

The Effect Of English Kids' Song Teaching Media To The Ability Listening Comprehension Of Grade Eight Students' At Smp Negeri 1 Dolok Pardamean On Descriptive Text

Sanggam Siahaan^{1*}, Anita Sitanggang², Limsardo Panjaitan³

^{1,2,3} English Department, Universitas of HKBP Nommensen Pematang Siantar

Email : siahaansanggam@yahoo.co.id¹, anitasitanggang2019@gmail.com², sardo.23.lp@gmail.com³

Abstrak

Penelitian ini menyajikan laporan penelitian tentang penggunaan media pembelajaran lagu anak bahasa Inggris di SMP Negeri 1 Dolok Pardamean. Tujuannya adalah untuk mengetahui pengaruh penggunaan lagu anak-anak berbahasa Inggris sebagai media pengajaran. Subyek penelitian ini adalah siswa kelas VIII SMP Negeri 1 Dolok Pardamean. Dalam penelitian ini peneliti mengambil 64 siswa SMP Negeri 1 Dolok Pardamean sebagai sampel. Kelas eksperimen adalah VIII 7, dan kelas kontrol adalah VIII 6. Kelas eksperimen diajar dengan menggunakan media pengajaran lagu English Kids, sedangkan kelas kontrol diajar dengan metode ceramah. Teknik analisis data yang digunakan adalah penelitian kuantitatif. Dalam menganalisis data, nilai rata-rata siswa untuk pre-test dalam eksperimen adalah 32,94 dan nilai rata-rata siswa untuk post-test dalam eksperimen adalah 62,95. Rerata pre-test pada kelompok kontrol adalah 32,30 dan rata-rata untuk post-test pada kelompok kontrol adalah 45,85. Kesimpulannya adalah penggunaan lagu English Kids sebagai media pengajaran berpengaruh signifikan terhadap pemahaman mendengarkan siswa. Disarankan kepada guru hendaknya menerapkan media ini sebagai salah satu media pengajaran untuk meningkatkan kemampuan siswa dalam menyimak pemahaman teks deskriptif.

Kata Kunci : *Lagu Anak Bahasa Inggris, Pemahaman Mendengarkan, Teks Deskriptif.*

Abstract

This study presents a research report on the use of English children's song learning media in SMP Negeri 1 Dolok Pardamean. The aim is to determine the effect of using English children's songs as a teaching media. The subjects of this study were eighth-grade students of SMP Negeri 1 Dolok Pardamean. In this study, the researcher took 64 students of SMP Negeri 1 Dolok Pardamean as samples. The experimental class is VIII 7, and the control class is VIII 6. The experimental class is taught by using English Kids' song teaching media, while the control class is taught by the lecture method. The data analysis technique used is quantitative research. In analyzing the data, the student's mean score for the pre-test in the experiment was 32.94 and the student's mean score for the post-test in the experiment was 62.95. The mean pre-test in the control group was 32.30 and the mean for the post-test in the control group was 45.85. The conclusion is that the use of English Kids' songs as a teaching media has a significant effect on students' listening comprehension. It is suggested that teachers should apply this media as one of the teaching media to improve students' ability to listening comprehension to descriptive texts.

Keywords : *English Kids' Song, Listening Comprehension, Descriptive Text*

INTRODUCTION

Listening is the first language skill that a person acquires and is most widely used in learning English. Listening is an important skill that students must learn and master. According to Howatt and Dakin in Saricoban (in Anggun, 2016), the ability to recognize and understand what others are saying is listening. This requires not only understanding the speaker's syntax and vocabulary, but also their accent or pronunciation, as well as the meaning of their words (Astiyandha & Chotimah, 2020). With listening skills, students can acquire and convert spoken information into written information, which can also increase their vocabulary. Information and vocabulary obtained can also come from sound media such as songs or other audio visuals (Fridayanti et al., 2021). and therefore, listening is an important talent that should not be overlooked by anyone (Dwi, 2017). The purpose of this study was to determine the effect of English children's song learning media on the listening comprehension ability of eighth grade students of SMP Negeri 1 Dolok Pardamean in descriptive text. In Learning Media Learning is very important. A teacher should have a variety of media to teach listening comprehension to ensure that students feel comfortable, at ease, and enjoy the listening task. There are so many learning media that can be used by a teacher. However, of the many teaching methods that have advantages and disadvantages. If a teacher does not have creativity in determining teaching and learning strategies, it will cause the learning process and student abilities to be not optimal.

