

**THE EFFECTIVENESS OF KIDS SONG TO IMPROVE STUDENTS
LISTENING SKILL AT SDN 30 MATTIROWALIE KOTA PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of S1 Education
and Teacher Training Faculty of State Islamic University of Palopo in Partial
Fulfillment of Requirement for S.Pd. Degree in English Educations*



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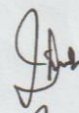
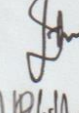
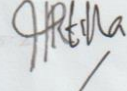
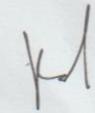
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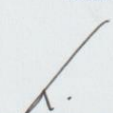
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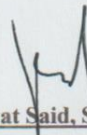
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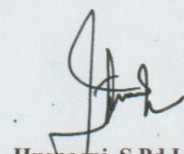
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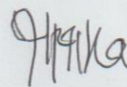
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ABSTRACT

Jihan Aulia Agniyah, 2025. “*The Effectiveness of Kids Song to Improve Students Listening Skill at SDN 30 Mattirowalie Kota Palopo*”. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institute Agama Islam Negeri (IAIN) Palopo. Supervised by Wisran and Yuyun Ruqiyat Said.

Listening is one of the core linguistic competencies and serves as a crucial component in the communication process that students must master. Through attentive listening, individuals can synthesize information and better comprehend the content conveyed by the speaker. Listening skills are vital in various aspects of life, and a comprehensive learning strategy incorporating methods such as reading, hands-on practice, lectures, and listening is often recommended to optimize learning outcomes. This study aimed to examine the effectiveness of using children's songs as a medium to improve students' listening skills. A pre-experimental design was employed in this research. The population consisted of 110 students, with a total sampling method applied, resulting in a sample of 24 students. Data were collected through pre-test and post-test assessments and analyzed using SPSS version 20. The findings revealed that the mean post-test score was significantly higher than the mean pre-test score ($44.58 < 81.29$). Additionally, the t-count value exceeded the t-table value, indicating a statistically significant improvement. Thus, the implementation of children's songs was found to be effective in enhancing students' listening skills. It can be concluded that the use of children's songs significantly contributes to the development of students' listening abilities.

Keywords: Songs, Children's Songs, Listening Skills

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ABSTRAK

Jihan Aulia Agniyah, 2025. "*Efektivitas Lagu Anak untuk Meningkatkan Kemampuan Mendengarkan Siswa di SDN 30 Mattirowalie Kota Palopo*". Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo. Dibimbing oleh Wisran dan Yuyun Ruqiyat Said.

Mendengarkan adalah salah satu kompetensi linguistik. Ini merupakan komponen penting dari proses telekomunikasi yang harus dikuasai oleh siswa. Melalui mendengarkan dengan penuh perhatian, pendengar dapat menggabungkan informasi dan meningkatkan konten yang disampaikan oleh pembicara. Kemampuan mendengarkan sangat penting dalam berbagai aspek kehidupan, dan dapat disimpulkan bahwa strategi yang komprehensif yang menggabungkan berbagai teknik pembelajaran, seperti membaca, praktik langsung, ceramah dan mendengarkan sering dianjurkan untuk memaksimalkan proses pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas media lagu anak-anak dalam meningkatkan kemampuan mendengarkan siswa. Penelitian ini menggunakan pendekatan pra-eksperimental. Populasi penelitian terdiri dari seratus sepuluh siswa, dan sampel dipilih dengan menerapkan metode total sampling yang terdiri dari dua puluh empat siswa. Peneliti mengumpulkan data menggunakan penilaian *pre-test* dan *post-test*. Analisis statistik data menggunakan SPSS versi 20. Hasil penelitian menunjukkan bahwa rata-rata skor *post-test* melebihi skor *pre-test* ($44,58 < 81,29$). Selain itu, nilai *t-count* melebihi nilai *t-table*. Pengaplikasian *treatment* dalam meningkatkan kemampuan mendengarkan siswa dinilai berhasil. Oleh karena itu, dapat disimpulkan bahwa penerapan lagu anak-anak dapat memberikan peningkatan keterampilan mendengarkan siswa secara signifikan.

Kata kunci: Lagu, Lagu Anak-Anak, Keterampilan Mendengarkan

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الملخص

جيهان أوليا أغنيه، ٢٠٢٥م. "فاعلية الأغاني المخصصة للأطفال في تنمية مهارة الاستماع لدى تلاميذ المدرسة الابتدائية الحكومية رقم ٣٠ مَترَوالي بمدينة فالوفو". رسالة جامعية في برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو. تحت إشراف ويسران ويويون رقية سعيد.

تُعَدُّ مهارة الاستماع من الكفاءات اللغوية الأساسية، وهي عنصر مهم في عملية الاتصال يجب على التلاميذ إتقانه. ومن خلال الاستماع بانتباه، يستطيع المتعلم استيعاب المعلومات وتعزيز المحتوى المقدم من المتحدث. وتُعتبر هذه المهارة ضرورية في العديد من جوانب الحياة، لذا توصي الاستراتيجيات التعليمية الشاملة باستخدام أساليب متنوعة، كالمطالعة، والممارسة العملية، والمحاضرة، والاستماع، من أجل تحسين فعالية التعلم. هدفت هذه الدراسة إلى بيان مدى فاعلية استخدام الأغاني المخصصة للأطفال بوصفها وسيلة تعليمية لتحسين مهارة الاستماع لدى التلاميذ. وقد اعتمدت الدراسة على المنهج شبه التجريبي، وشملت العينة أربعة وعشرين تلميذًا تم اختيارهم بطريقة العينة الشاملة من أصل مائة وعشرة تلاميذ يشكّلون مجتمع الدراسة. وتم جمع البيانات باستخدام اختبارين قبلي وبعدي، ثم تحليلها باستخدام برنامج SPSS الإصدار ٢٠. وقد أظهرت النتائج أن متوسط درجات الاختبار البعدي (٨١,٢٩) أعلى من درجات الاختبار القبلي (٤٤,٥٨)، كما تجاوزت القيمة المحسوبة (t -count) القيمة الجدولية (t -table)، مما يدل على فاعلية التدخل التعليمي. وبناءً على ذلك، خلصت الدراسة إلى أن استخدام الأغاني المخصصة للأطفال يسهم بشكل ملحوظ في تنمية مهارة الاستماع لدى التلاميذ.

الكلمات المفتاحية: الأغاني، أغاني الأطفال، مهارة الاستماع

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CHAPTER I

INTRODUCTION

A. Background

Listening is one of the linguistic competencies. It is a crucial component of the communication process that students must master. Through listening, students can obtain information and improve the topics presented by the speakers. Brown states that listening is a step that involves processing the information one has received¹. By training listening skills, one can improve overall communication skills, as well as improve the level of understanding of the language they learn. Therefore, listening is not just a passive activity, but an active skill that is important in strengthening communication and language understanding². Listening is a crucial skill for students, particularly in the context of teaching and learning. Furthermore, it involves the act of attentively listening to the speaker and attempt to get meaning from the auditory information presented³.

Students consider their learning of English as enjoyable in the classroom. Research findings indicate that learning English is enjoyable due to the competence, enthusiasm, and personality of the teachers. Furthermore, students believe that applying English can enhance self-confidence. The application of English might demonstrate an individual's

¹ Brown. *Rhymes, Stories, and Songs in the ESL Classroom*. The Internet TESL Journal.

² Putri, A. T., & Ayu, M. (2023). *The Correlation Between Learning Style and Students' Listening Skills in Fifth-Grade Students at SD Negeri 1 Gedung Meneng*. Journal of English Language Teaching and Learning.

³ Underwood, M. *Teaching Listening*. London: Longman. 1989.

intelligence. The English teaching method can influence students' preferences for learning English⁴.

