

## USING SONG QUIZZES THROUGH ESOL COURSE WEBSITE TO IMPROVE STUDENTS' LISTENING SKILL AT ELEVENTH GRADE OF SMAN 18 MAKASSAR

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### ABSTRACT

The objective of the research was to know the use of song quizzes through ESOL Course website to improve students' listening skill in a creatively learning methods. This research used experimental method. This research conducted in three steps namely as pre-test, treatment, and post-test. The population of this research was Class XI at the First Semester of SMAN 18 Makassar in 2022/2023 academic year and sample of this research is Class XI IPA 1 with number of students are 35 students. Data collected by using pre-test, treatment, and post-test. After conducted this research, the researcher concludes that using song quizzes through ESOL Course website improve students' listening skill. It is proved by the mean score of the students in pre-test, treatment, and post-test. The mean score of the pre-test was 67.40, and the post-test students' score was 82.37. it shows that there is a different between students mean score in pre-test and post-test. Based on the analysis, it can be concluded that using song quizzes through ESOL Course website greatly influences to improve students' listening skill at eleventh grade of SMAN 18 Makassar

Key Words: Improve, Listening Skill, Song Quizzes.

### INTRODUCTION

Listening is the activity of paying attention to try to give meaning to what we hear. In order to listen properly and hear what is being said, we must be able to know what the speakers means. And speaker do not just understand the word themselves, they use certain words in certain situations.

It is impossible to understand the meaning of a song's lyrics if you do not listen carefully. According to Field (2010), listening is an essential for someone who is learning English because, in learning, we can communicate 2 with one another. In education, we often have to listen to people who speak English so that they are familiar with what they are listening about. When we listen to the lectures we usually take notes and then write reports about lectures. Listening to songs without lyrics can improve your listening skill. Sometimes teachers do not directly instruct students to write the missing words, and students have to write them down themselves during the teaching and learning process.

Along with the times, there are many learning media that we can use to learn English. Learning English today is not only through physical books, but we can already learn English through applications, videos, games, and so on, one of which is through song quizzes from ESOL course website.

Song quizzes from ESOL courses website provide English language

learning in the listening aspect while also providing entertainment for students. Students can simultaneously get two good things, namely knowledge and entertainment.

On the ESOL Course website, there are many forms of learning English, which one is a song quiz. By listening songs on the ESOL course website without any lyrics that can be read, we will try to listen to the song lyrics according to what we hear and try to detect what the singers on the ESOL courses website singing.

The ESOL course will give you with the basic language skills you need to communicate effectively in English. By covering areas such as grammar and punctuation, writing and reading, and speaking and listening, you will develop a better understanding of the English language.

## METHOD OF THE RESEARCH

This research conducted with quantitative research which aims to determine the effectiveness of using song quizzes through ESOL Course website to improve students listening skill at eleventh grade of SMAN 18 Makassar. The researcher used plan in this research namely experimental research using onegroup pre-test design. In this design, there is a pretest before the research give the treatment to students. With thus, the result of treatment can be known more accurately because it can compare with the condition before the researcher give the treatment to students.

## FINDINGS AND DISCUSSIONS

The results present in this part consist of data obtained through a test to confirm a student's listening performance after being treated with a singing quiz. The discussion part deals with the description and interpretation of the results of this study. The results reported by the researchers in this study are based on the analysis of data collection and application of the techniques detailed in the 32 previous chapter. The researcher describe the student's results on the pre-test, during treatment, and on the post-test as below:

Table 1. The Students' Vocabulary Score in Pre-Test and Post-Test

No.	Students ' Initial	Score Pre- Test	Classification	Score Post- Test	Classification
1.	ASSI	44	Fairly Poor	66	Fairly Good
2.	AD	77	Good	88	Very Good
3.	AY	88	Very Good	88	Very Good
4.	AD	33	Poor	66	Fairly Good
5.	AS	77	Good	88	Very Good
6.	APM	55	Fairly Poor	77	Good
7.	AS	77	Good	88	Very Good