In teaching using English Kids' Song Teaching Media, learners are more interested because English Kids' lyrics are straightforward and simple, making them ideal for listeners of all ages (Gilakjani & Sabouri, 2016). According to research by Chotimah and Astiyandha (2020), Kids' songs are one of the most effective strategies to create an interesting environment by fostering an anxiety-free atmosphere filled with fun activities. Students are not placed under any obligation to produce language or acquire it when they participate in fun activities such as listening to nursery rhymes, which serve as an effective tool for listening. In addition, English children's songs can also increase students' vocabulary. Fridayanti (2021) explains "Kids' songs are a technique to introduce vocabulary". The technique used to attract students' learning motivation by using singing activities is one of the creative techniques in teaching and learning English for students. Students feel more enthusiastic, and more comfortable mentioning their vocabulary and their confidence and interest in learning improve well. It makes it easier for them to memorize vocabulary. Kids' songs usually contain an explanation of something simple so that it is easy to understand (Kurniarti, 2017).

While they use the lecture method their ability is still very low. Students are not able to understand the explanation of the audio and when students are given knowledge based on the audio that has been listened to, students are unable to properly describe what they are discussing. Similarly, when the teacher material uses English, students also do not understand what the teacher explains. Situations like that make students tend to be passive when learning takes place. Listening is the most difficult aspect for students to learn. This is due to the limited number and understanding of students' vocabulary. Students feel bored when the teacher introduces vocabulary to them and are also influenced by student teaching media, which is only based on textbooks.

When we listen in English, we demonstrate that we are able to comprehend extremely well what other people are saying. In addition to this, there is the information that we get through many different forms of media. Listening is an activity or activity that is almost the same, as when we hear. But we do it seriously and there is a goal to be obtained, for example, important information. Whether it's what we hear directly from speech or what other people read and then we hear it. When we hear, we have carried out activities in capturing sound. Both sounds in language and non-language. Whether we do it intentionally or unintentionally listening is also like doing activities or activities to catch sounds that

we do care about. Besides, we also do it on purpose. According to Howatt and Dakin in Saricoban (2010), the ability to recognize and comprehend what other people are saying is what we mean when we talk about listening. It requires not just comprehending the speaker's syntax and vocabulary, but also their accent or pronunciation, as well as the meaning of their words.

Listening is a crucial component of language abilities; nevertheless, in English classrooms, lecturers tend to place a far greater focus on other aspects of language acquisition, such as reading, writing, and speaking (Kadarsih & Fitria, 2022). Students need to develop their listening skills since it is the foundation of effective communication with their peers. It is common practice to refer to listening and comprehension abilities or listening comprehension skills when discussing "listening skills" in the context of the instruction of foreign languages. The act of accepting speech on a syntactic, lexical, pragmatic, and discourse level is what we mean when we talk about listening (Sulaksana et al., 2021). According to Sudijono (2011: 50), comprehension is a person's capacity to grasp something, and once that skill is shown, the information is known and retained.

According to Gilakjani and Sobouri (2016), one of the most crucial aspects of learning a language is having good listening comprehension. When studying a second language, one of the most vital skills to acquire is the ability to listen. Listening is another highly essential aspect of picking up a foreign language since it is the foundation of language acquisition and has a significant impact on how well a student can eventually communicate in the target language. In a similar vein, listening comprehension is described by Hamouda as an interactive process in which the listener is actively participating in the construction of meaning. The information that is uttered is understood by listeners via sound discrimination, past knowledge, grammatical structure, stress and intonation, and several other linguistic and non-linguistic clues. The same thing as Nadig said, listening comprehension involves a variety of processes that include interpreting and comprehending spoken language. It requires familiarity with the sounds of speech, comprehension of the meanings of individual words, and an appreciation of the structure of sentences (Yolanda et al., 2022).

According to the previous explanation, having good listening comprehension is one technique to successfully receive communications. It requires not just listening to what the other person is saying but also engaging on a psychological level with the one who is doing the talking. Listening is a Language skill. It needs a desire to understand other people as human beings, an attitude of respect and acceptance, and a willingness to try to see things from the point of view of the other person. It needs a great deal of mental and physical effort on your part (Mohammad Haryo, 2021).

