



Web-Based Music Study in Boosting Active Listening

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ABSTRACT

The purpose of this research was to prove that using a web-based music study is effective in boosting active listening. This research conducted in Private Elementary School Khalifa IMS Tangerang Selatan. The population of this research is third-grade students, and the sample is P3C consists of 25 students. The method of this research is quantitative method and using pre-experimental design. To collect the data, the writer used a pre-test, and post-test that given to the students. The resulting score of the data indicated that, the total score of students in the pre-test was 1338 with the average were 53.52. The lowest score of the pre-test was 37 and the highest score was 60. The total score of students in the post-test was 2211 with the average were 88.44. The lowest score of the post-test was 80 and the highest score was 97. It is significantly different from the result of pre-test and post-test scores. The results of the pre-test and post-test were calculated by using manual statistically. The calculation indicated that t - observe were 4.79 with t - tables were 1.70 and the significance 0.05. Therefore, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. The writer concluded that using Web-based music studies in teaching English was effective to improve students' listening skills.

Keywords: listening skills, Web-based music study, teaching listening

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INTRODUCTION

Language is a skill that people need to communicate with. Not only to communicate, but also to build relations between other countries. By using language, people can say what they want to show and share. As the most widely spoken language in various countries in the world, English has been regarded as the official language for use in the international world. English has been becoming a compulsory foreign

language in Indonesia. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation (Okudaira, 1999).

To understand English, four language skills in English should be mastered by people. There are listening, speaking, reading and writing. When people attempt to learn the language, they must get a language input which is

in the form of listening and reading skills. Both skills give much knowledge which can prepare themselves to produce the language. Listening is key to all effective communication (Atiyah & Izzah, 2019). Listening is also a process that focuses on sounds, understanding the vocabulary, grammatical structure, intonation, and stress. By listening, people can exchange information and knowledge. When listening, we can write the vocabulary that appears on a particular topic.

According to Rost (2013, p. 1) listening is a topic that has relevance to all of us. That means listening is the natural skill of human beings from birth and listen also deals in our life. Listening is an integral and essential part of the communication process, and when conducted actively, it plays an important role in effective interpersonal communication, which in turn is a prerequisite for successful teaching (Bodie, 2011). Effective listening skills are the foundation of learning, which can only take place when the listener understands the speaker's intention and provides the appropriate cognitive-behavioral response (Bond, 2012).

In addition to language development, some practitioners believe that music can be used to develop English learners. Music is strong in its communicative, expressive, and social functions (Yang, 2013). Since ancient times, music has been used to modulate the emotional state of an individual, to shape the collective mind of a group of people, and to manage one's self-identity and interpersonal relationships (Lam et al., 2015). Although nowadays people have more chances to listen to music

with their electronic devices alone, the social functions of music still manifest themselves in several ways—from the social tagging of music on websites.

In listening to English music, we can listen to the pronunciation of words and sing along with the kinds of music. Listen to English music is felt more interesting from the other activities. English musics are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. As mentioned by Hadi (2019) the use of music is important for language learners. Music can provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons (Hare & Smallwood, 2008; Horn, 2007; Parlakian, 2010).

Most students in Primary School still have difficulties in listening, they have problems with vocabulary or unfamiliar words and students can't recognize the main points in listening tasks. Therefore, web-based music studies can be wonderful media for natural language, furthermore, it will make the students relax and fun. In addition, using a web-based music study is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process through to make the listening activities more effective, and listening will be interesting and enjoyable.

There are some reasons why many people use music to learn English. First, a web-based music study are authentic materials. Then, English web-based music studies also contain culture and history. The next reason is it's a good way to learn vocabulary and pronunciation. The principles behind

active listening can be extended and applied to more than just using music or multimedia in the classroom. The practice of active listening cultivates transferrable skills for how to listen carefully and critically in other situations both inside and outside the classroom (Thomas, 2015). By using web-based music study in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any web-based music study can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's web-based music study and the lessons may help students become more interested in different types of web-based music studies.

RESEARCH METHODOLOGY

The research was conducted in Private Elementary School Khalifa IMS which is located at Jl. Tentara Pelajar No.68 Kp.Lio Parigi Baru, Kecamatan Pondok Aren, Kota Tangerang Selatan, Provinsi Banten in the academic year of 2019 / 2020. The population of the study is the third-grade students of private Elementary School Khalifa IMS. The total of the third grade is 75 students. The writer chooses a sample using cluster random sampling and the sample is a class of P3C, which consists of 25 students. The method used in this study is quantitative.

