,2009), p. 37.

[4]William Littlewood, *Communicate Language Teaching an Introduction*(New York : Cambridge University Press, 1991), p.66.

remembering. It can be improved with practice. Listening skill can be described as passive and receptive, but it involves active thinking and interpretation.[5]

From the explanation above listening skill is a key to receiving messages effectively. Itis a combination of hearing what another person says and psychological involvement with theperson who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

b. Listening Comprehension

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous.This view of listening is based on the assumption that the basic function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this viewof listening in some detail before considering a complementary view of listening asacquisition. This latter view of listening considers how listening can provide input that triggers the furtherdevelopment of secondlanguage proficiency.[6]

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[5]Moch.RidwanPrayoga,*Teaching Listening Skill Using Audio Lingual Method at First Grade Students of AsramaBengkelBahasa Course*, (Bandung: STKIP) Siliwangi,2012), p.2.

[6]Jack C Richards, *Teaching Listening and speaking from Theory to PracticeFrom Theory to Practice*,(USA:CambridgeUniversityPress,2008),p.3.

Clearly, the general purpose of listening is to comprehend a message. Since the listener has to understand the message as it is presented, effective listening requires the ability to organize and remember what is presented. Listening then involves givingconscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended.

There are different kinds of comprehension. According to Lund (1990) he categorized comprehension into mainidea comprehension, detail comprehension, and full comprehension. Mainidea comprehension involves actual comprehension of the messages and depends primarily on recognition of vocabulary. Detailcomprehension involves getting specific information; it may be performed independently of mainidea comprehension when listeners know in advance what information they are listening for. Full comprehension, which is the goal of listening instruction, involves understanding the whole messagethe main ideas and the details.

Comprehension does not always require understanding every word or structure (Ciccone, 1995). However, language learners usually assume that successful comprehension only occurs with totalcomprehension (Faerch& Kasper, 1986; Ur, 1984). This belief causes some language learners to become frightened when they fail to understand every single word they hear. According to Scarcella and Oxford (1992), students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure. Indeed, teachers

should help their students understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.[7]

c. The process of Listening

Listening is assuming greater and greater importance in foreign language classroom is several reasons for this growth in popularity. According to As Roost (1994) points out, listening is vital in the language classroom because it provide input for the learner. Without understanding input at the right level, any learning simply cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. These are bottom up processing view and top down interpretation view. When listening to monologues either live or through the media, the listening is, by definition, not reciprocal.[8]Actually there are many process of listening occur in five stages. They arehearing, understanding, remembering, evaluating, and responding.

1) Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).Brain screens stimuli and permits

[7]MetineeThanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*, (Blacksburg Virginia: UMI,2000),p.16.

[8]Jack C Richard and Willy A Renandya, *Methodology in language Teaching*, (USA :Cambridge University Press New York,2002), p.238.

only a select few to come into focusthese selective perception is known as attention, an important requirement for effective listening.

2) Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.[9]

3) Remembering

Remembering is important listening process because its mean thatindividual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memorywhatis remembered may be quite different from what was originally seen or heard.

4) Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the

[9]BabitaTyagi, *Listening: An Iimportant Skill and Iits Various*, (Journal International:2013), p.2.

process before a message is completed requires that we no longer hear and attend to the incoming messageas a result, the listening process ceases.

5) Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

d. Strategies of Listening

Listening strategies aretechniques or activitiesthat contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top down strategiesare listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Topdown strategies include:

1) The main idea of listening,
2) Predicting,
3) Drawing inferences,
4) Summarizing.

Bottomup strategiesare text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottomup strategies include:

1) Listening for specific details
2) Recognizing cognates
3) Recognizing wordorder patterns.[10]

e. Models of Listening

Listening was traditionally seen, as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between these participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact (LylandMendelson, 2002: 194).

f. Function of Listening

The goal of listening is to understand to fully what the other person is trying to communicate. The function of listening can be summarized as follows:

1) To focus specifically upon the massages being communicated by another person.
2) To gain a full and accurate understanding of the other person's problems/issues.

[10]BabitaTyagi, *Listening: An Iimportant Skill and Iits Various*, (Journal International:2013), p.3.

3) To convey interest, concern and attention for the other person.

4) To develop a client centered approach during the interaction.[11]

g. Types of Listening

We can distinguish two broad types of listening, they are:

1) One way listening typically associated with the transfer of information (transactional listening).

2) Twoways listening typically associated with maintaining social relations (interactional listening).

Again, we can distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, which is with one way listening. This can be seen in the extensive use of monologues in older listening materials.While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness' and dynamic of listening as it occurs in our everyday interactions (twoway listening). Most contemporary materials reflect this reemphasis with a movetowards natural sounding dialogues.[12]

2. Song

a. Definition of song

[11]Carol Gray and Jenny Moffet, *Handbook of Veterinary* CommunicationSkills, (USA:Blackwell, 2010), p.16.

[12]I. S. P. Nation& Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (United Kingdom :Taylor& Francis eLibrary, 2008.) p.39.

The song is a musical unity consisting of a sequence of various consecutive tones. Each song is determined by the length and shortness of the tones. In addition, the rhythm also gives a certain style to a song.

According to the Encyclopedia of Indonesia, a song consists of several elements, namely: melody, lyrics, arranger, and notation. A melody is a row of tones which, because of its peculiarities in the arrangement by distance and tone, acquire a distinctive character and according to the rules of music in effect rounded into an organic unity. The lyrics are poems or voiced words accompanying the melody. Arrangement is the arrangement of the melody. Furthermore, the notation is the writing of a melody in the form of a beam or note notes.[13]

In the Copyright Act (explanation of Article 12 letter d) there is the definition of a song or music as follows:

"The song or the music in this act is defined as a whole piece of work that consists of songs or melodies, poems or lyrics, and its arrangements, including notations. What is intact is that the song or the music is a unified piece of work. "

From the explanation it can be concluded that:

1) Songs and music are considered equally understanding;

2) Song or music can be with text, can also without text;

[13]*Ensiklopedia Indonesia*, buku 4, (PT. Ichtiarbaru – Van Hoeve, Jakarta), p. 1940.

3) Song or music is an intact piece of work, so the elements of melody, lyrics, arrangement, and notation, are not independent creations.[14]

A broader understanding is given by David A. Weinstein (1987: 19) by saying:

Musical works are generally combinations of melody, harmony, rhythm, and timbre regardless of the material objects in which they are embodied. They can be found on sheet music and lead sheets. Or they can be manifested in other visually perceptible forms like piano rolls, for instance. Furthermore, they may expressed in formats you cannot see (e.g., sounds) when they are embodied in phonograph records, cassette tapes, or disks. "

Some musical works are expressed in terms of notation (e.g., a symphonic score) while others are expressed in terms of words integrally associated with notation (e.g., an opera or popular song). The fact that words compose part of musical work will not make any difference insofar as classification is concerned. The combination is still treated as a musical work. This one exception to the classification of works comprised of words as literary. However, when words are created independent of musical notation with no intention at the time of creation to combine them with music (e.g, poetry), and subsequently they are so combined, the words will be classified as a literary work.

From this understanding it is clear that music has a very complex element, namely melody, harmony, rhythm, and timbre regardless, words (lyric) notation. In addition, that music also has such a broad dimension, not only for

[14]Otto Hasibuan, *HakCipta di Indonesia TinjauanKhususHakCiptaLagu,* (Neighbouring Rights, and Collecting Society, 2007, PT. Alumni, Bandung), p. 141.

dinyayikan or displayed, but also presented in the form of sheet music and recorded in the form of tapes and disks.[15]

4) Kinds of Song

a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The main elements of melody are duration, pitch, and quality (timbre, texture, and loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.[16]

b) Rhythm.

Rhythm from Greek rhythms," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions". In other words, 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.

c) 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.Consideration and

[15]https://www.google.com/search?q=translate&ie=utf-8&oe=utf-8&client=firefox-b.

[16]Scoot and Ytlberg, *Teaching English for Children*,(New York: Longman, 1990), p. 9.

principles in choosing children songs.There are some considerations andprinciples 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 8suitable of the songs
5) Songs have to more interesting to the students.[17]

The other principles are:

- Songs and rhymes for young children should be interesting and understandable.
- Songs should have a relationship to the children area.
- Songs should be linked to the theme, it should relate and interested.