Many researchers try to find what makes learners successful at learning foreign language, and why some people are more effective at learning than others⁵. Nearly all of them were perplexed and spent a lot of time pondering the speaker's intended answers. They didn't read the question or choose the right response, they just listened⁶. An effective method to enhance listening skills is by connecting with English songs. According to Ratnasari, when learning English, especially listening, there are several media sources, like songs, movies, and videos, that can assist students in enhancing their listening abilities. Since songs are everywhere and may train our ears to listen, they are one type of media that can help us become better listeners⁷.

Therefore, the researcher chose to use songs as the learning media that be used, because according to Nurhayati, The song serves as an effective resource and tool for facilitating English language appropriation, and it is said to inspire children in their learning activities. Songs are a

⁴ Masruddin, Muhammad Zuljalal Al Hamdany. *Students' Motivation in Learning English in Islamic Higher Education*. Institut Agama Islam Negeri Palopo. 2023.

⁵ Furwana, Dewi. "Language Learning Strategies of EFL College Students." *Ethical Lingua: Journal of Language Teaching and Literature* 4, no. 1 (2017): 76-91.

⁶ Hikmah N, Rustan Santaria, Rusdiansyah. *Improving Students Listening Skills Through Audio-Visual Podcast of Tenth Grade in SMA Negeri 2 Palopo*. (Doctoral dissertation, Institut Agama Islam Negeri Palopo). 2023.

⁷ Henny, Ratnasari. *Songs to Improve the Students Achievements in Pronouncing English Words*. (Semarang). 2007.

crucial component of English language education as they enhance students hearing sensitivity⁸.

Song serves as a medium that enhances auditory skills, as songs are universal and facilitate ear learning. Listening is a creative skill, as it involves us to interpret audio information by using the raw elements of language, vocal intonation, and from this, we develop meaning as listeners, informed by linguistic information, situational context, and the speaker's intentions⁹. Songs are not only a trend, but also an integral part of a culture that can enhance a person's memory. As a result, this emotional involvement enriches the learning process and improves student understanding of the language studied, going beyond the structural aspects of language to embrace the cultural and expressive dimensions.

English Language Teaching (ELT) encompasses a comprehensive set of practices and processes dedicated to instructing individuals in the English language¹⁰. The researcher use a song as a medium because students respond to its meaning while not comprehending individual lyrics. They frequently acquire knowledge indirectly rather than directly; their comprehension comes not only from verbal explanations but also from visual and auditory stimuli, and importantly, from physical interaction and

⁸ Nurhayati, Lusi. “*Penggunaan Lagu Dalam Pembelajaran Bahasa Inggris untuk Siswa SD; Mengapa dan Bagaimana?*”2009.

⁹ Rivers, W. *Hearing and Comprehending. English Teaching Forum*. 1980.

¹⁰ Yahya, Amalia, and Andi Husni A. Zainuddin. "Class Size in English Language Teaching: Teacher's Perspective." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12, no. 1 (2024): 641-652.

participation¹¹. This strengthens the assumption that the learning process with using media especially animation media, which can provide ease of understanding of students, so as to increase achievements students learning outcomes¹².

In the pre-observation conducted by researcher to teachers and students at the fourth-grade of SDN 30 Mattirowalie Kota Palopo about the obstacles experienced when implementing a special learning process on the listening material one of which is inadequate facilities such as language laboratory that does not exist, so that in the process of learning still pegged on the book package with explained method, so that students are less enthusiastic in the learning process because the techniques or methods used by teachers in the learning practice is so monotonous that students feel bored and not excited.

This study is base on phenomenon of students ability in listening still low and needs to improve. So in this research, the researcher want to conduct the entitled “The Effectiveness of Kids Song to Improve Students Listening Skill at SD 30 Mattirowalie Kota Palopo”. The researcher interested in choosing the topic because the kids song can help increasing the students listening skill.

¹¹ Harmer, J. *How to teach English*. Oxford University Press. 2008.

¹² Silmi Atma Ayu, Wisran, Husnaini. *Improving Students' Listening Skill by Using Animation Video at The Ninth Grade of SMPN 3 Palopo*. State Islamic Institute of Palopo. 2023.

B. Problem Statement

Based on the observation, the researcher composes the problem statement as follows: “Is kids song effective to improve students listening skill at SDN 30 Mattirowalie Kota Palopo?”

C. The Objective of the Research

Based on the problem statement above, the objective of this study is to find out the effectiveness of kids song to improve students listening skill.

D. The Significance of the Research

The study's results are expected to be helpful to:

1. For The Students

This research is expected to be beneficial in developing and implementing listening skills in students through children's songs.

2. For The English Teacher

The song motivates teachers and serves as the most effective approach for teaching listening skills.

3. For The Next Researcher

The research is expected to act as a reference for other researchers focusing on the use of songs in teaching the English language.

E. Definition of Key Terms

1. Song

A song provides an enchanting quality that can mesmerize us; thus, when we listen to music, we may become immersed in it. As an example,

when an individual listens to a song, they may become engrossed in the narrative of the words, while the melody stimulates their emotions or feelings. A song is a simple musical work accompanied by expressive lyrics, where both the music and the text hold equal significance¹³. It is typically performed with instrumental accompaniment and can be composed for one or more artists¹⁴. Songs can be considered artworks when performed vocally with the support of musical instruments. Song as “a short poem or a number of verses set into music and intended to be sung”¹⁵. A song can be defined as a composition of lyrics arranged with words and rhymes, accompanied by instrumental music.

2. Kids Song

A children's song comprises a collection of expressive words designed to convey a message to prepubescent persons, accompanied by melodious music that encourages understanding of the message. The children's song is a delightful series with simple vocabulary that is suitable for young audiences and easy to memorise.

3. Listening

Listening is derived from "listen," which is to pay attention to someone or anything audible. Moreover, listening remains one of the most difficult talents for kids to develop and should be regarded as a basic

¹³ *The Encyclopedia of Americana* (Danbury: Grolier Incorporate) 1998.

¹⁴ Henny, Ratnasari. *Songs to Improve The Sudents Achievement in Pronouncing English Word. A Final Project*. (Language and Arts Faculty Semarang State University) 2007.

¹⁵ A.S. Hornby. *Oxford Advanced Learners Dictionary*. (Oxford University Press) 2002.

competency. By enhancing their listening skills, the teacher cultivates students capacity to become autonomous learners¹⁶.

F. Scope of The Research

This research attempts to know the effectiveness of kids song on students learning and increase the students ability in listening skills. The songs used by researchers in this study are kids songs that have special characteristics such as repetitive tunes and lyrics. The researcher expects that kids song can improve their listening skill with the English kids song.

¹⁶ Lia, Lisyati. *The Effect of Students Schemata Toward Their Listening Comprehension Achievement*. A Thesis. (Banda Aceh: Universitas UIN Ar-Raniry)

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research

Earlier study serves as a source of inspiration to facilitate the implementation of new studies. Previous research serves as a repository of historical findings that researchers want to compare with their own researches. Furthermore, the researcher may analyse both the advantages and disadvantages of the study. The researcher can conduct original research as they are aware of the topics that remain unexplored. Several previous research studies are pertinent to this topic:

Tanjung, 2020, *The Effectiveness of Kids Song On Students Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan*. The purposes of this research is to know significant the effectiveness of kids song vocabulary mastery at V grade of SDIT Bunayya Padangsidimpuan. This research applied a quantitative research methodology. The researcher systematically gathered and analysed the data obtained from the research statistically¹⁷. The findings of this research indicate a significant effectiveness of applying kids songs on students' vocabulary mastery at grade V students of SDIT Bunayya Padangsidimpuan.

Churota'ayun, 2022, *Efektifitas Media Lagu Bahasa Mandarin Terhadap Kemampuan Pemahaman Kosakata Pada Pembelajaran Daring*

¹⁷ Tiffany Sahanaya Tanjung, *The Effectiveness of Kids Song On Students' Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan*, 2020.

Bagi Siswa Kelas 3 Di Sekolah Dasar Nation Star Academy Surabaya. The purpose of the study was to analyze the level of chinese-language media on the ability to understand students' words. In this study, researchers are employing experimental quantitative research. In fact, learning using a chinese-language medium has proved to increase student understanding and has a higher value of effectiveness than learning without song as a media¹⁸.