Kids' songs are collections of beautiful lyrics that have a message to be transmitted to persons who are not yet mature and are presented with beautiful music so that they can catch the message. These songs are aimed at those who have not yet reached their full potential. The lyrics of English children's songs are often quite straightforward and straightforward, making them ideal for listeners of any age (Rahma & Astutik, 2022). According to Parlakian and Lerner, the use of children's songs in the classroom may have significant positive effects on the students' level of comprehension of the material being taught. This has an effect not only on the pupils' social-emotional and cognitive development, but also on their motor and physical skill development. Character education is also impacted as a result of this. Kids' songs are songs that are designed in such a way, both the lyrics and the melody are according to the characteristics and needs of children. The melodies of kids' songs are generally moderate in tempo and rich in repetition. While the lyrics are arranged in simple language, easy to pronounce, and rich in repetition. Kids' songs also teach characters that have a good effect on their growth and development. The Kids' song is a cheerful song and reflects the noble adab that is usually sung by children. Usually, Kids' song poems contain simple things that are usually done by

children. Kids' song is part of popular culture, and Kids' songs are pop songs with Kids' nuances. In other words, the Kids' song teaches about an act of courtesy that can affect the mind, soul, and body. Because the right Kids' songs can cover all aspects of learning goals in children (Rianti, 2017).

It has been found through the experiences of English teachers as well as through the research of linguists, as mentioned by Alfaridi in Samad and Tidore, that English songs can assist teachers in the development of learning environments that are more dynamic, creative, and enjoyable for their students. Songs and other forms of musical expression serve as tools for the process of acquiring English language skills (Tanjung, 2020). A sort of methods that may be utilized to strengthen kids' cognitive capacities is music that incorporates a variety of different aspects within it. Children may improve their sensitivity to high notes by playing instruments with a wide range of tones. Alterations in the beat or the rhythm of music teach youngsters to differentiate between their own internal rhythms (sometimes called inner rhythms) and their motor abilities (for example when combined with movement exercises according to lyrics). Kids' songs are collections of lovely and simple phrases that are suited for children and are simple enough for them to easily learn (Kurniastuti & Prayogo, 2022).

It is thus anticipated that the use of Kidsong as a vehicle for the acquisition of listening skills would stimulate children' interest in the process of acquiring such sklt has been found through the experiences of English instructors as well as through the research of linguists, as mentioned by Alfaridi in Samad and Tidore (2015), that English songs may assist teachers in developing learning that is more interactive, creative, and enjoyable for their students (Liao & Campbell, 2016). The process of acquiring English skills includes the use of songs and music as methods. The cognitive capacities of children may be improved by the use of music, specifically types of music that incorporate a variety of components. Young children may improve their hearing sensitivity by practicing with instruments that include high notes. Children learn to differentiate their internal rhythms (also called inner rhythms) and motor abilities via the use of music and changes in the beat of music (for example when combined with movement exercises according to lyrics). According to Harmer's explanation in Dwi (2017), kids' songs are made up of a string of lovely and simple phrases that are geared at children and are simple enough for them to remember (Parmini, 2021).

As a result, the utilization of Kid's song as a medium for listening learning is anticipated to inspire children in the course of the learning process. They will be more interested, and in addition to that, they will get fresh pictures and language to assist them in expressing their thoughts in English (Yi et al., 2015). The lecture method, which is a teaching technique carried out by the teacher in monologue and one-way communication, is considered the most effective method in overcoming the scarcity of literature or references in accordance with the range of students' grasping power. In general, the lecture learning method is an oral explanation of learning materials to a group of listeners to achieve certain learning objectives in relatively large numbers.

According to Gage and Berliner (1981), the lecture technique is appropriate for use in the educational setting provided that certain conditions are satisfied. When giving learning materials in the form of information or when the learning materials themselves are difficult to get, lectures are an appropriate method of delivery. The application of the lecture method is a way of teaching that has long been used in the history of education. This method is sometimes boring, so in its implementation, it requires certain skills, so that the presentation is not boring and can attract the attention of students (Song et al., 2021). However, we still recognize that the lecture method is still important with the aim that students get information about a particular subject or issue.

Chusnul Chotimah and Taurichia Astiyandha (2020) in their journal entitled *The Effectiveness of Using Kids Song to Teach Listening on Young Learner Viewed from Students' Motivation*. Finding out

how this method might enhance students' enthusiasm to listen is important. Students have a tendency to pick English classes and believe that it is not tough to learn English. Students may study English while playing games using this strategy, and teachers can gauge how actively students are participating in their education (Supartini et al., 2020). In this specific study, the instructor demonstrated the concept to the students by singing and using media activities that were engaging. A comprehension that takes into account all of the many cognitive processes that are involved in comprehension and uses a large amount of memory to track down the causal connection that is made explicit in speech.