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

d) Intro

Intro is the beginning of a song that is an introduction to the song. The intro also functions to give the singer and listeners time to prepare themselves before the song is actually played. Usually intro filler music can be in the form of

[17]https://en.wikipedia.org/wiki/Children's_song,accessed on 02/04/2018/10.30p.m.

instrumental music or vocal sounds whose notes are taken from reff songs. But there are also those who make their own intro tones that are different from the tones in the middle of the song. The intro is also divided into initial intro, middle intro an

d final intro. The initial intro is at the beginning.[18]

e) Verse

Can also be called stanzas. Verse is an introduction to a song before the song goes to the Chorus section. Verses are often called the "niceties" of a song. A good song even has a melodic and harmonic Verse that is not inferior to the chorus. The Verse section is not the climax of the song. It is only an introduction and contains the opening sentences. Most song details are in the Verse section that tells more than the Chorus section.[19]

f) Bridge

Bridge is a part of a song that is not a verse or chorus. This bridge is usually used to bridge between parts of the song. for example bridging between the Chorus and the Verse or vice versa, even the Bridge is also used to bridge the Chorus with the Modulation Chorus (up the basic tone), so that Modulation does not sound odd. Tones played on the Bridge are usually made very different from the notes on the Verse and Chorus. But still see the element of harmony because the Bridge function itself is a bridge between the two different parts so that the

[18]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.
[19] Ibid.

change from Verse to Chorus does not sound odd. For some songs, some use Bridge and some don't. Songs that use Reff don't usually use Bridge.[20]

g) Chorus

Chorus and Reff are actually different, the security is only the two are the core message / core story of the song. Many of them are often confused. The Chorus and Reff difference is:

Chorus is the most awaited part of a song, usually the song's main statement or mission is in this section. The chorus has a higher excitement value than Verse. The tone found on the Chorus is usually a further development of Verse, which contains a climax leap. Choruses use a different and more comfortable tone pattern than Verse, the chords used are different from Verse. Reff is simpler than the Chorus, Reffrain which means repetition usually uses other parts of the song (usually Verses) to be repeated in this section. The repetition notation is the same and the poem is the same, but it does not rule out the possibility of the poem being modified, but the notation or tone still uses the same tone. This is what is often confused, Reff is considered a Chorus and vice versa.

Examples of songs with the use of Reff which are almost similar to the explanation above are Ode to My Family hosted by The Cranberries.

h) Interlude

Interlude is an empty part of a song like ro intro ’but it's in the middle of a song. Interlude this section that connects Bait / Verse with Verse or Verse with

20

Chorus. The difference with Central Intro is the tone used. There are no poems in this Interlude. Examples of differences in the middle Intro and Interlude can be seen in the Hysteria song from Muse.[21]

i) Modulation

Some sources refer to it as 'Overtone', but I will not use the word and prefer to Modulation, which means the basic tone of a song is moved. If we ever sing Reff / Chorus of a song and suddenly the Reff becomes higher than before, then that's what is called Modulation.

Usually this modulation occurs after the chorus and is accompanied by a bridge so that it doesn't sound awkward. Modulation at the end of the song (as easy as the Chorus) can create a higher climax than the Chorus / Reff. However, Modulation can also occur simultaneously at Reff/Chorus.

Examples of songs that experience Modulation when Reff / Chorus:

-Sing for Absolution by Muse

-If by Mellyft.Ari Lasso.

-My put down by Noah.[22]

Songs that are modulated after the normal Chorus / Reff:

-Our Home by Indonesian Voices

-Let's go by Killing Me Inside

j) Ending, Coda and Outro

[21]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

[22]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

These three elements are found at the end of the song. But they have different functions.Ending is the closing part of a song. Ending works so that the song ends smoothly, smooth (smooth), and does not stop suddenly. Ending can be a repeated intro section, it can also be the end of a song that is repeated and ends fade out (the sound slowly shrinks and disappears). This is often found in old songs. But there are also many new songs that still use cover songs like this.

Song Example:

- Paper Butterflies by Ebiet G. Ade

-Hey Yes by Outkast

Coda also called ‘tail’, is the final part of the song that contains tones and poems to close the song. Unlike the Bridge, Coda takes some of the lyrics and tones that were pre-existing on the song and doesn't end Fade Out like in Ending.

Song Example:

-We Are Young by Fun.

-Yellow by Coldplay.

Outro is the end of a song that only contains musical instruments or without poetry. The tone used is different from the previous tones, or just modifies the previous tone to end the song gently and does not seem to stop suddenly or oddly.Outro is also the end of a song that only contains musical instruments. The tone used is different from the previous tones, or just modifies the previous tone to end the song gently and does not seem to stop suddenly or oddly.

Song Example:

-Promises by The Cranberries.

-California by Phantom Planet.[23]

k) Solo Instrument

This part is part of the instrument player showing the instrument playing without being punctuated by the voice of the singer. If there is a voice, the singer is the only voice actor who prioritizes musical instrument playing.

3. Measuring

Measuring is an activity to determine the quantity of an object through certain rules so that the quantity obtained actually represents the nature of an object in question.[24]Listening to English songs is one of the media in listening teaching. Students will feel more interested in learning English. On the other hand they can add vocabulary, pronounce how to pronounce with correct pronunciation and they also enjoy more and more fun in listening learning. The use of song media in listening instruction will also reduce the sense of laziness and fear of students in learning English.

[23]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

[24]Djaali&PudjiMuljono (2007).*PengukuranDalamBidangPendidikan*, (Jakarta: Grasindo), p. 6.

When we listen to a song, what we are aiming to do is create a connection between ourselves and the music. And so we don't want to just restrict ourselves to listening to a beautiful melody when we could share in the song's story by understanding its lyrics.Learn a language in a pleasant and easy way. By focusing on a song's lyrics, we can learn languages online, which is a more fun and dynamic way of learning. Listening to a song helps you learn new vocabulary, improve your pronunciation, and boost your listening comprehension. In addition, you can improve your familiarity with grammatical structures as well as increase your comfort and ability when it comes time to speak or write the language.

Songs also offer different difficulty levels, from slow rhythms and simple lyrics to complex grammars and more intense styles.They say a song sticks with you forever if it touches your heart. With this post from Blazaar we encourage you to learn a language together with your favorite song. This way, online language learning will be enriching and enjoyable.

Measurements in English known as measurement and in Arabic are muqasayah, can be interpreted as activities carried out to "measure" something. Measuring in essence is comparing something with or on the basis of a certain size. For example measuring body temperature using a thermometer, the result is 36 centigrade.

Celsius, and so on. It is understood that measurements are quantitative in nature. Quantitative measurements are divided into three, the first is measurements taken not to test something. For example; measurements made by dressmakers regarding arm length, leg length, shoulder width, waist size and so

on. The second is a measurement made to test something. For example; measurement to test durability per steel against heavy pressure, measurement to test the flame resistance of incandescent lamps, and so on.[25]

The third is a measurement to assess, which is done by testing something. For example; measuring the learning progress of students in order to fill in the report cards done by testing them in the form of learning outcomes tests. This third type of measurement is used in the world of education. According to Cangelosi (1995) what is meant by measurement is a process of collecting data through empirical observation to collect information that is relevant to the intended purpose. In this case the educator or teacher estimates student achievement by reading or observing what students are doing, observing their performance, hearing what they say, and using their senses such as seeing, hearing, touching, smelling, and feeling. According to Zainul and Nasution (2001) measurement has two main characteristics, namely: the use of a number or a certain scale and according to certain rules or formulas.[26]

Measurement is a process that describes the performance of students by using a quantitative scale (system number) in such a way that the qualitative nature of student performance is expressed by numbers (Alwasilah, 1996). This statement is reinforced by the opinion that measurement is giving numbers to an attribute or certain characters owned by a person, or certain objects that refer to clear rules or formulations. The rules or formulations agreed upon by experts

[25]https://www.academia.edu/33401845/MAKALAH_Tes_Measurement_Pengukuran_Asesmen_Penilaian_Dan_Evaluasi.docx, accessed on September 2018.

[26]https://www.academia.edu/33401845/MAKALAH_Tes_Measurement_Pengukuran_Asesmen_Penilaian_Dan_Evaluasi.docx, accessed on September 2018.

(Zainul and Nasution, 2001). Thus, measurement in the field of education means measuring the attributes or characteristics of certain students, which are measured not by students but by their characteristics or attributes. According to Ari Kunto, measurement is an activity comparing a matter to a certain unit of measurement so that its nature becomes quantitative.[27]

4. Teaching Listening by Using a Song

There are many ways you can do to improve your English skills, one of which is by listening to songs in English. Scientific studies conducted by Suzanne L. Medina (2002) show that music can help second language learners obtain vocabulary and grammar, improve spelling, and develop linguistic skills in reading, writing, speaking, and listening. For most people, including you, you definitely think that listening to music and singing songs is fun so that you can relax in a potential learning environment and are more receptive to learning.

Some tips to make it easy to memorize songs;

1. Try to digest your song lyrics without seeing the lyrics

In practice, try to first digest the lyrics and meaning of the song before you see the actual song lyrics. When you don't understand the vocabulary you hear, you can repeat certain parts of a song until you give up. Although difficult, this method is effective in practicing the ability to hear English vocabulary and over time you will get used to listening to English song lyrics.

2. Learn the meaning and pronunciation of song vocabulary

[27] Ibid.

Besides digesting the meaning of the song, it is also very important to review the vocabulary by trying to master the vocabulary to be part of your vocabulary, for examplerecording new vocabulary that you get and practicing making other sentences with the vocabulary that you find from the song you hear. To practice pronunciation, you can sing while listening to songs so that you remember the new vocabulary and get used to saying it.