Bismo, 2021, *Teaching English Using Children Songs: Its Effect on Students' Listening Comprehension at SMPN 4 Tualang Kabupaten Siak*. This research aims to assess the scope of children's songs' influence on students listening comprehension. The research design is quasi-experimental. This research revealed that teaching English through children's songs significantly improved students' listening comprehension¹⁹.

Afriyunanda and Oktaviani, 2021, *The Use Of English Songs To Improve English Listening Skills*. This research methodology is qualitative. Data gathering involved providing link questionnaires to 100 students who had participated in listening classes. The study targeted students enrolled in the fifth and seventh semesters. This study aims to ascertain if English songs improve students' listening abilities²⁰. The study involving 100 students

¹⁸ Elisa Churota'ayun, *Efektifitas Media Lagu Bahasa Mandarin Terhadap Kemampuan Pemahaman Kosakata Pada Pembelajaran Daring Bagi Siswa Kelas 3 Di Sekolah Dasar Nation Star Academy Surabaya*, 2022.

¹⁹ Mohammad Haryo Bismo, *Teaching English Using Children Songs: Its Effect on Students' Listening Comprehension at SMPN 4 Tualang Kabupaten Siak*. 2021.

²⁰ Eicha Afriuninda, Lulud Oktaviani, *The Use Of English Songs To Improve English Students Listening Skills*, 2021.

indicated a positive correlation between the use of English songs and listening proficiency.

Teppa, Rorimpandey and Posumah, 2022, *Improving Students Listening Skill By Using Songs Lyrics: A Study Conducted At SMAN 1 Melonguane*. The purposes of this study was to find out whether the used of songs lyrics could improve the students listening skill. In this research, the researcher use quantitative research through pre-experimental design with pre-test and post-test. The subjects of this research were the third grade at SMAN 1 Melonguane²¹. The results of this study using song lyrics as a strategy was benefical in enhancing student's listening skills.

The similarities between this study and the previous five studies are that they all use songs as a special-skill tool for learning English. Where as the difference between this study and the three previous studies is that each study conducted research at a different level of education. In the first and second studies, Tifanny and Elisa studied at grade 5 and 3 of Elementary School levels, Haryo Bismo at Junior High School, Eicha and Lulud at the fifth and seventh semesters at a University. And last, Rossolino and his friends researched at the Senior High School, while this research at the 4 grade of Elementary School. The first and the second kinds of research done by Tifanny and Elisa are the type of quantitative research method, also the third researcher, Mohammad Haryo Bismo, used a quasi-experimental type

²¹ Rossolino R. Teppa, Rinny Rorimpandey, and Jenie Posumah. *Improving Students Listening Skill By Using Songs Lyrics: A Study Conducted at SMAN 1 Melonguane*, 2022.

of research. Eicha and Lulud used Qualitative research method, and Rossolino used quantitative. Whereas the kind of this research is using experimental research method.

B. Literature Review

a. Definition of Kids

Kamus Besar Bahasa Indonesia is defined child as a person who is a minor, or a descendant of a parent. A child can also refer to someone who is still in a period of physical, mental and emotional development. According to the World Health Organization (WHO) definition of child is counted from a person in the womb until the age of 18 years. Beside that, according to UNESCO children is any individual under the age of eighteen years, except governed by appropriate child law.

Based on Regulation of The Minister of Health of Republic Indonesia Nimber 66 of 2014, concerning Monitoring Growth, Development, and Disorders in Children's Growth and Development, Article 1 Paragraph 1, a child is someone who is under the age of 18, including a child who is still in the womb. Jean Piaget classifies elementary school-aged children in the concrete operational stage (around ages 7–11), children of this age are in the concrete operational stage, which is the ability to think logically about real and concrete things. They begin to understand concepts such as conservation, classification, and cause-and-effect relationships, although they are not yet fully capable of abstract thinking²².

²² Santrock, J. W. *Child development* (11th ed.). McGraw-Hill, 2007.

From the perspective of psychosocial development, Erik Erikson explains that children of this age are at the stage of industry vs. inferiority, where they want to demonstrate their abilities, productivity, and strive for achievement. If successful, children will grow with self-confidence and competence; if they fail, they may feel inferior and incapable²³. According to Hurlock, elementary school-aged children experience rapid growth in intellectual and social aspects. They begin to expand social relationships beyond the family, such as with peers and teachers, and start learning social values and responsibilities.

Legally and in formal education in Indonesia, according to Law No. 20 of 2003 on the National Education System, the age for elementary school is part of basic education that must be attended by every citizen starting at around 7 years old²⁴. Whereas in this study, the children referred are of elementary school age specifically between 9 and 11 years old. Elementary school-aged children are individuals who are in the age range of approximately 6 to 12 years, during which they begin formal education at the elementary school level. This period is known as middle childhood, which is very important for the cognitive, social, emotional, and moral development of the child.

²³ Papalia, D. E., Olds, S. W., & Feldman, R. D. *Human development* (9th ed.). McGraw-Hill, 2008.

²⁴ Republik Indonesia. *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Depdiknas, 2003.

b. Definition and Theory of Song

According to Safriena, music is one branch of the arts that speaks about a sound art piece manifested as songs or musical compositions, articulating the creator's thoughts and emotions using musical aspects, specifically: rhythm, melody, harmony, song structure, and expression²⁵.

When utilizing music as a media, they should be properly selected for quality. Teachers should evaluate the appropriateness of a song for students by examining its theme, genre, and age relevance. Additionally, the song should possess beneficial attributes, such as a clear and loud speaker quality. The vocabulary used in the song must align with the proficiency level.

English songs constitute an exceptional linguistic resource that contains culture, vocabulary, auditory comprehension, grammar, and various other language competencies within a limited number of lyric compositions. It can be applied for many different uses of English in the instruction and learning of foreign languages. This also supported by Shen, "being a combination of music and language, songs have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching"²⁶. English songs can enhance listening skills due to individuals' familiarity with auditory

²⁵ Safriena, Rien. *Pendidikan Seni Musik*. (Jakarta: TT), 1999.

²⁶ Shen, C. *Using English Songs: an Enjoyable and Effective Approach to ELT (English Language Teaching)*, 2009.

stimulation. Listening to English music allows the listener to encounter unfamiliar language and enhances their ability to accurately pronounce English words²⁷.

Mastering listening skills indicates that students have improved their ability to receive information. To acquire information, one must first identify the problem and then attempt to comprehend it. However, mastering listening skills is challenging for children due to their encounter with numerous foreign terms or vocabulary. It may affect student understanding of the material's relevance. English songs has great melodies, and the lyrics are simple to memorise and commit to practice²⁸.

c. Definition Of Kids Song

The kid's song comprises a collection of expressive lyrics conveying a message to prepubescent individuals, accompanied by melodious music to facilitate understanding of the message. A children's song has a sequence of lovely and simple words that are suitable for kids and easy to memorise. The application of children's songs as a medium for teaching listening is anticipated to motivate students in the process of learning. They might show increased interest and acquire illustrations and new terminology to articulate their ideas in English. According to Nurita in Moral Values in The English Children's Song Lyrics by Kurniawan, children's songs also teach values that positively influence their growth. In other words, children's songs that

²⁷ Listiyaningsih, Tri. *The Influence of Listening English Song to Improve Listening Skill in Listening Class*. IAIN Surakarta, 2017.

²⁸ Xiao, J. *The Function of English Songs to Improve Listen to College English as A Second Language (ESL) Students*. University of Wisconsin-plattef, 2013.

educate lessons on manners have a beneficial influence on their memory, emotional well-being, and physical health. The appropriate children's songs can encompass every aspect of educational aims for children²⁹.

According to Swanson, a good song for a child's early age is that it has melodies that are catchy, melodies that rhyme and attract the attention of the child, the text of the song using the words repeated and the melody correspond to the child's voice³⁰.