According to Sugiyono (2017, p. 7), the quantitative method can be interpreted as a passive method because it is based on the philosophy of positivism. This method is scientific or scientific because it has fulfilled scientific principles, namely concrete or empirical,

objective, measurable, rational, and systematic.

In this study, there are two variables, Independent Variable and Dependent Variable. According to Sugiyono (2017, p. 39), Independent Variables (X) is a variable that affects or the cause of change or the emergence of the dependent variable. On the other hand, the Dependent variable (Y) is a variable that influenced or that resulted, because of the independent variables. The writer determined The use of web-based music study as variable X and Boosting active listening skills as variable Y. The writer used pre-experimental design, it means that the writer used one group pre-test and post-test. In collecting the data, both pre-test and post-test will be used as the instrument. First, the writer gives a pre-test conducted before the implementation of the use of web-based music study in boosting active listening skills.

In addition, know the basic students' ability in listening skills. After that, the writer gives treatment-using web-based music study in boosting active listening skills. Last, the writer gives a post-test conducted after implementing the use of web-based music study in boosting active listening skills. In this study, the post-test is an evaluation to know students' listening skills after using a web-based music study. After collecting the data from pre-test and post-test, the writer analyzed by using statistic calculation of the t-test formula to determine whether significant differences are using web-based music study in boosting active listening skills or not. All submissions analyzes were performed on significance level 0, 05.

FINDING AND DISCUSSION

After the data was collected, the writer analyzed the data gained from the research. Based on the research finding, it showed that the scores of the pre-test and post-test were different. The lowest score of the pre-test is 37 and the highest score of the pre-test is 60. Then, the lowest score of the post-test is 80 and the highest score of the post-test is 97. The average of students' scores in the pre-test is 53.52 and in the post-test is 88.44. The following diagram presents the distribution frequency of students pre-test and post-test score of experimental class:

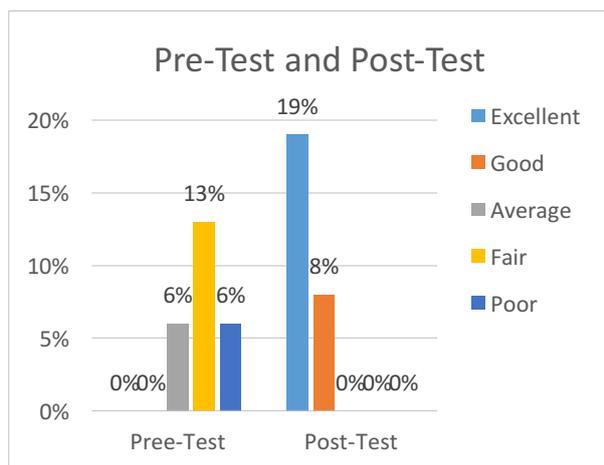


Diagram 1. The Score of Pre-Test and Post-Test of Experimental Class

Based on the diagram above, it can be described that in the experimental class, the Pre-test 6 student gets average (24%), 13 students get fair (52%) and 6 students gets poor (24%) and no one student gets an excellent or good score. In the Post-test 19 students were excellent (76%), 8 students were good (32%), and no one student gets average, fair or poor score (0%). From the diagram above, the post-test score is higher than the pre-test score. Then, the researcher calculated the score by using

a *t*-test. The *t*-test calculation showed that $t_{\text{calculation}}$ was 4,79 with the degree of freedom (df) of 25. The significance level 0,05 with t_{table} 1,70. The results of the data analysis showed that $t_{\text{calculation}}$ is higher than t_{table} . It indicates that The Use of Web-based music study In Boosting active listening Skill gives significant effect in teaching English.

CONCLUSION

This study held to know that the use of web-based music study in the classroom motivates students to attend lessons and pay attention in class. The concept of using authentic web-based music study to listen to through web-based music study related to learning materials and children also listened to popular web-based music study as their favorites. To determine it, the writer collected the data from the pre-tests and post-tests that given to the students. The statistic analysis of the data shows that the value of $t_{\text{calculation}}$ (4.79) was higher than the value of t_{table} (1.70) at the significance level of 0.05%, it can be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that by using a web-based music study can improve students' listening skills. This media gives a significant effect on the third-grade students of Private Elementary School Khalifa IMS Tangerang Selatan.

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