3. learn the meaning and pronunciation of song vocabulary

After listening to the song many times, you will definitely start to memorize the song lyrics. The next step is to try singing the song without seeing the lyrics. This activity will train you to remember the vocabulary you hear so that you can use these words in your daily conversation.

4. Review periodically

You don't need to study a song perfectly to be able to move to another song. In fact, when you feel comfortable with one song then you should move to another song and after some time has passed you can return to your first song. This 'repetition of distant song' activity proved to be more effective for learning English through songs than trying to learn songs until they were perfect once.[28]

[28] https://www.idntimes.com/life/education/dita-3/7-tips-efektif-untuk-belajar-bahasa-inggris-lewat-lagu-c1c2/full

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Method

This research applied descriptive quantitative. This method is existing phenomenon by using the numbers to restore the characteristics of individuals or groups. This study assessed the nature of the visible conditions. The objectives in this research are limited to describe the characteristics of things as they are.

This research is very important as a preliminary research for other research or further research. The characteristics of descriptive quantitative research as follows:

a) Tend to use one variable in its operation.

b) It is possible to use two or more variables but not to connect, compare, or search for cause and effect.

c) Data analysis is directed to the search for the mean, percentage, or mode.

d) Data activities are possible to represent.

e) Data analysis is done after all data collected.[1]

B. *Location of The Research*

[1]Sugiyono. 2008. *MetodologiPenelitianKuantitatifKualitatifdan R & D, (*Bandung: Alfabeta), p. 18.

This research is located at IAIN Palopo, atAgatis street No. 2 District Bara, Palopo, South Sulawesi.

C. *Population and Sample*

1. Population

The population of this research is the eleventh grade students of IAIN PalopoPalopo. It is consisting of four classes and each consist of 28 students. The total numbers of them are 130 students.

2. Sample

The sampling technique that used in this research will use random sampling technique because no special classes distinguish students.That is, the ability of students in each grade on average is not much different.

D. *Instrument of the Research*

Functionally usefulness of research instrument is to obtain data needed when the researcher has stepped on the information gathering step in the field.[2]The functional usefulness of the research instrument has stepped on the information step in the field. In this test, the researcher gives the test to the students, which are by reading the leaflet of the text containing the song lyrics. In the text there is a blank column to look like the lyrics by the students. Researchers then play songs and students fill in blank fields.

Meanwhile, test that be given to students ie researchers distributing leaflets containing the text of the song lyrics that have been provided. In the lyrics

[2]Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*., (Jakarta: Bumi Aksara), p. 75.

there are empty lyric columns to fill in the students while the related songs are playing.

E. ***Procedure of Collecting Data***

In this research, students were given a test that is fill in the empty lyrics of the song. The songs include the song from Westlife entitled Season in the Sun and songs from Taylor Swift entitled Love Story.

F. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatment, and post test which involve some instruments, the researcher than focused on the data analysis. The date collected through pre-test and post-test analyzed by using SPSS 16 computer program. SPSS 16 was computer software/program of processing, calculating or analysis data of statistic.To find the scoring the students' correct answer, the researcher used the formula below:

$$\textbf{Score} = \frac{\text{value of students correct answer}}{\text{Total number of value}} \times 100\%$$

Note : each correct answer has a score of "4".

On the classification of student test results, the researcher used the classification category of Piet A. Sahertian:

No.	Score	Classification
1.	81 -100	Very Good
2.	61 -80	Good
3.	41 – 60	Fair
4.	21 – 40	Poor
5.	1 -20	Very poor

[3]

Table.3 : 1

[3]Piet A sahertian, KonsepdanTehnikSupervisiPendidikan, (Isrediwon: RinekaCipta, s2000), p. 60.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about finding and discussion. The finding explains about the result of students' errors commit in writing resume. The discussion explains more about kinds of errors in students' writing resume.

A. Findings

1. Data Description

As stated in the previous chapter, this thesis is focused on the students' abilty in listening skill at IAIN Palopo. To get the data, the researcher gave the song to the students as written test. This researcher asked the students to fill the blank on the lyric based on the song. The researcher started this research on Wednesday, June 20, 2018 up to Thursday, June 21 2018.

2. Data analysis

After collecting the data, the researcher identified all errors on the students' written test. Before identifying the errors from students', the researcher would collect the students' data from written test and then identifying their score in worksheet, next classifying the score and the last was analyzing the students' score. In fact, many students got bad scores or did many errors in their written task. So, the students still need practicing more in doing listening to improve the student ability in listening skill.

In this part, the data were analyzed and described as follow:

Table 4.1 *Students' Test Result*

Respondent	Song 1	Song 2	Score
R1	-	6	24
R2	9	11	80
R3	7	6	52
R4	9	10	76
R5	10	12	88
R6	10	8	18
R7	9	8	68
R8	9	9	72
R9	10	9	76
R10	8	10	72
R11	10	13	92
R12	8	11	76
R13	6	3	36
R14	7	7	56
R15	6	4	40
TOTAL	118	127	
TOTAL(N)	245		

The precentage of students' Result

Table 4.2 *Students' Test Result*

Rate percentage of students' scoring in pre-test (O_1)

Classification	**Score**	**Frequency**	**Percentage**
Very Good	81-100	2	13%
Good	61-80	7	47%
Fair	41-60	2	13%
Poor	21-40	3	20%
Very poor	1-20	1	7%
Total		15	100%

From the result of the table 4.2, it showed Based on the table above shows that the listening ability test students is **good**. From all of the students, there was two students (13%) got the score **Very good,** seven students (47%) got the score **Good**, two students (13%) got the score **Fair**, three students (20%) got score **Poo**r and one Students (7%) got the score **Very Poor.** It means that the students' listening is good.

errors in the two songs. Here is the complete description of the students' errors:

a). Student 1

The student did not make error in the first song, but in the second song the student did 6 errors. The errors were in the number 8, 11, 12, 13, 14, 15.

b). Student 2

The errors in the first song were in the number 1, 2, 3, 4, 6, 7, 8, 9 and 10. While, in the second song the student did 11 errors. The errors were in the number 2, 3, 4, 5, 8, 10, 11, 12, 13, and 15.

c). Student 3

The errors in the first song that the student did were in the number 3, 4, 5, 6, 7, 8, 10. While, in the second song the student did 6 errors. The errors were in the number 2, 8, 11, 12, 13, and 14.

d). Student 4

The student did 9 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, and 10. While, in the second song, the student did 10 errors. The errors were in the number 2, 3, 4, 5, 7, 11, 12, 13, 14, and 15.

d). Student 5

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 12 errors. The errors were in the number 2, 3, 4, 5, 7, 11, 12, 13, 14, and 15.

e). Student 6

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 8 errors. The errors were in the number 2, 8, 10, 5, 11, 12, 13, 14, and 15.

f). Student 7

The student did 9 errors in the first song were in the number 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 8 errors. The errors were in the number 2, 4, 5, 8, 10, 12, 14, and 15.

g). Student 8

The student did 9 errors in the first song were in the number 1, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 9 errors. The errors were in the number 2, 3, 5, 8, 10, 11, 13, 14, and 15.

h). Student 9

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 9 errors. The errors were in the number 2, 3, 5, 8, 10, 11, 13, 14, and 15.

i). Student 10

The student did 8 errors in the first song were in the number 2, 3, 4, 5, 6, 7, 8, and 9. While in the second song the student did 10 errors. The errors were in the number 2, 3, 6, 7, 8, 10, 11, 13, 14, and 15.

j). Student 11

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 13 errors. The errors were in the number 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

k). Student 12

The student did 8 errors in the first song were in the number 1, 3, 4, 5, 6, 7, 8, and 10. While in the second song the student did 11 errors. The errors were in the number 2, 3, 5, 8, 9, 10, 11, 12, 13, 14, and 15.

l). Student 13

The student did 6 errors in the first song were in the number 3, 4, 5, 7, 8, and 10. While in the second song the student did 3 errors. The errors were in the number 13, 14, and 15.

m). Student 14

The student did 7 errors in the first song were in the number 2, 3, 4, 5, 7, 8, and 10. While in the second song the student did 7 errors. The errors were in the number 2, 3, 8, 12, 13, 14, and 15.

n). Student 15

The student did 6 errors in the first song were in the number 2, 3, 4, 5, 7 and 8. While in the second song the student did 4 errors. The errors were in the number 2, 3, 8, 12, and 12.

Students' opinions about using the method of listening to song lyrics:

R1: by listening to songs in learning listening, imagination is more widespread and memory is stronger, with the tones of a song. The song that was used as a test in this study was quite easy because the lyrics and tone were good to hear, and also the song was quite global.

R2: With the use of song lyrics in learning English, I think it's good, because in addition to adding insight into songs, students also enjoy learning more.

R3: The use of songs in learning listening, is quite good, extends the imagination, adds student vocabulary, and students enjoy learning more. but the notes in presenting songs, must choose and sort songs that have good lyrics, especially in terms of education.