Arie Fridayanti, Tahrun, and Mulyani (2021) in their journal entitled *Increasing Kindergarten Students' Vocabulary and Learning Interest Through English Kids' Songs at Palembang Paramount School* find out that Applying teaching techniques using actual songs able to improve students' vocabulary skills and also student learning interest. The results of student learning activities in the cycle are 54.15%. (Fair Grade) Then, there was a very high increase in cycle II, namely 86.1% (Very Good Value) from the first cycle, and there was an increase of 31%. These results indicate that students' vocabulary increases as students vocabulary increases due to increased student interest in learning during learning activities by using songs as a technique. One of the most effective techniques or ways to learn English is through songs because it is proven to quickly help children master a lot of vocabulary (Del Pozo et al., 2016). Based on the results of the study using songs as a teaching method of teaching English. The students felt more enthusiastic and more comfortable mentioning vocabulary, and their confidence and interest in learning increased well.

Tuti Masnijar (in Intani, 2012) in her thesis entitled *The Use of English Kids' Song To Improve Students' Listening Comprehension* finds out that The use of songs as a medium for learning to listen to students is very interesting. Not only does the use of songs have the effect of enhancing one's capacity to listen to singing and assisting teachers in the process of teaching listening, but it also provides and attracts many forms of media that students may use to accomplish their educational goals. Students' improved comprehension of the material being taught is due, in large part, to the significant role played by the media (Al-Smadi, 2020). One of the key aspects that may impact the extent to which students' listening abilities develop is the substance of the music being listened to in class. Songs for children should take into account the requirements of the students, so that the students may benefit from the songs and use them to further their educational endeavors. The students' ability for listening could be improved by listening to children's music. According to the findings of the examinations, it was discovered that the mean score of the post-test was greater than the mean score of the pre-test, with $82.72 > 58.54$ being the exact comparison. It indicates that the students' overall performance in the area of listening comprehension has increased (Williams et al., 2019).

Based on the problems above, the effect of English kids' song teaching media is better than the effect of the lecture method, so that if English kids' song teaching media is used, the optimization of student achievement can be achieved.

METODE

The researcher used a kind of research known as quasi-experimental research for this study. The researcher was able to control at least one of the most dominating factors from the study, which in this instance were the students' listening abilities; thus, the quasi-experimental method of research was utilized because of this ability. An experimental study was selected to assess the influence of a dependent variable or outcome, namely the effect of using an English kid's song on Listening Comprehension while writing descriptive texts among students in the eighth grade at SMP Negeri 1

Dolok Pardamean. Two classrooms from each of the eight grades were chosen to participate in the study to see if employing English kid's songs would improve listening comprehension (Tembang et al., 2020). The first class served as a control group that did not get any treatment, while the second class served as an experimental group that was instructed using English Kid's songs. The control group did not receive any therapy.

Population and Sample

The Population in this research is all grade eight in SMP Negeri 1 Dolok Pardamean with a total number of students, namely 223 students with the following details,

Table 1. List of Population.

CLASS	POPULATION
VIII 1	32
VIII 2	32
VIII 3	32
VIII 4	32
VIII 5	32
VIII 6	32
VIII 7	32
TOTAL	223

The sample is part of the number and characteristics possessed by that population. The technique used in sampling is using the purposive sampling technique, namely the technique of determining the sample with certain considerations (The sample was selected by looking at the same characteristics, namely having equal abilities and being taught by the same English teacher. By looking at these criteria, it can be determined that the experimental class is class VIII 7 with a population of 32 and the control class is class VIII 6 with a population of 32, and the total sample is 64 students (Astuti & Suryani, 2022).

Technique of Analyzing Data

The t-test for the independent sample formula was used by the researcher so that the data could be analyzed. This is a statistical test that is used in order to assess whether or not there is a statistically significant difference between the means of the two groups. In this particular instance, the researcher made use of this formula to determine whether or not there was a statistically significant difference between the means of the two groups (the experimental and control groups) and whether or not the English kids' song teaching media had an effect on students' listening comprehension (Sulaksana et al., 2021). The t-test formula for independent samples is as follows:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\Sigma X^2 + \Sigma Y^2}{[Nx + Ny] - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}} \quad (\text{Arikunto, 2006: 311})$$

Explanation:

- Mx = Mean of experimental class
- My = Mean of control class
- ΣX^2 = The standart deviation of experimental class
- ΣY^2 = The standart deviation of control class
- Nx = Total sample of experimental group
- Ny = Totas sample of control group

RESULT AND DISCUSSION

The Effect of English Kids' Song Teaching Media

Table 2 . data analysis of learning outcomes using English Children's Song Teaching Media

No.	Name	Pre-Test		Post-test		X ²	Y ²	X.Y
		Correct	Score (X)	Correct	Score (Y)			
1.	A.Y.D.P	4	26,68	7	46,69	711,82	2.179,95	1.245,69
2.	A.S.O	5	33,35	8	53,36	1.112,22	2.847,28	1.779,56
3.	A.S	4	26,68	9	60,03	711,82	3.603,60	1.601,60
4.	A.I.S	4	26,68	9	60,03	711,82	3.603,60	1.601,60
5.	A.M.M	6	40,02	7	46,69	1.641,87	2.179,95	1.868,53
6.	D.F.S	6	40,02	9	60,03	1.641,87	3.603,60	2.402,40
7.	C.P	4	26,68	10	66,7	711,82	4.448,80	1.779,56
8.	E.A.S	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
9.	F.C.H	4	26,68	9	60,03	711,82	3.603,60	1.601,60
10.	G.S	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
11.	G.M.L	7	46,69	13	86,71	2.179,95	7.518,62	4.048,49
12.	H.E.N	4	26,68	9	60,03	711,82	3.603,60	1.601,60
13.	J.R.S	4	26,68	9	60,03	711,82	3.603,60	1,601,6004
14.	J.A.S	4	26,68	8	53,36	711,82	2.847,28	1.423,64
15.	J.W.S.N	5	33,35	8	53,36	1.112,22	2.847,28	1.779,56
16.	J.B	4	26,68	9	60,03	711,82	3.603,60	1.601,60
17.	J.R.S	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
18.	J.S	6	40,02	10	66,7	1.641,87	4.448,80	2.669,33
19.	L.H.S	6	40,02	10	66,7	1.641,87	4.448,80	2.669,33
20.	M.A	4	26,68	10	66,7	711,82	4.448,80	1.779,56
21.	M.T	5	33,35	9	60,03	1.112,22	3.603,60	2.002,00
22.	M.N.H	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
23.	N.S	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
24.	P.S	4	26,68	10	66,7	711,82	4.448,80	1.779,56
25.	S.N.S	5	33,35	9	60,03	1.112,22	3.603,60	2.001,10
26.	S.G.D	5	33,35	9	60,03	1.112,22	3.603,60	2.001,10
27.	S.S	4	26,68	10	66,7	711,82	4.448,80	1.779,56
28.	Su.S	5	33,35	9	60,03	1.112,22	3.603,60	2.001,10
29.	T.E.D	6	40,02	9	60,03	1.112,22	3.603,60	2.402,40
30.	T.P.S	5	33,35	10	66,7	1.112,22	4.448,80	2.224,45
31.	W.S	7	46,69	12	80,04	2.179,95	6.406,40	3.737,07
32.	Y.S	6	40,02	11	73,37	1.641,87	5.383,15	2.936,27
Σ	N=32	ΣX=1053,86		ΣY= 2014,34		ΣX ² =	ΣY ² =	ΣX.Y=65.440,47
						35569,95	128.838,71	

Mean of Pre-test in experiment group:

$$\text{Mean} = \frac{\sum X}{N} = \frac{1053,86}{32} = 32,94$$

Mean of Post-test in experiment group:

$$\text{Mean} = \frac{\sum Y}{N} = \frac{2014,34}{32} = 62,95$$

$$N = 32$$

Standard Deviation (SD) Pre-test = 5,19

Standard Deviation (SD) Post-test = 7,98

The Effect of Lecture Method

Table 3. data analysis of learning outcomes using Lecture Method

No.	Name	Pre-Test		Post-test		X ²	Y ²	X.Y
		Correct	Score (X)	Correct	Score (Y)			
1.	A.R.S	4	26,68	8	53,36	711,82	2.847,28	1.423,38
2.	A.F	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
3.	A.S	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
4.	A.M.S	3	20,01	7	46,69	400,4	2.179,95	934,2669
5.	C.A.S	5	33,35	8	53,36	1.112,22	2.847,28	1.779,56
6.	C.O.S	6	40,02	7	46,69	1.641,87	2.179,95	1.868,53
7.	D.S	7	46,69	7	46,69	2.179,95	2.179,95	2.179,95
8.	D.F.S	5	33,35	6	40,02	1.112,22	1.641,87	1.334,67
9.	F.S.S	6	40,02	7	46,69	1.641,87	2.179,95	1.868,53
10.	F.M	5	33,35	6	40,02	1.112,22	1.641,87	1.334,67
11.	G.A.S	5	33,35	6	40,02	1.112,22	1.641,87	1.334,67
12.	H.T.S	5	33,35	5	33,35	1.112,22	1.112,22	1.112,22
13.	H.P.S	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
14.	I.R	4	26,68	8	53,36	711,82	2.847,28	1.423,64
15.	I.Q.R.N	4	26,68	7	46,69	711,82	2.179,95	965,5492
16.	J.S	6	40,02	7	46,69	1.641,87	2.179,95	1.868,53
17.	J.P	5	26,68	6	40,02	711,82	1.641,87	1.067,73
18.	L.J.S	5	33,35	6	40,02	1.112,22	1.641,87	1.334,67
19.	M.Y.M	4	26,68	7	46,69	711,82	2.179,95	1.245,69
20.	M.I.N	4	26,68	7	46,69	711,82	2.179,95	1.245,69
21.	N.R.N	4	26,68	7	46,69	711,82	2.179,95	1.245,69
22.	R.M.S	5	33,35	6	40,02	1.112,22	1.641,87	1.334,67
23.	R.B.M	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
24.	R.O.D	4	26,68	6	40,02	711,82	1.641,87	1.067,73
25.	R.R.P	3	20,01	6	40,02	400,4	1.641,87	800,8002
26.	S.T.P	6	40,02	8	53,36	1.641,87	2.847,28	2.135,47
27.	S.K.D	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
28.	S.R.S	4	26,68	7	46,69	711,82	2.179,95	1.246,16
29.	Y.H	5	33,35	7	46,69	1.112,22	2.179,95	1.557,11
30.	Z.G.S	4	26,68	7	46,69	711,82	2.179,95	1.245,69
31.	J.D	7	46,69	9	60,03	2.179,95	3.603,60	2.802,80
32.	A.N.S	6	40,02	7	46,69	1.641,87	2.179,95	1.868,53
Σ	N = 32	ΣX=1033,85		ΣY=1467,4		ΣX ² =34947,11	ΣY ² =68479,00	ΣX.Y= 47.412,15

Mean of pre-test in control class:

$$\text{Mean} = \frac{\sum X}{N} = \frac{1033,85}{32} = 32,30$$

$$N = 32$$

Mean of post-test in control class:

$$\text{Mean} = \frac{\sum Y}{N} = \frac{1467,4}{32} = 45,85$$

Standard Deviation (SD) Pre-test = 6,61

Standard Deviation (SD) Post-test = 6,09

Hypothesis Testing

After calculating the t-test, the researcher found that the t-test result was 5,23 which indicates that it is higher than the t-table at significance, which is 2,38. It means that the use of English Kids' Song as a teaching media is more significant than the conventional method of students' Listening Comprehension at SMP Negeri 1 Dolok Pardamean. And the method the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The effect of English Kids' Song is more significant than the lecture method on students' listening comprehension at SMP Negeri 1 Dolok Pardamean. This is an increase from the t-test results, where the t-test value is higher than the t-table value ($5.23 > 2.38$). It means this research is accepted.

Findings

After finishing analyzing the data, the researcher has several findings that can be formulated as follows below which can answer the research problem:

1. The researcher found that some of the effects of using English Kids' Song to the ability Listening Comprehension on grade VIII students at SMP Negeri 1 Dolok Pardamean, as follows :
 - a. The Highest score in Pre-test is 46,69 and lowest score is 26,68. While in the Post-test Highest score is 86,71 and lowest score is 46,69
 - b. The total score for Pre-test is 1053,86 and total score for Post-test is 2014,34
 - c. And total score of mean in the pre-test is 32,94 and total score of mean in post-test is 62,95
2. The researcher found that some of the effects of using Lecture Method to the ability Listening Comprehension on grade VIII students at SMP Negeri 1 Dolok Pardamean, as follows :
 - a. The Highest score in Pre-test is 46,69 and lowest score is 20,01. While in the Post-test Highest score is 60,03 and lowest score is 33,35
 - b. The total score for Pre-test is 1033,85 and total score for Post-test is 1467,4
 - c. And total score of mean in the pre-test is 32,30 and total score of mean in post-test is 45,85

From the explanation above shown that, the effect of English Kids' Song is more significant than the lecture method to the ability listening comprehension of grade VIII students' at SMP Negeri 1 Dolok Pardamean on descriptive text.