Endraswara stated that what is referred to as children's songs are those that are cheerful in nature reflect noble ethics. Children's songs are songs that are typically sung by children, while the lyrics of odd children's songs contain basic activities that children typically engage in³¹.

d. Characteristics of Kids Song

The character of children's early age is usually compatible with their mental and physical development. Early childhood musical characteristics or characteristics to a wide range of musical activities are associated with music.

Both the character of the music to be played and sung by the child has limits: it is easy to remember, interest the child, comfortable to be played and sung in the review of rhythm, intervals, birama, repetition, motion, number of tones and elements, which contain the nature of the game and the

²⁹ Kurniawan, Andreas Heri. *Moral Values in The English Children's Song Lyrics*. Jurnal Pendidikan dan Sastra Inggris. 2021.

³⁰ Swanson, Bessie R. *Music in The Education of Children*. Music Educators Journal, Sage Publications, Inc. on behalf of MENC: The National Association for Music Education. 1961.

³¹ Endraswara, Suwardi. *Metodologi Penelitian Foklor*. (Yogyakarta: MedPress), 2009.

communicative. The music of the child must be consistent with the physical development of which it can manifest itself as a media expression of the child's feelings, thoughts, heart. Here's a characteristics of kids song:

- a) The rhythm that attracts children's attention.
- b) The lyrics should have a same rhythm framework as the rhythm of the song and to the melodic line of the music.
- c) The melody should be simple and easy to remember.
- d) The feel and message of the lyrics should matches with the feel and message of the music.
- e) The lyrics should use repeated words, smooth language by using polite words and heroism or contain things that useful and educational text.³²

According to Hidayat³³, a good song for children is one that takes into account the following criteria:

- a) The verses and sentences are short.
- b) Simple for children to remember.
- c) There exists an instructional mission.
- d) Appropriate for children's character and surroundings.
- e) The taught tone is easily mastered by children.

³² Rachmi, Tetty dkk. *Keterampilan Musik dan Tari*. (Tangerang Selatan: Universitas Terbuka), 2015.

³³ Rasyid, Fathur. *Cerdaskan Anakmu dengan Musik*. (Yogyakarta: Diva Press), 2010.

e. Teaching Listening Using Song

Music or songs can serve as an important instrument in the learning process for children. By singing songs or vocalizing, children feel happy, joyful, and they can be encouraged to study more diligently. Songs or singing can be used as a pleasant medium for conveying messages to children. Songs are inseparable from children's learning activities. Children play with songs; they even learn with songs³⁴.

Teaching listening is different from instructing in speaking, writing, or reading. Instruction in listening requires extra priority, and the subject matter must be engaging to prevent student disinterest. Audio and visual elements are essential for educational media, as they can enhance student involvement and foster active participation in the learning process³⁵.

According to Morley and Rost, stated "Listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy development of the other language skills"³⁶.

According to Wolfin, listening has been recognised as one of the most applied and essential communication abilities in personal, academic, and professional contexts. The essential function of listening in communication starts with the acknowledgement that hearing is the first

³⁴ Rasyid, Fathur. *Cerdaskan Anakmu dengan Musik*. (Yogyakarta: Diva Press), 2010.

³⁵ Khoirotun Naimah, Jufriadi, Fadhliah Rahmah Muin. *The Impact Of Powerpoint Animation in Increasing The Students Listening Skills at Islamic Senior High School*. State Islamic Institute of Palopo, 2024.

³⁶ Gilakjani, A. P. *Learners Listening Comprehension Difficulties in English Language*. (English Language Teaching), 2016.

language ability to be developed. Considering the principles of listening, it is imperative for language educators to assist their students in becoming proficient listeners. It serves not just the communicative objectives of language instruction but also when language is used beyond the classroom situation.

According to Millington, songs serve various objectives and are considered as a great teaching instrument for many different reasons. Lopera articulates several justifications for the inclusion of songs within an educational framework. Firstly, music is influenced by social setting; secondly, it can alter students moods. Third, it offers stimulation, amusement, challenge, and enjoyment. Fourth, music may be linked to happiness as it evokes individuals' memories and aspirations³⁷. Eventually, the majority of educators concur that music serves as an effective instrument for learning English language skills.

f. Advantages and Disadvantages of Song

Music serves as a significant instrument for developing proficiency in English. Songs may encourage the educational process for students. The advantages of songs are as follows:

- a) Song could become a media introduction of new languages.
- b) Songs can improve students pronunciation.
- c) Songs act both in short and long term memory.

³⁷ Millington, N. T. *Using songs effectively to teach English to young learners*. (Language Education in Asia, Volume 2, Issue 1). 2011.

- d) Songs can significantly enhance students motivation in speaking.
- e) The studentns are more motivating than repetitions in other texts.
- f) Music can enhance kids' retention of memories³⁸.

Meanwhile the disadvantages of using song are follows:

- a) Teachers do not take the music seriously.
- b) It may disrupt surrounding lessons.
- c) Songs can lose control of the class easily³⁹.

g. Definition and Theory of Listening Skills

Listening is the active process of receiving and responding to verbal communications. It signifies that listening is a crucial talent that every student must possess. If one statement is not clearly audible, comprehending the other sentences becomes challenging. Listening in any language necessitates concentration and attentiveness. Listening skill is an essential component of language proficiency; however, it has been afforded significantly less attention than other skills such as speaking, reading, and writing in English classes. Listening is the process of attentively perceiving and interpreting auditory information⁴⁰.

Listening skill provide many advantages during learning a foreign language. At first, listening gives children an illustration of correct English pronunciation. It also facilitates the enhancement of their additional skills.

³⁸ Brewster, J., Ellis, G., Girard, D. *The Primary English Teacher's Guide*. (England: Penguin English), 2002.

³⁹ Murphey, T. *Music and Songs*. (Oxford, England: Oxford University Press), 1992.

⁴⁰ Mary, Underwood. *Teaching Listening*. (London: Longman Publishing), 2007.

Secondly, by acquiring listening skills, learners can indirectly study some language aspects. The factors may include pronunciation, speech rate, stress patterns, accent, and intonation. These factors will enhance learners' capacity to speak proficiently in English⁴¹.

A lot of research have defined listening. Chastain, characterised listening as the ability to recognize native speech at a standart rate⁴². Morley, stated that hearing encompasses auditory discrimination, aural grammar, the selection of pertinent information, retention, and the correlation between auditory stimuli and semantic formulation⁴³. According to Postovsky, argues that hearing encompasses a spectrum from sund discrimination to auditory comprehension⁴⁴. Goss, defined hearing as a process of comprehending auditory input and structuring it into lexical components to which meaning may be assigned⁴⁵. Bowen, Madsen, and Hilferty established that listening constitutes comprehension of spoken language. Students listen to spoken language, segments sounds, categorise the into lexical and syntatic units, and understand the message. Listening is a process that involves receiving the speaker's message, interpreting and demonstrating understanding, negotiating meaning with the speaker,

⁴¹ Dewi Furwana, Andi Tenrisanna Syam. *Listening is Hard": ADDIE Model on The Development of English Listening Worksheets*. Islamic Institute of Palopo. LANGUAGE CIRCLE: Journal of Language and Literature, 2021.

⁴² Chastain, K. *The Development of Modern Language Skills: Theory to Practice*. (Philadelphia: Center for Curriculum Development), 1971.

⁴³ Morley, J. *Aural Comprehension Instruction: Principles and Practices*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language*. Boston: Heinle and Heinle.

⁴⁴ Postovsky, V. A. *On Paradoxes in Foreign Language Teaching*. *Modern Language Journal*. 1975.

⁴⁵ Goss, B. *Listening as Information Processing*. *Communication Quarterly*. 1982.

responding, and generating meaning through participation, creativity, and empathy⁴⁶.