B. DISCUSSION

This study tries to measure the extent of listening to students by using song lyrics. The test given is in the form of a blank column of song lyrics that must be filled by students. The results of the test showed that the listening ability of students in the English Study Program in the third semester of the Palopo IAIN was quite good. That was explained by the results of tests of students who got quite good grades.

The difference in this research with the three previous studies, which the researchers listed in CHAPTER II, namely, in the first study examined the use of song lyrics, but without observing and not doing intense learning. the second study examined the use of song lyrics, but before making observations, studying, giving pretest and posttest to students, and distributing questionnaires. while the third research, conducting listening research using song lyrics and giving the first learning to students and distributing questionnaires. while in this study, it was done randomly and without prior learning. The researcher only gave tests on the extent of the ability of students, without pre-test, treatment and posttest.

According to Brewster et al (2002: 162) there are many advantages to usingsong as a learning resource. First, the song is a linguistic resource. In this case the song became a media for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The song also represents a language already recognized by students in a new and fun form allow for natural language repetition and a lot of fun. Songs can be used to develop all integrative language skills, including improving abilitiesstudent pronunciation.

In addition to students, listening learning methods are also good or suitable for students. Because the method of learning listen by using in more stimulates the imagination of students to remember, especially in the current digital era. Meanwhile, the researcher recommends the teacher to present songs that are not vulgar, but songs that have good meaning to educate. Example songs fight by Rachel Patten who discusses the struggle of live, stronger by Kelly Clarkson who teaches us not to give up easily in the face of problems. Superheroes by the script discusses there is nothing in the world that is obtained instantly, all of which certainly requires a process and hero by Mariah Carey, a song that invites us to believe in ourselves that we can, and we are the strongest heroes.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. ***Conclusion***

Based on the research findings and discussions in the previous chapter, the researcher concludes that there are 7 students get a good score from 15 respondent. This is seen 2 students got score very good, 7 students got score good, 2 students got fair, 3 students get good score poor, and one students got score very poor.

B. Suggestion

Based on the results of research about the Measuring Listening Ability by Using The Song at The Students Third Semester of English Department at IAIN Palopo, the researcher gives the following suggestions :

1. For student :

In order to simplify the listening ability and vocabulary memorization, students are often listen to songs at home to practice listening skills.

For teacher :

By using songs in listening learning, can increase motivation, memory and imagination of students.

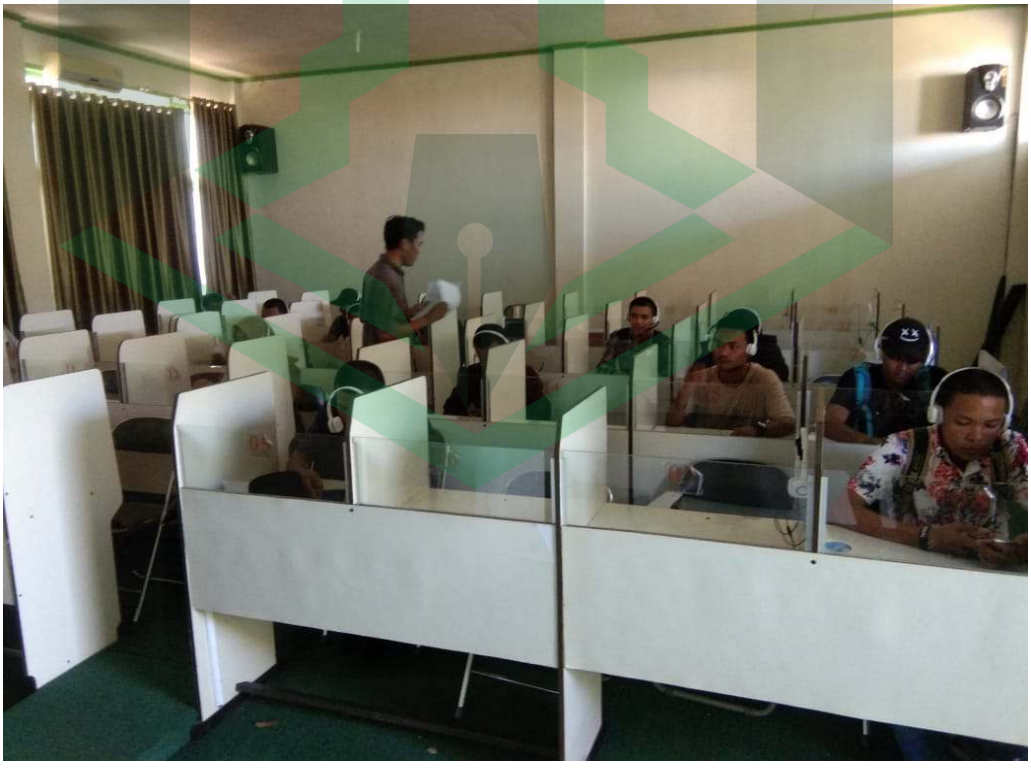
2. For The Other Researcher

For other researchers may use this research as a consideration and reference when doing similar research as well as advanced research. And if you

use this research, it is recommended to present songs that are more interesting and educational, so that they are more memorable for students.

LAMPIRAN

Dokumentasi



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Judul Skripsi	*MEASURING LISTENING ABILITY BY USING THE SONG OF THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT IAIN PALOPO*

MEASURING LISTENING ABILITY BY USING THE SONG AT THE STUDENTS THIRD SEMESTER OF ENGLISH DEPARTMENT AT IAIN PALOPO

A Thesis by

Islamuddin

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CHAPTER I
INTRODUCTION

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C. OBJECTIVE OF THE RESEARCH

D. SIGNIFICANCE OF THE RESEARCH

E. Scope of the Research

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2. *Song*
3. *Measuring*

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RESEARCH METHOD

A. Research Design

B. Setting of Research

C. Research participant

D. Technique and Instruments of Collecting Data

D. Technique and Instruments of Collecting Data

E. *Procedure of the Research*

CHAPTER IV
FINDINGS AND DISCUSSION

A. DISCUSSION

Based on the research , the following conclusions are presented . Students' listening ability with the method of listening to song lyrics, good. with the results of 7 students getting good grades from 15 respondent. This is seen 2 students got score very good, 7 students got score good, 2 students got fair, 3 students got score poor, and one students got score very poor.

B. Setting of Research

This study tries to measure the extent of listening to students by using song lyrics. The test given is in the form of a blank column of song lyrics that must be filled by students. The results of the test showed that the listening ability of students in the English Study Program in the third semester of the Palopo IAIN was quite good. That was explained by the results of tests of students who got quite good grades.

WASSALAMU'ALAIKUM
WARAHMATULLAHI
WABARAKATUHU

THANK YOU VERY MUCH !!!!!

CHAPTER 1

INTRODUCTION

A. Background

For many years, listening skill is not the main thing to focus on the language teaching. Teaching methods emphasized productive skills was poorly understood. Until recently, the nature of this listening in a second language was ignored by applied linguistics, and it was often assumed that listening skills could be acquired through exposure but not really being taught. This position has been replaced by enactive interest in the role of listening comprehension in the second language acquisition, by the development of powerful theories of the nature of language comprehension, and by the inclusion of carefully developed listening courses in many ESL programs. Some applied linguist goes so far as to argue that listening comprehension is at the core of second language acquisition and here for demands a much greater prominence in language teaching. The papers in this section explore the nature of second language listening and principles for the design of teaching activities and classroom materials.[1]

Listening is the activity of paying attention to try to get meaning form of something we listen. To listen correctly and to speech language, we need to be able to work out what speakers mean when they use particular words in particular occasions and not simply to understand the word themselves.

---

[1]jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University press: New York, 2002),p.235.

Currently studying listening, in addition to relying on conventional ways such as textbooks and school-based English lessons, learning English can also be with the media like a song. The song is a medium that is not foreign anymore among junior high school students to senior high school students. Almost be it junior high school children to senior high school like to listen to songs, both domestic and foreign songs. They enjoy or enjoy when doing something while listening to the song. It can also be used and applied when learning English.

Listening to English songs is one of the media in listening teaching. Students will feel more interested in learning English. On the other hand they can add vocabulary, pronounce how to pronounce with correct pronunciation and they also enjoy more and more fun in listening learning. The use of song media in listening instruction will also reduce the sense of laziness and fear of students in learning English.

Based on the assumption above, the researcher would like to carry out research on the title "Measuring Listening Ability by Using The Song of The Third Semester Students of English Department at IAIN Palopo".

B. Problem Statement

Based on the background, formulate the research question as follows "how is students listening ability by using the song of the third semester Students of English Department at IAIN Palopo ?

C. Objective of The Research

Based on the formulated above, the objective of the research is to find " how is the students listening ability by using the song of the third semester students of English Department at IAIN Palopo ?

D. Significance of The Research

The results of the research are expected:

1. Theoretical

   The results of this research isexpeched to give contribution to the development of listening theory.

2. Practical

   a) For students, research results are expected to motivate students in learning English by using songs.

   b) For teachers, this research can be used by teachers to measure or evaluate the extent of listening ability of students by using songs.

   c) For researchers, researchers can apply appropriate media in particular learning materials. One of them in listening learning can use the media song.