DISCUSSION

To find out the effect of using media on students in teaching listening comprehension in descriptive texts, the researcher gave them a test, and in this test, they completed the fill the blank sentences from the test. Finally, after analyzing the data, the researcher found the answer to the problem, namely to find out what the effect of using English Kids songs was more significant.

And as a result, the experimental class (using English Kids' Song) was more significant than the control class (using the lecture method) in teaching listening comprehension to class VIII at SMP Negeri 1 Dolok Pardamean. From the results of the analysis, it is known that the mean scope of the control class is 13.55 and the mean scope of the experimental class is 30.01. And the result of the data analysis is $5.23 > 2.38$. So the result shown that (H_a) accepted. The effect of English Kids' Song is more significant than the lecture method on students' listening comprehension at SMP Negeri 1 Dolok Pardamean on descriptive text.

CONCLUSION

Based on the results of the research, there is conclusion of this research, The use English Kids' Song Teaching Media more significant than using lecture method on students' ability listening comprehension Grade VIII at SMP Negeri 1 Dolok Pardamean on Descriptive Text, based on the mean score of the experimental class on the pre-test was 32.94 and the mean score of the control class was 32.30. After using English Kids' songs, the mean score of post-test in the experimental class was 62.95 and the mean score of the lecture method control class was 45.85. The researchers found that the results of the t-test were higher than the t-table, t-test 5,23, and t-table 2,38 ($5,23 > 2,38$), and can conclude that (H_a) was accepted, which means that the use English Kids' Song Teaching Media more significant than using lecture method on students' ability listening comprehension Grade VIII at SMP Negeri 1 Dolok Pardamean on Descriptive Text.

REFERENCES

- Al-Smadi, M. (2020). The effect of using songs on young English learners' motivation in Jordan. *International Journal of Emerging Technologies in Learning (IJET)*, 15(24), 52–63.
- Anggun, S. K. (2016). An analysis of descriptive text in english textbook using transitivity system (A case study of reading passages). *Journal of English and Education*, 4(1), 147–158.
- Astiyandha, T., & Chotimah, C. (2020). The effectiveness of using kids song to teach listening on young learner viewed from students' motivation at azhar tahfidz. *Lingua*, 16(1), 87–92. <https://doi.org/https://doi.org/10.34005/lingua.v16i1.880>
- Astuti, R., & Suryani, E. (2022). The Effect Of Cooperative Script Learning Model Assisted By Flashcard Image Media On The Ability To Understand Natural Science (Ipa) Concept Of Students In Class Iv Elementary School. *JURNAL PENDIDIKAN DASAR NUSANTARA*, 8(1), 128–139. <https://doi.org/10.29407/jpdn.v8i1.18124>
- Del Pozo, F. J. F., Alonso, J. V., Velis, N. B. C., Barahona, M. M. A., Siggers, A., & Lopera, E. (2016). Basic life support knowledge of secondary school students in cardiopulmonary resuscitation training using a song. *International Journal of Medical Education*, 7, 237. <https://doi.org/https://doi.org/10.5116%2Fijme.5780.a207>
- Dwi, L. E. (2017). Improving studentsvocabulary mastery through pictionary board game at grade IV B of elementary school 36 Pekanbaru. *Al-Ishlah: Jurnal Pendidikan*, 9(2), 1–15. <https://doi.org/https://doi.org/10.35445/alishlah.v9i2.48>
- Fridayanti, A., Tahrur, & Mulyadi. (2021). Increasing Kindergarten Students' Vocabulary and Learning Interest Through English Kids Songs at Palembang Paramount School. *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)*, 684–687. <https://doi.org/10.2991/assehr.k.210716.128>
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123–133.
- Intani, E. N. (2012). Developing modified Indonesian children song lyrics to teach vocabulary to elementary school third graders. *English Education Journal*, 2(2). <https://doi.org/https://doi.org/10.1609/aaai.v33i01.33019729>
- Kadarsih, I., & Fitria, Y. (2022). Implementation of Learning Using Interactive Multimedia Based on Android. *Jurnal Ilmiah Sekolah Dasar*, 6(1). <https://doi.org/https://doi.org/10.23887/jisd.v6i1.41651>
- Kurniarti, D. (2017). The Effectiveness Of Song Lyrics To Teach Student's Vocabulary (An Experimental Research) For First Grade Student Of Man Sukoharjo In The Academic Year Of 2016/2017. *English Education Departement Islamic Education And Teacher Training Faculty The State Islamic Institute Of Surakarta*.
- Kurniastuti, I., & Prayogo, V. B. (2022). DEVELOPMENT OF THEMATIC CHILDREN'S SONG AS A FUN LEARNING MEDIA FOR 2nd GRADE ELEMENTARY SCHOOL STUDENTS. *IJET (International Journal*