# TEFL Overseas Journal

Teaching English as a Foreign Language Journal

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 11 Number 1 April 2023

8.	DDR	66	Fairly Good	88	Very Good
9.	DA	66	Fairly Good	77	Good
10.	FS	66	Fairly Good	100	Excellent
11.	HAH	55	Fairly Poor	77	Good
12.	KHG	77	Good	88	Very Good
13.	LFM	77	Good	88	Very Good
14.	MNJ	66	Fairly Good	88	Very Good
15.	MML	55	Fairly Poor	77	Good
16.	MMP	77	Good	88	Very Good
17.	MF	55	Fairly Poor	66	Fairly Good
18.	MJ	66	Fairly Good	77	Good
19.	MASI	66	Fairly Good	88	Very Good
20.	MRM	88	Very Good	88	Very Good
21.	MR	77	Good	77	Good
22.	MIM	66	Fairly Good	77	Good
23.	MFA	88	Very Good	88	Very Good
24.	MRP	55	Fairly Poor	88	Very Good
25.	MZ	44	Very Poor	77	Good
26.	MP	55	Fairly Poor	88	Very Good
27.	MA	77	Good	88	Very Good
28.	NPA	77	Good	77	Good
29.	NNA	55	Fairly Poor	77	Good
30.	NPM	100	Excellent	77	Good
31.	NA	66	Fairly Good	88	Very Good
32.	NFRRN	66	Fairly Good	77	Good
33.	SA	55	Fairly Poor	77	Good
34.	UFB	77	Good	88	Very Good
35.	WM	77	Good	88	Very Good

Based on table above, for the pre-test it can be concluded that there are no students' who get score 91-100 with the excellent classification, in the table there are three students' who get score 88 with the very good classification, there are eleven students' who get score 77 with the good classification, fourteen students' get score 66 with the fairly good classification, ten students' get score 55 with the fairly poor classification and there were one students' get scored <50 with classification poor. And for the post-test it was concluded that one students' scored 100 with excellent classification, eighteen students' scored 88 with very good classification, twelve students' scored 77 with good classification and three students' scored 66 with fairly good classification. No students' scored 51-60 with poor classification and <50 with very classification.

Table 2. The Percentage of Students' Pre-Test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	1	2.5%
Very Good	81-90	3	8.6%
Good	71-80	11	31.4%
Fairly Good	61-70	9	25.7%
Fairly	51-60	2	5.7%
Fairly Poor	31-50	8	22.9%
Poor	0-35	1	2.9%
Total		35	100%

Based on the data in table 2 the results of the pre-test there are 35 students, no students who are fairly and categorized as fairly. At the next level, 1 student (2.5%) in the excellent, 3 students (8.6%) in the very good category, 11 students (31.4%) in the good category, 9 students (25.7%) in the fairly good category, 2 students (5.7%) in the fairly category, 8 students (22.9) in the fairly poor category and 1 student (2.9%) with poor category

Table 3. The Percentage of Students' Post-Test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	1	2.9%
Very Good	81-90	18	51.4%
Good	71-80	13	37.1%
Fairly Good	61-70	3	8.6%
Fairly	51-60	0	5.7%
Fairly Poor	31-50	0	22.9%
Poor	0-35	0	2.9%
Total		35	100%

From the classification, score, and post-test categorized percentage described in the table above, there are 35 students, 3 students (8.6%) in the fairly good category, 13 students (37.1%) in the good category, and 18 students (51.4%) 39 in the very good category, and 1 students (2.9%) with excellent category. In the post-test, there are no students who get the category of poor, fairly poor or fairly.

Table 4. Paired Samples Test

		Paired Differences					t	d	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			f	(2-tailed)
					Lower	Upper			
<b>Pair 1</b>	Pre-Test	-2.550	8.87041	1.9834	-29.651	-21.34	-12.856	19	.000
	Post-Test								

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that ESOL Course website can improve students' listening skill at eleventh grade of SMAN 18 Makassar

## DISCUSSION

This part presents the discussion of the tests both pre-test and post-test in the research findings. There are research questions proposed in this study. Using song quizzes through ESOL Course website can improve students' listening skill at eleventh grade IPA 1 of SMAN 18 Makassar.

**The Implementation of Song Quizzes** This study conducted at SMAN 18 Makassar, the researcher chose one class as a sample namely XI IPA 1. The total sample was 35 students in the second grade of SMAN 18 Makassar. 41 From the first day the researchers introduced the title of the study, the students were intrigued by the song quiz. However, before a researcher can treat a student, the researcher must first conduct a questionnaire pre-test to know the student's prior knowledge. After took the pre-test from the students, the researcher conducted treatment. The students are treated by used the Song Quizzes from ESOL Course website. On the first treatment conducted in class, the researcher introduced the Song quizzes and asked the students to open the ESOL Course website. After the researcher introduced the Song Quizzes from ESOL Course website, the researcher explained the material about listening skill and asked students to do song quizzes. While on the second treatment, the researcher explained kind of song quizzes from ESOL Course website. At the final meeting, researchers applied a post hoc test. In the posttest, researchers asked the same questions as in the pre-test.