E. Scope of The Research

The scope of the research is limited to measure listening ability by using the song. By disciplines, this research is under applied linguistic. By activity, the

researcher used the song in teaching listening. By content, this research emphasized on listening for detail.

F. Operational Definition of The Research

Based on the title of the research, the following is: "Measuring" is "the type used with other actions referred to as a benchmark.In the measurement, you can use one instrument (measuring instrument) or more to determine the fascist value. While “listening” is an active process in which the listener are very active in constructing the overall that is eventually. Listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, and connected discourse.[2]

Listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine. So, we can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they listen to by activating their.[3]

According to researchers, measuring is the activity of determining the amount and value of a certain quantity. So that it can be compared with other quantities. meanwhile, listening is an activity of detecting a sound by using the ear senses.

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[2]Martin Manser, *Oxford Learner’s Pocket Dictionary*, (New York: Oxford University press, 2003), p.222.

[3]Ibid, p. 206.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

1. Sudarmiati, *Using Missing Lyrics in The English Songs To Improve Students' Listening Skill to The Eleventh Year Students of MA Al-MuhajiirinMangkutana*. Based on the findings and discussion of the data which presented in the chapter four, researcher would like to describe the conclusion as follows: the first conclusion is missing lyrics is significantly effective in improving students' listening skill of the eleventh year students of MA- MuhajirinMangkutana in academic year 2013/2014. It can be proven by the result in pre test and score is 3,29 and in posttest mean score is good increase becomes 6,94. And the second conclusion is missing lyrics strategy is an apporiate method to teach listening because it can help students to understand a text in the English songs by doing some steps in this method. The students' response during learning process by using Missing lyrics method is more positive because they more concentration and interesting in learning listening.[4]
2. ApinHidayat, *The Use Of Songs In Teaching Students' Listening Ability.* This research was aimed at first investigating whether or not the use of songs significantly improves students' listening skill. Second, the difficulties faced by the students in listening comprehension were also investigated. This quasi experimental research involved two classes of students of a public junior high

[4]Sudarmiati, *Using Missing Lyrics in The English Songs To Improve Students' Listening Skill to The Eleventh Year Students of MA Al-MuhajiirinMangkutana,* (STAIN Palopo-2014).

school in Sumedang. The data were collected through pretest, posttest and questionnaires. In analyzing the collected data, quantitative research method was employed. Furthermore, the data taken from questionnaires were also investigated to find out the difficulties faced by the students listening comprehensions through songs. The study found that the use of songs likely improves students' listening comprehension skills. It was evidenced by to bt (6.542) that greater than tcrit. As the result of the study, the null hypothesis of this research was rejected; the use of songs is likely to improve the students' listening comprehension skill.

3. MellasariHadian, *The Use Of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)*. This research entitled The Use of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung) was aimed at investigating the students' response toward the use of song lyrics during the teaching of listening, and the challenges faced by the teacher and students in using song lyrics in listening class. This research employed qualitative method by involving a case study in one of junior high school in Bandung. The data were obtained through classroom observation and questionnaire. The data from classroom observation were obtained from video recording, student's checklist and teacher's field notes during the teaching program. The data analysis werepresented in a form of descriptive explanation, and then the data collected from questionnaire wereanalyzed and summarized by using the frequency table, represented in graphs, then described the phenomenon found. The findings of this study showed the use of song lyrics as

an effective technique for teaching listening. Significantly, it can be seen that the students enjoyed their listening activity. As a result, they responded positively and enthusiastically to the lesson, and engaged easily in the whole learning process.[5]

The equation from some of the above studies is to jointly examine the technique of listening to students by using song lyrics, by filling in blank song lyrics.The difference from the three studies above is, the first research examines using song lyrics, but without observing and not conducting intense learning. the second study examined the use of song lyrics, but before making observations, learning, giving pretest and posttest to students, and distributing questionnaires. while the third study, conducted listening research by using song lyrics and providing learning first to students and distributing questionnaires.

B. Some Pertinent Ideas

1. Listening

a. The Definition of Listening

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.[6]So listening is the first communication skill we engage in themoment we are born. Listening is also called passive skill. It

[5]MellasariHadian, *The Use Of Song Lyrics in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)*.

[6]I.S.P Nation and J Newton, *Teaching ESL/EFL Listening and Speaking*, (New York : Roudlege,2009), p. 37.

has wrong idea because of listening to asking active from listener. In order to change the message from argument the speaker to listener must be active. It contributes knowledge from linguistic and nonlinguistic source. The nature of listening comprehension is students should be encouraged to do in an active the process of listening for meaning. It used not only linguistic guidance but also his nonlinguistic knowledge.[7]

Listening skill is a very important skill for hearing something from someone or something, for that reason Machado (2012:223) states that; Listening skill is the first language art skill learned, and it develops before a child speaks. Many children develop the ability to listen carefully to the speech of others during infancy and early childhood; others do not. Because language growth has described as a receiving process followed by a sending process, a child's listening ability is important to speaking and future reading and writing success.

Machado (2012:223) explains further that; Hearing and listening are quite different. Hearing is a process involving nerves and muscles that reach adult efficiency by age 4 to 5. Listening is learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering. It can be improved with practice. Listening skill can be described as passive and receptive, but it involves active thinking and interpretation.[8]

From the explanation above listening skill is a key to receiving messages effectively. Itis a combination of hearing what another person says and

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[7]William Littlewood, *Communicate Language Teaching an Introduction*(New York : Cambridge University Press, 1991), p.66.

[8]Moch.RidwanPrayoga,*Teaching Listening Skill Using Audio Lingual Method at First Grade Students of AsramaBengkelBahasa Course*, (Bandung: STKIP) Siliwangi,2012), p.2.

psychological involvement with theperson who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. It demands that we set aside our own thoughts and agendas, put ourselves in another's shoes and try to see the world through that person's eyes.

b. Listening Comprehension

Listening comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening and listening comprehension are synonymous.This view of listening is based on the assumption that the basic function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this viewof listening in some detail before considering a complementary view of listening asacquisition. This latter view of listening considers how listening can provide input that triggers the furtherdevelopment of secondlanguage proficiency.[9]

Clearly, the general purpose of listening is to comprehend a message. Since the listener has to understand the message as it is presented, effective listening requires the ability to organize and remember what is presented. Listening then involves givingconscious attention to the sounds for the purpose of gaining meaning. The message must be given adequate attention, or concentration, so that it can supersede all other competing sounds and be comprehended.

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[9]Jack C Richards, *Teaching Listening and speaking from Theory to PracticeFrom Theory to Practice*,(USA:CambridgeUniversityPress,2008),p.3.

There are different kinds of comprehension. According to Lund (1990) he categorized comprehension into mainidea comprehension, detail comprehension, and full comprehension. Mainidea comprehension involves actual comprehension of the messages and depends primarily on recognition of vocabulary. Detailcomprehension involves getting specific information; it may be performed independently of mainidea comprehension when listeners know in advance what information they are listening for. Full comprehension, which is the goal of listening instruction, involves understanding the whole messagethe main ideas and the details.

Comprehension does not always require understanding every word or structure (Ciccone, 1995). However, language learners usually assume that successful comprehension only occurs with totalcomprehension (Faerch& Kasper, 1986; Ur, 1984). This belief causes some language learners to become frightened when they fail to understand every single word they hear. According to Scarcella and Oxford (1992), students' anxiety about not understanding everything can lead them to "discouragement, fatigue, and a general sense of failure. Indeed, teachers should help their students understand that it is not necessary to recognize and understand every word in order to function well in listening comprehension.[10]

c. The process of Listening

Listening is assuming greater and greater importance in foreign language classroom is several reasons for this growth in popularity. According to As Roost

[10]MetineeThanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*, (Blacksburg Virginia: UMI,2000),p.16.

(1994) points out, listening is vital in the language classroom because it provide input for the learner. Without understanding input at the right level, any learning simply cannot begin. Two views of listening have dominated language pedagogy since the early 1980s. These are bottom up processing view and top down interpretation view. When listening to monologues either live or through the media, the listening is, by definition, not reciprocal.[11]Actually there are many process of listening occur in five stages. They arehearing, understanding, remembering, evaluating, and responding.

1) Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention).Brain screens stimuli and permits only a select few to come into focusthese selective perception is known as attention, an important requirement for effective listening.

2) Understanding

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For

[11]Jack C Richard and Willy A Renandya, *Methodology in language Teaching*, (USA :Cambridge University Press New York,2002), p.238.

successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender.[12]

3) Remembering

Remembering is important listening process because its mean thatindividual has not only received and interpreted a message but has also added it to the minds storage bank. In Listening our attention is selective, so too is our memorywhatis remembered may be quite different from what was originally seen or heard.

4) Evaluating

Only active listeners participate at this stage in Listening. At this point the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming messageas a result, the listening process ceases.