- of *Indonesian Education and Teaching*), 6(1), 25–38. <https://doi.org/https://doi.org/10.24071/ijiet.v6i1.4132>
- Liao, M.-Y., & Campbell, P. S. (2016). Teaching children's songs: a Taiwan–US comparison of approaches by kindergarten teachers. *Music Education Research*, 18(1), 20–38. <https://doi.org/https://doi.org/10.1080/14613808.2015.1049256>
- Mohammad Haryo, B. (2021). *Teaching English Using Children Songs: Its Effect On Students'listening Comprehension At Smpn 4 Tualang Kabupaten Siak*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Parmini, N. P. (2021). The Integration of Traditional Balinese Children's Song Lyrics in Indonesian Learning to Instill Moral Education Of Elementary School Students in Ubud. *International Journal of Elementary Education*, 4(4), 537–548. <https://doi.org/https://doi.org/10.23887/ijee.v4i4.32340>
- Rahma, H. N., & Astutik, Y. (2022). There Is Any Effect Of Board Games For Teaching Reading Second Grade At Junior High School. *Academia Open*, 6, 10–21070.
- Rianti, W. (2017). Improving Students' Vocabulary Mastery by Using Kids' songs (SD Negeri 022 Kampar, Riau). *Journal of English Language and Education*, 1(1). <https://doi.org/https://doi.org/10.31004/jele.v1i1.13>
- Song, C. S., Xu, C., Maloney, E. A., Skwarchuk, S.-L., Burr, S. D. L., Lafay, A., Wylie, J., Osana, H. P., Douglas, H., & LeFevre, J.-A. (2021). Longitudinal relations between young students' feelings about mathematics and arithmetic performance. *Cognitive Development*, 59, 101078. <https://doi.org/https://doi.org/10.1016/j.cogdev.2021.101078>
- Sulaksana, M. D., Yudiana, K., & Simamora, A. H. (2021). Learning Circumference and Area of Building with Video Media for Fourth Class Students of Elementary School. *Jurnal Ilmiah Sekolah Dasar*, 5(4), 697. <https://doi.org/10.23887/jisd.v5i4.40129>
- Supartini, T., Weismann, I. T. J., & Hengki, W. (2020). Development of Learning Methods through Songs and Movements to Improve Children's Cognitive and Psychomotor Aspects. *European Journal of Educational Research*, 9(4), 1615–1633. <https://doi.org/https://doi.org/10.1016/j.cogdev.2021.101078>
- Tanjung, T. S. (2020). *The effectiveness of kids song on students' vocabulary mastery at V grade of SDIT Bunayya Padangsidempuan*. IAIN Padangsidempuan. <http://etd.iain-padangsidempuan.ac.id/id/eprint/5901>
- Tembang, Y., Purwanti, R., Palobo, M., & Kabrahanubun, R. I. (2020). Development of Interactive Based Powerpoint Learning Media In The Class Iv Students Of Merauke Basic School. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–6. <https://doi.org/10.1145/3452144.3452281>
- Williams, R., Park, H. W., Oh, L., & Breazeal, C. (2019). Popbots: Designing an artificial intelligence curriculum for early childhood education. *Proceedings of the AAAI Conference on Artificial Intelligence*, 33(01), 9729–9736.
- Yi, H., Song, Y., Liu, C., Huang, X., Zhang, L., Bai, Y., Ren, B., Shi, Y., Loyalka, P., & Chu, J. (2015). Giving kids a head start: The impact and mechanisms of early commitment of financial aid on poor students in rural China. *Journal of Development Economics*, 113, 1–15. <https://doi.org/https://doi.org/10.1016/j.jdeveco.2014.11.002>
- Yolanda, S., Winarni, R., & Yulisetiani, S. (2022). The New Way Improve Learners' Speaking Skills: Picture and Picture Learning Media Based on Articulate Storyline. *Journal of Education Technology*, 6(1), 173. <https://doi.org/10.23887/jet.v6i1.41452>