Based on the definition given above, it can be inferred that listening skill constitutes a complex, active process of interpretation wherein listeners align what they have heard with their preexisting knowledge. It is a process to start minding. We must pay attention first with the listening, and then we can easily study the other skills.

h. Aspects of Listening Skill

Listening is the first language skill. Listening is the process of attentively hearing verbal symbols, comprehending, appreciating, and interpreting them to learn information, grasp content or messages, and identify the meaning of communication conveyed by the speaker through spoken language⁴⁷. According to Bagus Triadi & Tri Pujiati⁴⁸, there are stages in the learning process of listening skills in early childhood, namely 1) listening, 2) understanding, 3) evaluating, and 4) responding.

Listening is integral to English language instruction. Burely-Allen, asserted that listening skills are the most commonly utilized abilities in daily life. Burley asserts that over 40% of our daily communication is dedicated to listening, 35% to speaking, 16% to reading, and merely 9% to writing.

⁴⁶ Bowen, J. D., Madsen, H., & Hilferty, A. *TESOL Techniques and Procedures*. (Boston, MA: Heinle and Heinle Publishers).

⁴⁷ Tarigan, Henry Guntur. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. 2008.

⁴⁸ Dinar Faiza, Meilina Haris Mayekti, Ade Christanty Yudha Bestari. *Pelatihan Kemampuan Listening melalui Media Lagu Bahasa Inggris kepada Siswa Kelas X MA Al Ikhlas Beji, Kedungbanteng*. Universitas Nahdlatul Ulama Purwokerto. 2021.

Listening can also increase sensitivity to hearing English vocabulary which is directly proportional to speaking ability⁴⁹. Listening is the inherent precursor to speaking. The initial phases of language development in an individual's primary language, as well as in the naturalistic acquisition of additional languages, rely on auditory input.

i. Relationship Between Song and Listening

Using songs to improve listening skills offers several benefits. Research suggests that songs can enhance listening comprehension, provide pronunciation practice, and reinforce aspects of rhythm in a language. Additionally, songs can help learners examine culture and diversity through authentic materials, explore human vocal expression and communication, and obtain vocabulary, idiomatic idioms, and moreover revisit grammatical concepts⁵⁰.

Song is universal and cherished by individuals of all ages and cultural backgrounds, rendering it an exceptional medium for motivating learners. Moreover, incorporating songs into education can establish environments that reflect and critique significant social, political, and historical themes, so enhancing the learning experience's relevance and motivation. In summary, songs serve as an effective instrument for

⁴⁹ Burley, Allen, Madelyn. *Listening: The Forgotten Skill*. New York: Wiley. 1982.

⁵⁰ Isnaini, S., & Aminatun, D. *Do you like listening listening to music?: Students' Thought on their Vocabulary Mastery Using English Songs*. Journal of English Language Teaching and Learning. 2021.

enhancing listening abilities and captivating students in language acquisition⁵¹.

Listening is the way we engage with music. This encourages understanding, interpretation, and silent engagement with the aforementioned musical work. When we listen, we are emotionally and cognitively engaged by the melody, lyrics, and message conveyed by the music. There are a few interesting parallels between song and listening:

a) Enhancing Learning Materials

Songs can be used as a tool to teach specific concepts in various learning materials. Literature related to education topics can assist students in comprehending information more effectively. As an example, engaging math songs or foreign language lessons can help students understand basic mathematical concepts or vocabulary.

b) Increasing Memory

Music has the power to influence a memory. By using songs that correspond with the course material, students can more easily understand the information presented in those songs.

c) Strengthening Linguistic Proficiency

Speaking songs in other languages can assist students in improving their understanding of tone, grammar, and vocabulary. Foreign language songs can help increase the ability to understand and communicate.

⁵¹ Afriyuninda, E., & Oktaviani, L. *The Use of English Songs to Improve English Students' Listening Skills*. Journal of English Language Teaching and Learning. 2021.

d) Giving Excellent Instruction

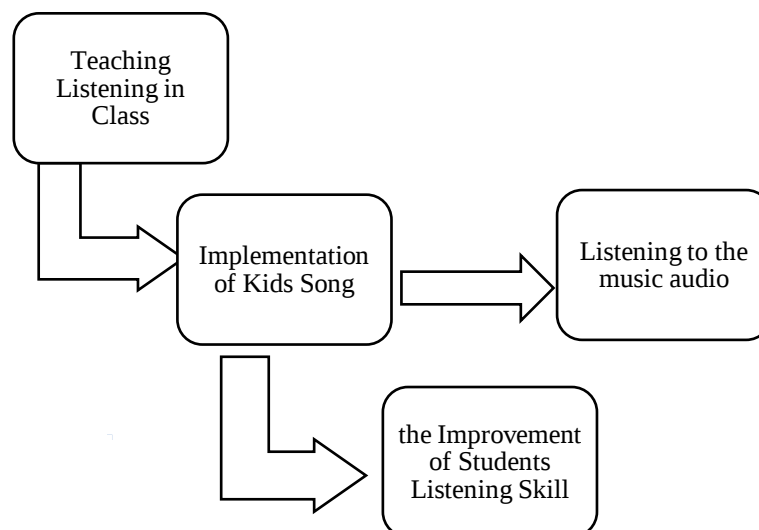
Songs related to the current course material can help students understand and assimilate information more effectively. This can create a strong and positive attitude toward learning.

The use of songs in listening is a creative and effective way to enhance students' learning experience. This also opens the door to variety and uniqueness in teaching methods that can interest students and strengthen their understanding of the subject matter.

C. Conceptual Framework

The conceptual framework of this research be illustrated in following diagram:

Chart 2.1 Conceptual Framework



The researcher using song as a media in this study to find out the effectiveness of kids song in students listening skills. Kids songs are the researcher's media used to support learning listening skills. First, students read and pay attention to the lyrics's and answer the questions listed on the given sheets of paper. The study focused on finding out The Effectiveness of Kids Song in Listening Skill at SDN 30 Mattirowalie Kota Palopo.

D. Hypothesis

Based on the review of related of literature above, the researcher present the hypothesis as follow as:

1. The Null Hypothesis (H_0): there is no significances different between the result of pre-test and post-test after the treatment of applying the kids song to improving students motivation in listening.
2. The Alternative Hypothesis (H_1): There is significance different between the result of pre-test and post-test after the treatment of applying kids song to improving students motivation in listening.

Where: H_0 = the score of pre-test

H_1 = the score of post-test

CHAPTER III

RESEARCH METHOD

This chapter considers the research design, population and sample, variables, research instruments, data collection procedures, and data analysis techniques.

A. Research Design

This research employed an experimental design with a one-group pre-test and post-test methodology. The comparison between the pre-test and post-test scores is contingent upon the efficacy of the treatment. The design is as follows:

Table 3.1 Research Design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

Notes:

O₁ : Pre –Test

X : Treatment

O₂ : Post-Test

B. Location and Time of The Research

The research location of this study is at SDN 30 Mattirowalie Kota Palopo situated on Andi Djemma Street, Number 37, Salekoe Subdistrict,

Palopo City, Sulawesi Selatan, Indonesia. As for the research time, the researcher conducts the study from September to October of 2024.

C. Variable of The Research

The variables used in this research are kids' songs and listening skills. The independent variable is kids song, because kids song can influence changes in other variables. While the dependent variable is listening skill, because this variable is influenced by the independent variable. Kids' songs can improve students' listening skills. Therefore, kids' songs are the independent variable, while listening skills are the dependent variable.

According to Sugiyono, the operational definition of a research variable is an element or value derived from an object or activity that has a certain range of variations that then be assigned to the researcher to be studied and drawn conclusions⁵².

D. Population and Sample

1. Population

The population of this research is the fourth-grade students of SDN 30 Mattirowalie Kota Palopo in the academic 2024/2025, the number of sample are 110 students.

2. Sample

The sampling technique in this research used purposive sampling technique. Sugiyono (2018:218) explained the meaning of purposive

⁵² Sugiyono, P. D. *Metode Penelitian : Kuantitatif, Kualitatif dan R&D*. 2010.

sampling, “Purposive sampling is a technique of sample data sources with specific consideration”.