5) Responding

This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

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[12]BabitaTyagi, *Listening: An Iimportant Skill and Iits Various*, (Journal International:2013), p.2.

d. Strategies of Listening

Listening strategies aretechniques or activitiesthat contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. Top down strategiesare listener based. The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Topdown strategies include:

1) The main idea of listening,
2) Predicting,
3) Drawing inferences,
4) Summarizing.

Bottomup strategiesare text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottomup strategies include:

1) Listening for specific details
2) Recognizing cognates
3) Recognizing wordorder patterns.[13]

[13]BabitaTyagi, *Listening: An Iimportant Skill and Iits Various*, (Journal International:2013), p.3.

e. Models of Listening

Listening was traditionally seen, as a passive process by which the listener receives information sent by a speaker. More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between these participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact (LylandMendelson, 2002: 194).

f. Function of Listening

The goal of listening is to understand to fully what the other person is trying to communicate. The function of listening can be summarized as follows:

1) To focus specifically upon the massages being communicated by another person.
2) To gain a full and accurate understanding of the other person's problems/issues.
3) To convey interest, concern and attention for the other person.
4) To develop a client centered approach during the interaction.[14]

g. Types of Listening

We can distinguish two broad types of listening, they are:

1) One way listening typically associated with the transfer of information (transactional listening).

[14]Carol Gray and Jenny Moffet, *Handbook of Veterinary* CommunicationSkills, (USA:Blackwell, 2010), p.16.

2) Twoways listening typically associated with maintaining social relations (interactional listening).

Again, we can distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information, which is with one way listening. This can be seen in the extensive use of monologues in older listening materials.While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness' and dynamic of listening as it occurs in our everyday interactions (twoway listening). Most contemporary materials reflect this reemphasis with a movetowards natural sounding dialogues.[15]

2. Song

a. Definition of song

The song is a musical unity consisting of a sequence of various consecutive tones. Each song is determined by the length and shortness of the tones. In addition, the rhythm also gives a certain style to a song.

According to the Encyclopedia of Indonesia, a song consists of several elements, namely: melody, lyrics, arranger, and notation. A melody is a row of tones which, because of its peculiarities in the arrangement by distance and tone, acquire a distinctive character and according to the rules of music in effect rounded into an organic unity. The lyrics are poems or voiced words accompanying the melody. Arrangement is the arrangement of the melody.

[15]I. S. P. Nation& Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (United Kingdom :Taylor& Francis eLibrary, 2008.) p.39.

Furthermore, the notation is the writing of a melody in the form of a beam or note notes.[16]

In the Copyright Act (explanation of Article 12 letter d) there is the definition of a song or music as follows:

"The song or the music in this act is defined as a whole piece of work that consists of songs or melodies, poems or lyrics, and its arrangements, including notations. What is intact is that the song or the music is a unified piece of work. "

From the explanation it can be concluded that:

1) Songs and music are considered equally understanding;
2) Song or music can be with text, can also without text;
3) Song or music is an intact piece of work, so the elements of melody, lyrics, arrangement, and notation, are not independent creations.[17]

A broader understanding is given by David A. Weinstein (1987: 19) by saying:

Musical works are generally combinations of melody, harmony, rhythm, and timbre regardless of the material objects in which they are embodied. They can be found on sheet music and lead sheets. Or they can be manifested in other visually perceptible forms like piano rolls, for instance. Furthermore, they may expressed in formats you cannot see (e.g., sounds) when they are embodied in phonograph records, cassette tapes, or disks. "

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[16]*Ensiklopedia Indonesia*, buku 4, (PT. Ichtiarbaru – Van Hoeve, Jakarta), p. 1940.

[17]Otto Hasibuan, *HakCipta di Indonesia TinjauanKhususHakCiptaLagu,* (Neighbouring Rights, and Collecting Society, 2007, PT. Alumni, Bandung), p. 141.

Some musical works are expressed in terms of notation (e.g., a symphonic score) while others are expressed in terms of words integrally associated with notation (e.g., an opera or popular song). The fact that words compose part of musical work will not make any difference insofar as classification is concerned. The combination is still treated as a musical work. This one exception to the classification of works comprised of words as literary. However, when words are created independent of musical notation with no intention at the time of creation to combine them with music (e.g, poetry), and subsequently they are so combined, the words will be classified as a literary work.

From this understanding it is clear that music has a very complex element, namely melody, harmony, rhythm, and timbre regardless, words (lyric) notation. In addition, that music also has such a broad dimension, not only for dinyayikan or displayed, but also presented in the form of sheet music and recorded in the form of tapes and disks.[18]

4) Kinds of Song

a) Melody

Melody is sweet music, tunefulness, arrangement of notes in a musical expressive succession. A melody in music is a series of linear events or a succession, not a simultaneously as in chord. However, this succession must contain change some kinds and be perceived as a single entity called melody. The main elements of melody are duration, pitch, and quality (timbre, texture, and

[18]https://www.google.com/search?q=translate&ie=utf-8&oe=utf-8&client=firefox-b.

loudness). Melody consists of one or more musical phrases, motifs, and is usually repeated throughout a song or piece in various forms.[19]

b) Rhythm.

Rhythm from Greek rhythms," any regular recurring motion, symmetry" is a" movement marked by the regulated succession of strong and weak elements, or of opposite or different conditions". In other words, 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.

c) 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.Consideration and principles in choosing children songs.There are some considerations andprinciples 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 8suitable of the songs
5) Songs have to more interesting to the students.[20]

[19]Scoot and Ytlberg, *Teaching English for Children*,(New York: Longman, 1990), p. 9.

The other principles are:

- Songs and rhymes for young children should be interesting and understandable.

- Songs should have a relationship to the children area.

- Songs should be linked to the theme, it should relate and interested.

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

d) Intro

Intro is the beginning of a song that is an introduction to the song. The intro also functions to give the singer and listeners time to prepare themselves before the song is actually played. Usually intro filler music can be in the form of instrumental music or vocal sounds whose notes are taken from reff songs. But there are also those who make their own intro tones that are different from the tones in the middle of the song. The intro is also divided into initial intro, middle intro an

d final intro. The initial intro is at the beginning.[21]

e) Verse

Can also be called stanzas. Verse is an introduction to a song before the song goes to the Chorus section. Verses are often called the "niceties" of a song. A

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[20]https://en.wikipedia.org/wiki/Children's_song,accessed on 02/04/2018/10.30p.m.

[21]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

good song even has a melodic and harmonic Verse that is not inferior to the chorus. The Verse section is not the climax of the song. It is only an introduction and contains the opening sentences. Most song details are in the Verse section that tells more than the Chorus section.[22]

f) Bridge

Bridge is a part of a song that is not a verse or chorus. This bridge is usually used to bridge between parts of the song. for example bridging between the Chorus and the Verse or vice versa, even the Bridge is also used to bridge the Chorus with the Modulation Chorus (up the basic tone), so that Modulation does not sound odd. Tones played on the Bridge are usually made very different from the notes on the Verse and Chorus. But still see the element of harmony because the Bridge function itself is a bridge between the two different parts so that the change from Verse to Chorus does not sound odd. For some songs, some use Bridge and some don't. Songs that use Reff don't usually use Bridge.[23]

g) Chorus

Chorus and Reff are actually different, the security is only the two are the core message / core story of the song. Many of them are often confused. The Chorus and Reff difference is:

Chorus is the most awaited part of a song, usually the song's main statement or mission is in this section. The chorus has a higher excitement value than Verse. The tone found on the Chorus is usually a further development of Verse, which contains a climax leap. Choruses use a different and more

[22] Ibid.
[23]

comfortable tone pattern than Verse, the chords used are different from Verse. Reff is simpler than the Chorus, Reffrain which means repetition usually uses other parts of the song (usually Verses) to be repeated in this section. The repetition notation is the same and the poem is the same, but it does not rule out the possibility of the poem being modified, but the notation or tone still uses the same tone. This is what is often confused, Reff is considered a Chorus and vice versa.

Examples of songs with the use of Reff which are almost similar to the explanation above are Ode to My Family hosted by The Cranberries.

h) Interlude

Interlude is an empty part of a song like ro intro 'but it's in the middle of a song. Interlude this section that connects Bait / Verse with Verse or Verse with Chorus. The difference with Central Intro is the tone used. There are no poems in this Interlude. Examples of differences in the middle Intro and Interlude can be seen in the Hysteria song from Muse.[24]

i) Modulation

Some sources refer to it as 'Overtone', but I will not use the word and prefer to Modulation, which means the basic tone of a song is moved. If we ever sing Reff / Chorus of a song and suddenly the Reff becomes higher than before, then that's what is called Modulation.

Usually this modulation occurs after the chorus and is accompanied by a bridge so that it doesn't sound awkward. Modulation at the end of the song (as

[24]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

easy as the Chorus) can create a higher climax than the Chorus / Reff. However, Modulation can also occur simultaneously at Reff/Chorus.

Examples of songs that experience Modulation when Reff / Chorus:

-Sing for Absolution by Muse

-If by Mellyft.Ari Lasso.

