

ARTICLE

***THE EFFECT OF LISTENING TO ENGLISH SONG ON STUDENTS'
WRITING SHORT MESSAGE ABILITY TO THE SEVENTH GRADE
STUDENTS OF SMPN 2 GURAH***



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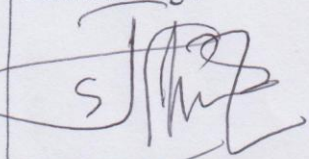
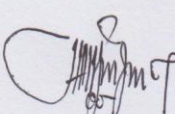
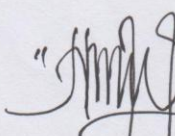
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ABSTRACT

Writing is one of four basic skills in English competence. The aspects of writing is developing idea, vocabulary, sentence structure, mechanics, and grammar to create a writing product. It is important because writing is a way to produce language to express idea, feeling, and opinion. Sometimes the students have difficulties in composing short message writing, such as: getting idea, and ordering the words because the students can not express their thought without a precise tool. In teaching writing, the teacher have to use better method such as listening to English song media to make students interested in writing because songs are one of the most interesting and rich resources of vocabulary that can be easily used in language classrooms to make the students get more ideas or imagine their thought based on the song that they hear. Based on the strength of listening to English song in writing short message, this paper aims to reveal the effect of listening to English song on students writing short message ability.

This is a quantitative experimental research involving the VII-I class of SMPN 2 Gurah which consists of 31 students. Using pre-test and post-test, the result of this research is showed by comparing t-score and t-table. The researcher found that t-score is 10,63 at the degree of freedom 30, t-table is 2,750 at the level of significance 1% and 2,042 at the level of significance 5%. It means that t-score $10,63 > t\text{-table}$ at the degree of significance 1% and 5%. Based on the result of the research, it can be concluded that listening to English song has a very significant effect to the students' writing short message ability

Keywords: Writing, Short Message, Listening to English Song.

I. INTRODUCTION

Language is primarily speech and writing is a means to preserve it. One of the most important skills of the fourth skill is writing because writing is a communicative way of sharing information, thought, experience, ideas, between ourselves and others. Harmer (2004:31) says

“Writing encourages students to focus on accurate language use and, because the think as they write”. Another claims put by Heaton (1983:135) that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices,

but also of conceptual and judgemental elements.

Writing may well be considered the most of difficult of the language skills assignment that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. There are so many problems in writing skills that students usually face, they are: the student's difficulties in sentence structure and word order, spelling and meanings, student's get difficulty in generating ideas or elaborating on them, and also the students difficulty with writing tasks that require creativity and/or critical thinking, etc.

Whereas, in fact, the students need something to make them interested in learning process which can make them enjoy and understanding about the material in the classroom, and also would make them improve their writing skill. Creating an enjoyable learning ways is very recommended since the students' achievement in learning process are also affected a lot by the teachers' technique in teaching. One of the ways in creating an enjoyable

learning atmosphere to have a better understanding in learning process is by using songs as teaching media. With song presents a challenge. The researcher needs to find a way to bridge the gap between entertainment and teaching to bring about real "edutainment". An enjoyable learning which used listening song would make the students more interested in learning. According to Purcell (1992), students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody". Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey: 1992).

This research focuses on the effect of listening to English song on student's writing short message ability and the purpose of this study is to know whether there is significant effect of listening to English song on students' writing short message ability or not.

The purpose of teaching English, especially in writing is to make students have a capability and competence of using English in communication in written, so the teacher should understand and know what media which become the most effective one to reach the goal. And by using media will help the students to understand the material easily.

Based on Saricoban and Metin (2000), "Songs can develop the four skill areas of reading, writing, listening, and speaking". It means that using songs in teaching writing is effective and helpful in teaching learning process because song is fun and easy to access the vocabulary quickly when it is required to use, and to encourage students creativity and use of imagination.

II. METHOD

This research uses experimental design to find out the phenomenon which can be clarified, concrete and using numerical data and statistic and shows the cause and effect relationship. According to Creswell (2009:145), The basic intent of an experimental is to test the impact of a treatment (or an invention) on an outcome,

controlling for all other factors that might influence that outcome.

Creswell (2012: 14) states that an instrument is a tool for measuring, observing, or documenting uantitative data. The researcher use test as the instrument and listening to English song as the treatment to explore students' ideas in writing short message ability. The research is conducted at SMPN 2 Gurah which the participant is VII-I class of seventh grade students. In order to apply the experimental stage, the sample must not be too good or too bad in their English achievement, especially writing short message. In other words it was intended to reduce the extraneous variable may appears since the design is pre-experimental research without control group.

The researcher gives writing test to know which score is better for the students' writing test between before and after being taught by Listening to Song.

Ary et al (2010:201) stated that test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two kinds of test in this study, those were pre-test and post-test. Pre-test

was intended to measure the students ability in writing ability before the treatment given, while post-test was to measure students' writing ability after the treatment given.

The procedures of the research are the first procedure of this research, the researcher administered pre-test before the treatment was given. The pre-test in writing ability the researcher asked the students to write a short message based on the situation that been given. The second procedure is the researcher did the treatment of teaching writing through listening to song. Then the material give to the students in the form of music song, and then the students write in the sentences in a form of short message. The third or the last procedure to collect the data, the researcher administering post-test. Post-test was administered to the group after being exposed with listening to English song as the treatment.

To get the data, the researcher used t-test formula to analyze the data of students' writing short message ability scores in both pre-test and post-test. The formula of t-test is:

$$t - \text{test} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

\bar{D} = The sum pre test – post test

$\sum D$ = The sum derivation of mean difference

n = The number of sample

III. FINDING AND CONCLUSION

Based on the data analysis of pre-test score, the researcher get the total score of pre-test is 1666 and total score of post-test is 2055. Further, the mean of pre-test is 53.74 and the mean of post-test is 66.29. The higher score of students pre-test was 73 and the lower score was 27, while the higher score of students post-test was 81 and the lower score was 52. It means that students' writing short message is increasing after being taught by listening to English song

It is also supported by the data analysis that the value of t-test is 10,63 and the degree of freedom is 30. With Df = 30, the value of t-table with the degree of significance 1% = 2,750 and the value of t-table with the degree of significance 5% =

2,042. From this result, the researcher concludes that there is very significant effect of listening to English song on students' writing short message ability to the seventh grade students of SMPN 2 Gurah. It means that the result confirms Saricoban and Metin statement that song can develop the four skill areas of reading, writing, listening, and speaking.

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