**The Impact of Students listening skill in Song Quizzes** Using song quiz after seeing result results has great impact. This is evidenced by the change, mean, and standard deviation in student scores on the pretest and posttest. From the computation of the mean score of the pre-test and post-test, it found that the mean score of the pre-test was 67.31, while the mean score of the post-test was 82.37.

42 Therefore, it was concluded that song quizzes can contribute to students' learning of listening skills, as students taught using song quizzes achieved higher scores than those taught by traditional methods. By looking at the students' pre-test results, the researchers assumed that the students appeared to have prior knowledge because they were unaware of the test or had not received treatment. Post-test results showed that using song quizzes on the ESOL course website significantly improved student performance. This means that all students can improve their listening skills. This is evidenced by the results of students with intermediate scores before and after treatment, increasing as previously described. After the test, the student's grades improved. This is evidenced by the change, mean, and standard deviation of student scores on the pretest and post-test. Based on the findings of the research above, the researcher may point out that before giving the treatment (pre-test), almost students in fairly good category in understanding the listening skill. According to Ayu Puspita Sari, (2019) from Universitas Negeri Surabaya in her thesis entitled "the use of English songs as media to teach listening to tenth graders in SMA 1 Jombang". Ayu said it was found out that the teacher mainly uses the recorder to play the English songs and the lyric was used as the assignments that were taken from the songs' lyrics. As in the questionnaire the use of English songs for listening learning certainly has a purpose, as the survey notes, but teachers should use fun activities to increase the practically and 43 benefits gained from implementing the songs. The researcher discovered. Overall, the teacher implemented the lesson in listening for all levels suggested in 2013 curriculums. Students have a good interaction while teaching the learning process. The researcher believed that using song quizzes through ESOL Course website can improve students' understanding of listening skill. This is shown in the data from the analysis of student scores on the pre-test and post-test. In addition, research has shown that song quizzes as a teaching tool to improve students' listening competencies have several advantages of song quizzes as a teaching tool, and that students can find it easy to learn anytime, anywhere. Teachers can use the song quiz as a learning medium and the song quiz provides a lot of creative material so that the students will not get bored while learning the song quiz so that the students can learn more about listening. This is evidenced by the improvement in student learning outcomes after treatment with song quizzes from the ESOL course website. They are also active in the teaching and learning process. However, the researcher found some problems during the research work. There is a bad network sometimes. The school makes an arrangement in which each class is divided into two sessions. It makes students are waiting for the connection until stable. Although there are obstacles in the research process, there are many benefits to using song quizzes through the ESOL course website. Therefore, 44 referring to the above results, this study concluded that using song quizzes through the ESOL course website improved students' listening skills. SMAN 18 Makassar Grade 11 IPA 1 students improved their listening comprehension after using a song quiz on the ESOL course website.



## CONCLUSION

Learning English can seem boring, but combine lesson with things creative make students enjoy. Technology can make learning more engaging for students. Students tend to practice directly rather than sticking to textbooks. A teacher can use song quizzes and other digital media to improve her listening skills in English lessons. On the results and observations of research collected by the researcher in SMAN 18 Makassar eleventh grade IPA 1 in the academic year 2022/2023, the researcher said 45 that using a song quiz on the ESOL course could improve the students' hearing. In addition, research has shown that song quizzes as a teaching tool to improve students' listening competencies have several advantages of song quizzes as a teaching tool, and that students can found it easy to learn anytime, anywhere. Teachers can use the song quiz as a learning medium and the song quiz provides a lot of creative material so that the students will not get bored while learning the song quiz so that the students can learn more about listening. This is evidenced by the improvement in student learning outcomes after treatment with song quizzes from the ESOL course website. They are also active in the teaching and learning process. However, the researcher found some problems during the research work. There is a bad network sometimes. The school makes an arrangement in which each class is divided into two sessions. It makes students are waiting for the connection until stable. Post-test students' scores were proven to be higher than post-treatment and post-test students. This means that the students' hearing has improved significantly.

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# TEFL Overseas Journal

**Teaching English as a Foreign Language Journal**

ISSN 2461-0240 (Print), 2828-9544 (Online)

Volume 11 Number 1 April 2023

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