-My put down by Noah.[25]

Songs that are modulated after the normal Chorus / Reff:

-Our Home by Indonesian Voices

-Let's go by Killing Me Inside

j) Ending, Coda and Outro

These three elements are found at the end of the song. But they have different functions.Ending is the closing part of a song. Ending works so that the song ends smoothly, smooth (smooth), and does not stop suddenly. Ending can be a repeated intro section, it can also be the end of a song that is repeated and ends fade out (the sound slowly shrinks and disappears). This is often found in old songs. But there are also many new songs that still use cover songs like this.

Song Example:

- Paper Butterflies by Ebiet G. Ade

-Hey Yes by Outkast

Coda also called ‘tail’, is the final part of the song that contains tones and poems to close the song. Unlike the Bridge, Coda takes some of the lyrics and tones that were pre-existing on the song and doesn't end Fade Out like in Ending.

[25]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

Song Example:

-We Are Young by Fun.

-Yellow by Coldplay.

Outro is the end of a song that only contains musical instruments or without poetry. The tone used is different from the previous tones, or just modifies the previous tone to end the song gently and does not seem to stop suddenly or oddly.Outro is also the end of a song that only contains musical instruments. The tone used is different from the previous tones, or just modifies the previous tone to end the song gently and does not seem to stop suddenly or oddly.

Song Example:

-Promises by The Cranberries.

-California by Phantom Planet.[26]

k) Solo Instrument

This part is part of the instrument player showing the instrument playing without being punctuated by the voice of the singer. If there is a voice, the singer is the only voice actor who prioritizes musical instrument playing.

[26]https://klinikmusik.wordpress.com/2015/02/18/mengenal-bagian-bagian-lagu/, accessed on Oktober 2018.

3. Measuring

Measuring is an activity to determine the quantity of an object through certain rules so that the quantity obtained actually represents the nature of an object in question.[27]Listening to English songs is one of the media in listening teaching. Students will feel more interested in learning English. On the other hand they can add vocabulary, pronounce how to pronounce with correct pronunciation and they also enjoy more and more fun in listening learning. The use of song media in listening instruction will also reduce the sense of laziness and fear of students in learning English.

When we listen to a song, what we are aiming to do is create a connection between ourselves and the music. And so we don't want to just restrict ourselves to listening to a beautiful melody when we could share in the song's story by understanding its lyrics.Learn a language in a pleasant and easy way. By focusing on a song's lyrics, we can learn languages online, which is a more fun and dynamic way of learning. Listening to a song helps you learn new vocabulary, improve your pronunciation, and boost your listening comprehension. In addition, you can improve your familiarity with grammatical structures as well as increase your comfort and ability when it comes time to speak or write the language.

Songs also offer different difficulty levels, from slow rhythms and simple lyrics to complex grammars and more intense styles.They say a song sticks with you forever if it touches your heart. With this post from Blazaar we encourage you

[27]Djaali&PudjiMuljono (2007).*PengukuranDalamBidangPendidikan*, (Jakarta: Grasindo), p. 6.

to learn a language together with your favorite song. This way, online language learning will be enriching and enjoyable.

Measurements in English known as measurement and in Arabic are muqasayah, can be interpreted as activities carried out to "measure" something. Measuring in essence is comparing something with or on the basis of a certain size. For example measuring body temperature using a thermometer, the result is 36 centigrade.

Celsius, and so on. It is understood that measurements are quantitative in nature. Quantitative measurements are divided into three, the first is measurements taken not to test something. For example; measurements made by dressmakers regarding arm length, leg length, shoulder width, waist size and so on. The second is a measurement made to test something. For example; measurement to test durability per steel against heavy pressure, measurement to test the flame resistance of incandescent lamps, and so on.[28]

The third is a measurement to assess, which is done by testing something. For example; measuring the learning progress of students in order to fill in the report cards done by testing them in the form of learning outcomes tests. This third type of measurement is used in the world of education. According to Cangelosi (1995) what is meant by measurement is a process of collecting data through empirical observation to collect information that is relevant to the intended purpose. In this case the educator or teacher estimates student achievement by reading or observing what students are doing, observing their

[28]https://www.academia.edu/33401845/MAKALAH_Tes_Measurement_Pengukuran_Asesmen_Penilaian_Dan_Evaluasi.docx, accessed on September 2018.

performance, hearing what they say, and using their senses such as seeing, hearing, touching, smelling, and feeling. According to Zainul and Nasution (2001) measurement has two main characteristics, namely: the use of a number or a certain scale and according to certain rules or formulas.[29]

Measurement is a process that describes the performance of students by using a quantitative scale (system number) in such a way that the qualitative nature of student performance is expressed by numbers (Alwasilah, 1996). This statement is reinforced by the opinion that measurement is giving numbers to an attribute or certain characters owned by a person, or certain objects that refer to clear rules or formulations. The rules or formulations agreed upon by experts (Zainul and Nasution, 2001). Thus, measurement in the field of education means measuring the attributes or characteristics of certain students, which are measured not by students but by their characteristics or attributes. According to Ari Kunto, measurement is an activity comparing a matter to a certain unit of measurement so that its nature becomes quantitative.[30]

4. Teaching Listening by Using a Song

There are many ways you can do to improve your English skills, one of which is by listening to songs in English. Scientific studies conducted by Suzanne L. Medina (2002) show that music can help second language learners obtain vocabulary and grammar, improve spelling, and develop linguistic skills in reading, writing, speaking, and listening. For most people, including you, you

[29] https://www.academia.edu/33401845/MAKALAH_Tes_Measurement_Pengukuran_Asesmen_Penilaian_Dan_Evaluasi.docx, accessed on September 2018.
[30] Ibid.

definitely think that listening to music and singing songs is fun so that you can relax in a potential learning environment and are more receptive to learning.

Some tips to make it easy to memorize songs;

1. Try to digest your song lyrics without seeing the lyrics

In practice, try to first digest the lyrics and meaning of the song before you see the actual song lyrics. When you don't understand the vocabulary you hear, you can repeat certain parts of a song until you give up. Although difficult, this method is effective in practicing the ability to hear English vocabulary and over time you will get used to listening to English song lyrics.

2. Learn the meaning and pronunciation of song vocabulary

Besides digesting the meaning of the song, it is also very important to review the vocabulary by trying to master the vocabulary to be part of your vocabulary, for examplerecording new vocabulary that you get and practicing making other sentences with the vocabulary that you find from the song you hear. To practice pronunciation, you can sing while listening to songs so that you remember the new vocabulary and get used to saying it.

3. learn the meaning and pronunciation of song vocabulary

After listening to the song many times, you will definitely start to memorize the song lyrics. The next step is to try singing the song without seeing the lyrics. This activity will train you to remember the vocabulary you hear so that you can use these words in your daily conversation.

4. Review periodically

You don't need to study a song perfectly to be able to move to another song. In fact, when you feel comfortable with one song then you should move to another song and after some time has passed you can return to your first song. This 'repetition of distant song' activity proved to be more effective for learning English through songs than trying to learn songs until they were perfect once.[31]

[31] https://www.idntimes.com/life/education/dita-3/7-tips-efektif-untuk-belajar-bahasa-inggris-lewat-lagu-c1c2/full

CHAPTER III

RESEARCH METHOD

A. Research Design

1. Method

This research applied descriptive quantitative. This method is existing phenomenon by using the numbers to restore the characteristics of individuals or groups. This study assessed the nature of the visible conditions. The objectives in this research are limited to describe the characteristics of things as they are.

This research is very important as a preliminary research for other research or further research. The characteristics of descriptive quantitative research as follows:

a) Tend to use one variable in its operation.

b) It is possible to use two or more variables but not to connect, compare, or search for cause and effect.

c) Data analysis is directed to the search for the mean, percentage, or mode.

d) Data activities are possible to represent.

e) Data analysis is done after all data collected.[32]

B. *Location of The Research*

This research is located at IAIN Palopo, atAgatis street No. 2 District Bara, Palopo, South Sulawesi.

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[32]Sugiyono. 2008. *MetodologiPenelitianKuantitatifKualitatifdan R & D, (*Bandung: Alfabeta), p. 18.

C. *Population and Sample*

1. Population

The population of this research is the eleventh grade students of IAIN PalopoPalopo. It is consisting of four classes and each consist of 28 students. The total numbers of them are 130 students.

2. Sample

The sampling technique that used in this research will use random sampling technique because no special classes distinguish students.That is, the ability of students in each grade on average is not much different.

D. *Instrument of the Research*

Functionally usefulness of research instrument is to obtain data needed when the researcher has stepped on the information gathering step in the field.[33]The functional usefulness of the research instrument has stepped on the information step in the field. In this test, the researcher gives the test to the students, which are by reading the leaflet of the text containing the song lyrics. In the text there is a blank column to look like the lyrics by the students. Researchers then play songs and students fill in blank fields.

Meanwhile, test that be given to students ie researchers distributing leaflets containing the text of the song lyrics that have been provided. In the lyrics there are empty lyric columns to fill in the students while the related songs are playing.

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[33]Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*., (Jakarta: Bumi Aksara), p. 75.