The sample refers to the fourth-grade students of SDN 30 Mattirowalie Kota Palopo. Which contains 24 students aged 9-10 years old from one class.

E. The Instrument of The Research

The instruments of this research is Kids Song. The kids songs used are the songs that have repetitive tunes and lyrics. The researcher use that for pre-test and post-test to assest students listening skills. The researcher used one song for the pre-test, one song for each treatments, and one song for the post-test. Then the researcher also prepared a paper containing the song lyrics, which included this or that options.

F. Procedure of Collecting Data

The procedured of the research involve the following steps:

1) Pre-Test

The pre-test was conducted to collect initial data just before administering the treatment. The researcher conducted a listening test to facilitate the learning of unfamiliar words, using visual aids along with movements that corresponded to the lyrics of the song played. The song played is the Fruit Juice song by Pinkfong. This song will be played three times during the pre-test. Then the students will be given a test paper containing the song lyrics, and they will circle the correct word in the lyrics of the song that was played.

2) Treatment

The researcher provided treatment following the pre-test. The researcher conducts the treatment in four sessions. The steps are follows:

- a) Researcher encourage kids to learn to the song by having them listen, repeat, and practice singing it. Encourage them to utilize their bodies, their faces, and other expressions.
- b) The researcher play the music audio “A Root Chy-Cha” for three times. Then the researcher share each piece of paper to the students containing the lyrics of a song in which some words have been lost. Then the students have to work the assignment, after it was given the opportunity to present the results. The researcher and students together guess the correct lyrics of the song.
- c) At the third meeting, the researcher play the music audio “Body Bop” for three times. After that the students circle the correct answer on the given paper. The students listened again to the audio one more time, the researcher and students together to guess the lyrics of the song and representative of each paper in front of the class.
- d) At the fourth meeting, the researcher eliminates words in one class (for example nouns, adjectives, verbs and so on). Then the researcher play the song “Hokey Pokey”. Then the students be ask to listen to the song repeatedly and then circle the parts that were correct. Then the reasearcher and the students examine the paper together.

3) Post-Test

After giving the treatment, the researcher gave the post-test. The students listen the music audio. The researcher is gave the students a paper which is content of the listening test. The media may only be played once. After that, the students circle the correct answer from the lyrics of the song.

G. Technique of Data Analysis

To analysis the data, the writer uses the following steps:

- 1) Classifying the score.
- 2) Scoring the studets correct answer of the test by using the formula:

$$\text{Score} = \frac{\text{students correct answer}}{\text{total number}} \times 100$$

- 3) To understand the level of the students score the following classification where else:⁵³

Table 3.2 Score Classification⁵⁴

Classification	Score
Very Good	86-100
Good	76-85
Fair	66-75

⁵³ Mustakim, M., & Ismail, I. *The Influence of English camp in Improving Speaking Skill of English House Course students in Maroangin Kabupaten Enrekang*. Edumaspul: Jurnal Pendidikan. 2018.

⁵⁴ J.B Heaton, "Writing English Language Test," *System*, 1990, [https://doi.org/10.1016/0346-251x\(90\)90037-6](https://doi.org/10.1016/0346-251x(90)90037-6).

Poor	56-65
Very Poor	0-55

- 4) The researcher uses SPSS to analyze the student's mean score. SPSS is a computer program applied for calculating mean scores, standard deviations, and levels of significance.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the previous chapter, the researcher mentioned using the pre-test and post-test to conduct this research. This chapter presents the statistically analysed and tabulated data, encompassing students' pre-test and post-test scores, the categorisation of these values, as well as the mean and standard deviation. The objective of the pre-test and post-test is to assess the learner's listening skills in relation to the pre-experimental procedure. The researcher utilised the children's song with its lyrics as an instructional aid in this approach. The following section defines the conclusions of the research:

1. The Result of The Students' Listening Test in the Pre-Test and Post-Test

The researcher conducted a pre-test before implementing the treatment. The researcher introduced the kids song into the treatment and gave a pre-test. Before giving treatments that use kids song as a media, the researcher evaluated the pre-test scores of the students, giving the data illustrated in the table below:

Table 4.1 The Students' Pre-test Scores

No	Students	Pre-Test Score	Classification
1	S1	32	Very Poor
2	S2	38	Very Poor
3	S3	22	Very Poor
4	S4	22	Very Poor
5	S5	28	Very Poor
6	S6	76	Good

7	S7	30	Very Poor
8	S8	48	Very Poor
9	S9	20	Very Poor
10	S10	67	Fair
11	S11	40	Very Poor
12	S12	26	Very Poor
13	S13	70	Fair
14	S14	28	Very Poor
15	S15	32	Very Poor
16	S16	28	Very Poor
17	S17	68	Fair
18	S18	34	Very Poor
19	S19	78	Good
20	S20	58	Poor
21	S21	62	Poor
22	S22	73	Fair
23	S23	54	Very Poor
24	S24	36	Very Poor
Total	Mean Score	44.58	

Based on Table 4.1 above, the researcher concluded that the lowest and highest scores were from 24 students in the pre-experimental. In the pre-experimental, the lowest score on the pre-test was 20, and the highest was 86. Therefore, based on the classification, it demonstrates the outcome of the listening skill score before implementing the treatment using kids song with the lyrics as a media; the cumulative mean score for listening skill on the pre-test for all students is 44.58, classified as a “Poor” score.

Table 4.2 The Students' Post-test Score

No	Students	Pre-Test Score	Classification
1	S1	72	Fair
2	S2	66	Fair
3	S3	91	Very Good
4	S4	88	Very Good

5	S5	94	Very Good
6	S6	76	Good
7	S7	63	Poor
8	S8	79	Good
9	S9	84	Good
10	S10	86	Very Good
11	S11	95	Very Good
12	S12	80	Good
13	S13	70	Fair
14	S14	70	Fair
15	S15	85	Good
16	S16	89	Very Good
17	S17	82	Good
18	S18	75	Fair
19	S19	78	Good
20	S20	92	Very Good
21	S21	87	Very Good
22	S22	73	Fair
23	S23	89	Very Good
24	S24	87	Very Good
Total	Mean Score	81.29	

Table 4.2 shows that a post-test was given after implementing the kids song with song lyrics in the treatment. Then the lowest score on the post-test was 63, and the highest score was 92. The findings in Table 4.2 demonstrate that administering a post-test to the students develops their listening skills. It is shown by the fact that the students mean score on the post-test was 81.29 points, which is a score that is considered to be in the “Good” range. It is proof that the students have progressed as a result of the treatment that they received.

Table 4.3 Students' Frequency and Percentage in Pre-Test and Post-Test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	86-100	-	-	10	42%
2	Good	76-85	2	8%	7	29%
3	Fair	66-75	4	17%	6	25%
4	Poor	56-65	2	8%	1	4%
5	Very Poor	0-55	16	67%	-	-
Total			24	100%	24	100%

Table 4.3 shows the data of pre-test in the pre-experimental class. There was 2 student (8%) classified as poor, and 16 students (67%) classified as very poor. While the data post-test 7 student (29%) classified as good, then 6 students (25%) were classified as fair.

2. The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.4 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	44.5833	24	19.52238	3.98499
	POST-TEST	81.2917	24	9.07687	1.85281

Table 4.4 shows the results of the paired sample statistic test score. According to the data obtained, N equals 24, representing the total number of pupils. The pre-test standard deviation is 19.52238 points, whereas the mean score on the exam is 44.5833. In addition, the post-test standard deviation is 9.07687, and the post-test mean score is 81.2917.

3. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4.5 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	PRETEST & POSTTEST	24	-.133	.536

Table 4.5 displays the results of the correlation analysis between the pre-test and post-test. The correlation between the two variables is 0.133, and the degree of significance is 0.536. These results reveal a correlation between students listening abilities before and after treatment.

4. The Paired Sample Test of Pre-Test and Post-Test

The researcher discovered that in the table 4.6, the paired sample test illustrates the value of t_o (t_{count}) is 7.959 with the df (degree of freedom) value 23 while the t_t (t_{table}) for the standard of significant level 0.05 (5%) on $df = 23$ is 2.069. It means the value of the t -count is higher than the value of the t -table.