E. ***Procedure of Collecting Data***

In this research, students were given a test that is fill in the empty lyrics of the song. The songs include the song from Westlife entitled Season in the Sun and songs from Taylor Swift entitled Love Story.

F. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatment, and post test which involve some instruments, the researcher than focused on the data analysis. The date collected through pre-test and post-test analyzed by using SPSS 16 computer program. SPSS 16 was computer software/program of processing, calculating or analysis data of statistic.To find the scoring the students' correct answer, the researcher used the formula below:

$$\textbf{Score} = \frac{\text{value of students correct answer}}{\text{Total number of value}} \times 100\%$$

Note : each correct answer has a score of "4".

On the classification of student test results, the researcher used the classification category of Piet A. Sahertian:

No.	Score	Classification
1.	81 -100	Very Good
2.	61 -80	Good
3.	41 – 60	Fair
4.	21 – 40	Poor
5.	1 -20	Very poor

[34]

Table.3 : 1

[34]Piet A sahertian, KonsepdanTehnikSupervisiPendidikan, (Isrediwon: RinekaCipta, s2000), p. 60.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about finding and discussion. The finding explains about the result of students' errors commit in writing resume. The discussion explains more about kinds of errors in students' writing resume.

A. Findings

1. Data Description

As stated in the previous chapter, this thesis is focused on the students' abilty in listening skill at IAIN Palopo. To get the data, the researcher gave the song to the students as written test. This researcher asked the students to fill the blank on the lyric based on the song. The researcher started this research on Wednesday, June 20, 2018 up to Thursday, June 21 2018.

2. Data analysis

After collecting the data, the researcher identified all errors on the students' written test. Before identifying the errors from students', the researcher would collect the students' data from written test and then identifying their score in worksheet, next classifying the score and the last was analyzing the students' score. In fact, many students got bad scores or did many errors in their written task. So, the students still need practicing more in doing listening to improve the student ability in listening skill.

In this part, the data were analyzed and described as follow:

Table 4.1 *Students' Test Result*

Respondent	Song 1	Song 2	Score
R1	-	6	24
R2	9	11	80
R3	7	6	52
R4	9	10	76
R5	10	12	88
R6	10	8	18
R7	9	8	68
R8	9	9	72
R9	10	9	76
R10	8	10	72
R11	10	13	92
R12	8	11	76
R13	6	3	36
R14	7	7	56
R15	6	4	40
TOTAL	118	127	
TOTAL(N)	245		

The precentage of students' Result

Table 4.2 *Students' Test Result*

Rate percentage of students' scoring in pre-test (O_1)

Classification	**Score**	**Frequency**	**Percentage**
Very Good	81-100	2	13%
Good	61-80	7	47%
Fair	41-60	2	13%
Poor	21-40	3	20%
Very poor	1-20	1	7%
Total		15	100%

From the result of the table 4.2, it showed Based on the table above shows that the listening ability test students is **good**. From all of the students, there was

two students (13%) got the score **Very good,** seven students (47%) got the score **Good**, two students (13%) got the score **Fair**, three students (20%) got score **Poo**r and one Students (7%) got the score **Very Poor.** It means that the students' listening is good.

errors in the two songs. Here is the complete description of the students' errors:

a). Student 1

The student did not make error in the first song, but in the second song the student did 6 errors. The errors were in the number 8, 11, 12, 13, 14, 15.

b). Student 2

The errors in the first song were in the number 1, 2, 3, 4, 6, 7, 8, 9 and 10. While, in the second song the student did 11 errors. The errors were in the number 2, 3, 4, 5, 8, 10, 11, 12, 13, and 15.

c). Student 3

The errors in the first song that the student did were in the number 3, 4, 5, 6, 7, 8, 10. While, in the second song the student did 6 errors. The errors were in the number 2, 8, 11, 12, 13, and 14.

d). Student 4

The student did 9 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, and 10. While, in the second song, the student did 10 errors. The errors were in the number 2, 3, 4, 5, 7, 11, 12, 13, 14, and 15.

d). Student 5

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 12 errors. The errors were in the number 2, 3, 4, 5, 7, 11, 12, 13, 14, and 15.

e). Student 6

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 8 errors. The errors were in the number 2, 8, 10, 5, 11, 12, 13, 14, and 15.

f). Student 7

The student did 9 errors in the first song were in the number 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 8 errors. The errors were in the number 2, 4, 5, 8, 10, 12, 14, and 15.

g). Student 8

The student did 9 errors in the first song were in the number 1, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 9 errors. The errors were in the number 2, 3, 5, 8, 10, 11, 13, 14, and 15.

h). Student 9

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 9 errors. The errors were in the number 2, 3, 5, 8, 10, 11, 13, 14, and 15.

i). Student 10

The student did 8 errors in the first song were in the number 2, 3, 4, 5, 6, 7, 8, and 9. While in the second song the student did 10 errors. The errors were in the number 2, 3, 6, 7, 8, 10, 11, 13, 14, and 15.

j). Student 11

The student did 10 errors in the first song were in the number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10. While in the second song the student did 13 errors. The errors were in the number 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, and 15.

k). Student 12

The student did 8 errors in the first song were in the number 1, 3, 4, 5, 6, 7, 8, and 10. While in the second song the student did 11 errors. The errors were in the number 2, 3, 5, 8, 9, 10, 11, 12, 13, 14, and 15.

l). Student 13

The student did 6 errors in the first song were in the number 3, 4, 5, 7, 8, and 10. While in the second song the student did 3 errors. The errors were in the number 13, 14, and 15.

m). Student 14

The student did 7 errors in the first song were in the number 2, 3, 4, 5, 7, 8, and 10. While in the second song the student did 7 errors. The errors were in the number 2, 3, 8, 12, 13, 14, and 15.

n). Student 15

The student did 6 errors in the first song were in the number 2, 3, 4, 5, 7 and 8. While in the second song the student did 4 errors. The errors were in the number 2, 3, 8, 12, and 12.

Students' opinions about using the method of listening to song lyrics:

R1: by listening to songs in learning listening, imagination is more widespread and memory is stronger, with the tones of a song. The song that was used as a test in this study was quite easy because the lyrics and tone were good to hear, and also the song was quite global.

R2: With the use of song lyrics in learning English, I think it's good, because in addition to adding insight into songs, students also enjoy learning more.

R3: The use of songs in learning listening, is quite good, extends the imagination, adds student vocabulary, and students enjoy learning more. but the notes in presenting songs, must choose and sort songs that have good lyrics, especially in terms of education.

B. DISCUSSION

This study tries to measure the extent of listening to students by using song lyrics. The test given is in the form of a blank column of song lyrics that must be filled by students. The results of the test showed that the listening ability of students in the English Study Program in the third semester of the Palopo IAIN was quite good. That was explained by the results of tests of students who got quite good grades.

The difference in this research with the three previous studies, which the researchers listed in CHAPTER II, namely, in the first study examined the use of song lyrics, but without observing and not doing intense learning. the second study examined the use of song lyrics, but before making observations, studying, giving pretest and posttest to students, and distributing questionnaires. while the third research, conducting listening research using song lyrics and giving the first learning to students and distributing questionnaires. while in this study, it was done randomly and without prior learning. The researcher only gave tests on the extent of the ability of students, without pre-test, treatment and posttest.

According to Brewster et al (2002: 162) there are many advantages to usingsong as a learning resource. First, the song is a linguistic resource. In this case the song became a media for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The song also represents a language already recognized by students in a new and fun form allow for natural language repetition and a lot of fun. Songs can be used to develop all integrative language skills, including improving abilitiesstudent pronunciation.

In addition to students, listening learning methods are also good or suitable for students. Because the method of learning listen by using in more stimulates the imagination of students to remember, especially in the current digital era. Meanwhile, the researcher recommends the teacher to present songs that are not vulgar, but songs that have good meaning to educate. Example songs fight by Rachel Patten who discusses the struggle of live, stronger by Kelly Clarkson who teaches us not to give up easily in the face of problems. Superheroes by the script discusses there is nothing in the world that is obtained instantly, all of which certainly requires a process and hero by Mariah Carey, a song that invites us to believe in ourselves that we can, and we are the strongest heroes.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. ***Conclusion***

Based on the research findings and discussions in the previous chapter, the researcher concludes that there are 7 students get a good score from 15 respondent. This is seen 2 students got score very good, 7 students got score good, 2 students got fair, 3 students get good score poor, and one students got score very poor.

B. Suggestion

Based on the results of research about the Measuring Listening Ability by Using The Song at The Students Third Semester of English Department at IAIN Palopo, the researcher gives the following suggestions :

1. For student :

In order to simplify the listening ability and vocabulary memorization, students are often listen to songs at home to practice listening skills.

For teacher :

By using songs in listening learning, can increase motivation, memory and imagination of students.

2. For The Other Researcher

For other researchers may use this research as a consideration and reference when doing similar research as well as advanced research. And if you

use this research, it is recommended to present songs that are more interesting and educational, so that they are more memorable for students.