Table 4.6 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					T	D f	Sig. (2- taile d)
		Mean	Std. Deviati on	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pa ir 1	PRETES								
	T –	-			-	-	-		
	POSTTE	36.708	22.595	4.612	46.249	27.167	7.95	2	
	ST	33	65	32	64	03	9	3	.000

The table 4.6 shows the significant (2-tailed) value = 0,000, which means smaller than 0,05 (the value for the standard of significant level). The

weight in the table above proves that the research H_a (alternative hypothesis) is accepted, and the H_0 (null hypothesis) is rejected. The results confirms that the kids song media with song lyrics is effectively improve listening skill at SDN 30 Mattirowalie Kota Palopo.

B. Discussions

To find out the effect of using kids song as a media on students listening skill, the researcher gave them a test, and in this test, they listening to the song carefully and completed the multiple choice given on the paper test. After collecting and processing all data obtained from the tests, it is important to discuss the research findings in order to answer all purposed research questions.

In the pre-test, the students got low scores. There were several results found by the researcher. Students are less able to answer questions according to the contents of the song lyrics. The researcher must use the right teaching strategy so that it can be easily understood by students. It is supported by Renukadevi⁵⁵ about listening strategy, she argues that listening strategies are approaches or activities that help people remember what they have heard.

Next, students do not understand the actual meaning of words. It is in supported by Azmi⁵⁶ if students know the meaning of words this can

⁵⁵ Renukadevi. *The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening*. 2014.

⁵⁶ Azmi, B.M., Celik B., Yidliz, N., & Tugrul, M. C. *Listening Comprehension Difficulties Encountered by Students in Secon Language Listening*. The Modern Language Journal. 1992.

arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability.

Based on the findings, the researcher drew several conclusions as follows the students were more active and enjoyed the teaching-learning process in the class because of the song as a media. The teacher's creativity in developing the material in this case, song is needed. As it stated by Coromina⁵⁷ and Lynch⁵⁸, song must have clear and understandable; not too fast in term of rhythm so that the students could follow the material based on what they hear from the songs. Song must have clear and understandable lyric and they suggested avoiding those kind of song in teaching listening ability through song.

Next, listening to kids songs can help improve their listening skills, not only that, they can also learn new vocabulary by practicing listening to the kids songs. It is consistent with Eicha Afriyunanda and Lulud Oktaviani⁵⁹, who observed that the use of English songs to improve English listening skills.

Lastly, in this lesson the teacher practices it through singing and dancing that are fun in learning so that the students are happy in this teaching practice. Chusnul Chotimah and Teuricha Astiyandha⁶⁰ who observed this

⁵⁷ Coromina, I, S. *An Original Approach to the Teaching of Songs in The Classroom*. 2000.

⁵⁸ Lynch, M, L. *Using Popular Song to Improve Language Listening Comprehension Skills*. 2005.

⁵⁹ Eicha Afriuninda, Lulud Oktaviani, *The Use Of English Songs To Improve English Students Listening Skills*, 2021.

⁶⁰ Astiyandha, Tauricha, and Chusnul Chotimah. "The effectiveness of using kids song to teach listening on young learner viewed from students' motivation at azhar tahfidz". 2020.

in the effectiveness of using kids song to teach listening on young learner viewed from students motivation.

However, the students good responses toward song as a media are also relevant with the researcher role in the classroom, the researcher's role in choosing media is very important in teaching listening. The use of popular songs in the classroom is effective to increase the students' interests in learning English. By using popular songs, they were curious each English time begin⁶¹. They interested to know what kind of popular songs that will be hear when the class would begin. Moreover, choosing appropriate song and time organize also very crucial. Therefore, the teacher should organize the time as good as possible and choose the most appropriate materials or song to the students level and interests.

Through the tests, the researcher also analysis the results of the test. It shows that the mean score of the pre-test was 44.58 and the mean score of the post-test was 81.29 and calculating of *t*-count also showed there was improved significantly of students listening skill score after implemented kids song as a media to teach listening, which is *t*-count is bigger than *t*-table ($7.959 > 2.069$).

From these data calculations, there were difference students scores before and after interpreting the treatment. After implementing the kids song, students are highly motivated, giving a sense of achievements when

⁶¹ Adawiyah, Ayatika. *The Effectiveness of Popular Songs in Improving Students' Listening Skill*. BS thesis. UIN Syarif Hidayatullah Jakarta, 2017.

they understand the learning materials. Eventually, it could be concluded that kids song is effective in students listening skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of this research, it can be concluded that kids song was effective to students improve their listening skills. The procedure of the researcher stages shows the improvement of the students test after giving the treatment by using kids songs. The mean score on the post-test stage is higher than the score on the pre-test score ($44.58 < 81.29$). Besides, the value of t_o (t_{count}) is 7.959 with the df (degree of freedom) value 23 while the t_t (t_{table}) for the standard of significant level 0,05 (5%) on $df = 23$ is 2.069. It means the value of t -count is higher than the pre-test represents the effectiveness of the treatment stage in contributing to help the students increase their listening skill. Furthermore, due to efficiency of kids song media in enhancing students listening abilities, its usage might be accepted as an appropriate medium for improving listening skills.

B. Suggestions

Some suggestions are made to participants who are intimately involved in this research. The recommendations are based on the research findings. Here is a list of some of them:

1. For the teacher

Based on this research, the researcher suggests that teacher should create a fun teaching and learning process. To make the students focus, the teacher can play a song to divert the students attention so that they become

more interested in the learning process. Kids song media can be one of the reference media in learning process. Also, teachers should be well-versed in using kids song and how to best capitalize on its inherent benefits in a learning environment. Because the instruments of this research using a kids song, it may disrupt surrounding lessons and it can lose control of the class easily. Furthermore, the kids song content should be appropriate for the students level of English proficiency. The content topics should be tailored to their interests and prior knowledge to motivate them to learn.

2. For the students

Students should pay attention to the materials and be less noisy. Students should be more active than should be more active than teachers in the teaching-learning process. In addition, students are expected to practice listening as much as possible in their spare time. Students are expected to practice listening by listening a song as much as they can in their free time by using the kids song and paying attention to scanning generic structure and language features.

3. For the further researcher

The researcher suggests another technique for the following research in listening to a song to compare later results, because the researcher encountered the obstacle of managing the students and the class during the learning process. Since the song that was performed is firmly entrenched in their memory. Furthermore, the researcher hopes that the reader or other researcher use this research as a reference for alternative and exciting ways

to teach and learn English, mainly listening skills. The researcher also hopes that other researcher replicate this research using different research objects and methods. Also, the researcher suggest that other researchers should creatively explore using kids song media not only listening skills but also for other skills, such as speaking.

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APPENDIX I:
RESEARCH LETTER



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax : (0471) 326040, Email : dpmtspalp@palopokota.go.id, Website : http://dpmtsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0878/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyelenggaraan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelaksanaan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : **JIHAN AULIA AGNIYAH**
Jenis Kelamin : **P**
Alamat : **Jl. Meranti No.67, Balandai, Bara, Kota Palopo**
Pekerjaan : **Mahasiswa**
NIM : **18 0202 0077**

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**KEEFEKTIFAN LAGU ANAK ANAK PADA KETERAMPILAN MENDENGARKAN DI SDN 30 MATTIROWALIE
KOTA PALOPO**

Lokasi Penelitian : **SD Negeri 30 Mattirowalie Palopo**
Waktunya Penelitian : **3 September 2024 s.d. 3 Desember 2024**

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : **3 September 2024**



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Terbusan Kepada Yth :

1. Wali Kota Palopo;
2. Dandim 1403 ssvs;
3. Kapolres Palopo;
4. Kepala Badan Kestbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kestbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini diterbitkan secara elektronik menggunakan SoftWak Elektronik
yang diterbitkan oleh Badan Sertifikasi Elektronik (BSSE), Badan Siber dan Sandi Negara (BSSN)





PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SEKOLAH DASAR NEGERI 30 MATTIROWALIE

Alamat : Jl. Auli Djemma No. 137 ☎ 0471-315980 ✉ 91921 Ksl. Solokan Kco. Wana Damar Kota Palopo

SURAT KETERANGAN

Nomor : 400.3.5/101/SDN30

Yang bertanda tangan di bawah Kepala Sekolah SDN 30 Mattirowalie:

Nama : HJ JUMRAINI S.Pd.,M.Pd
NIP : 197103201997032005
Pangkat/Gol : Pembina IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SDN 30 Mattirowalie

Menerangkan bahwa:

Nama : JIHAN AULIA AQNIAH
NIM : 1802020077
Tempat, Tanggal Lahir : Makassar, 25 September 2000
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
Fakultas/ Prodi : Tarbiyah/ Pend Bahasa Inggris
Universitas : Insitute Agama Islam Negeri

Telah melakukan Penelitian mulai tanggal 10 -18 Oktober 2024 pada SD Negeri 30 Mattirowalie dengan judul "*The Effectiveness of Kids Song in Listening Skill at SDN 30 Mattirowalie Kota Palopo*"

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas perhatian dan kerjasamanya diucapkan terima kasih.

Palopo, 18 Oktober 2024
KEPALA SEKOLAH

HJ JUMRAINI S.Pd.,M.Pd
NIP 197103201997032005

APPENDIX II:
THE WORKSHEET FOR PRE-TEST

PRE-TEST

NAMA :

KELAS :

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

Fruit Juice

By: Pinkfong

(Pinkfong, KizCastle)

(snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it!

Boom boom boom banana!

(peel / pill) the banana,

(peel / pill), (peel / pill) the banana!

Chop the banana, chop, chop the banana!

Put, put, put, put it all together.

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Oh oh oh orange!

(peel / pill) the orange, (peel / pill), (peel / pill) the orange!

(squeeze / squid) the orange, (squeeze / squid), (squeeze / squid) the orange!

Put, put, put, put it all together.

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Go go go grapes!

(pick / pack) the grapes, **(pick / pack)**, **(pick / pack)** the grapes!

(stomp / stamp) the grapes, **(stomp / stamp)**, **(stomp / stamp)** the grapes!

Put, put, put, put it all together.

(snake / shake), **(snake / shake)**, **(snake / shake)**,

(snake / shake), **(snake / shake)**!

(snake / shake) it!

Banana, orange and grapes!

Mix, mix, mix, mix it all together.

(snake / shake), **(snake / shake)**, **(snake / shake)**, **(snake / shake)** it all together.

(make / wake), **(make / wake)**, **(make / wake)**, **(make / wake)** fruit **(just / juice)**.

It's fresh fruit **(just / juice)**! WOW!

APPENDIX III:
THE WORKSHEET FOR POST-TEST

POST-TEST

NAMA :

KELAS :

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

Hokey Pokey

By: The Learning Station

(Larry LaPrise)

Woh!

You put your left (**arm / warm**) in!

Your left (**arm / warm**) out!

In, out, in, out, (**snake / shake**) it (**all / old**) about!

We do the hokey pokey and we (**turn / tone**) around!

That's what it's (**all / old**) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (**band / bend**), arms, stretch, clap clap clap!

You put your right (**arm / warm**) in!

Your right (**arm / warm**) out!

In, out, in, out, (**snake / shake**) it (**all / old**) about!

We do the hokey pokey and we (**turn / tone**) around!

That's what it's (**all / old**) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (**band / bend**), arms, stretch, clap clap clap!

You put your left (**leg / like**) in!

Your left (**leg / like**) out!

In, out, in, out, (**snake / shake**) it (**all / old**) about!

We do the hokey pokey and we (**turn / tone**) around!

That's what it's (**all / old**) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (**band / bend**), arms, stretch, clap clap clap!

You put your right (**leg / like**) in!

Your right (**leg / like**) out!

In, out, in, out, (**snake / shake**) it (**all / old**) about!

We do the hokey pokey and we (**turn / tone**) around!

That's what it's (**all / old**) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (**band / bend**), arms, stretch, clap clap clap!

You put your whole (**save / self**) in!

Your whole (**save / self**) out!

In, out, in, out, (**snake / shake**) it (**all / old**) about!

We do the hokey pokey and we (**turn / tone**) around!

That's what it's (**all / old**) about!

Oooooooooooooooooohhhhhhhhhh!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (**band / bend**), arms, stretch, clap clap clap!

APPENDIX IV:

LESSON PLAN

LESSON PLAN (1st Meeting)

School	: SDN 30 Mattirowalie Kota Palopo
Subject	: English
Class	: 4th Grade Students
Main Purpose	: Listening Skill
Time	: 2 x 35 minutes
Meeting	: 1st Meeting
Learning Objectives	: a. Students are able to listen the details. b. Students are able to listen and make prediction. c. Students are able to understand the instruction from the song. d. Find out the new vocabulary list.
Subject Materials	: Kids Song, Fruit Juice Song
Standart Competence	: Listen for Details
Basic Competence	: Finding new vocabulary

A. Indicators

1. Understanding the instructions from the kids song.
2. Assuming the meaning of kids song.

B. The purpose of learning :

Students are able understand the instructions of kids song and identifying the meaning of the kids song lyrics.

C. Learning materials:

1. Kids Song

Kids song is a series beautiful and easy words that compatible for the kids and easy to memorize it.

2. Song Lyrics

Song lyrics are a composition of words in which each line has a specific rhyme or meaning to enhance students' knowledge.

D. Learning methods :

1. Follow Instructions
2. Mindfulness and Concentration Exercises

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm Up	- Greet and do self-introduction. - Ask the students' condition, then praying. - Ice breaker.	5 minutes
	Lead In	- Serve some clues for students about the activity. - Prompt the students for guessing the lesson.	3 minutes
	Presentation	- Describing the vocabulary understanding. - Mention the topic and explain about listening skill. - Serve the examples of listening skill.	12 minutes
Practice	Controlled practice / skill practice	- Teacher provides an explanation for understanding. - Ask the students to follow the instructions in the song, guided by teacher. - Students listen to the song that be played with full attention. - Ask the students to answer what is instructed by the song they are listening to.	30 minutes
Producing	Practice result / close the activity	- Each student practice to sing the song and performs the movements. Then answer the questions that has been given. - The researcher checks and evaluates the students' answers.	20 minutes

		• Correct the students' answer. • Evaluate the lesson about the topic and the activity that the students have done. • Ask the difficulties during the learning process for reflecting. • Close the class and pray.	
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F. Material and media:

1. Marker
2. Whiteboard
3. Speaker

LESSON PLAN (2nd Meeting)

School : SDN 30 Mattirowalie Kota Palopo

Subject : English

Class : 4th Grade Students

Main Purpose : Listening Skill

Time : 2 x 35 minutes

Meeting : 2nd Meeting

Learning Objectives : a. Students are able to listen the details.

b. Students are able to listen and make prediction

c. Students are able to understand the instruction from the song.

d. Find out the new vocabulary list.

Subject Materials : Kids Song, A-Root Chy-Cha

Standart Competence : Listen for Details

Basic Competence : Finding new vocabulary

A. Indicators:

1. Understanding the instructions from the kids song.
2. Assuming the meaning of the kids song.

B. The purpose of learning :

Students are able understand the instructions of kids song and identifying the meaning of the kids song lyrics.

C. Learning materials:

1. Kids song
Kids song is a series beautiful and easy words that compatible for the kids and easy to memorize it.
2. Song lyrics

Song lyrics are a composition of words in which each line has a specific rhyme or meaning to enhance students' knowledge.

D. Learning methods :

1. Follow Instructions
2. Mindfulness and Concentration Exercises

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm Up	- Greet and ask the students' condition, then praying. - Check the students' attendance. - Ice breaker. - Review the previous lesson.	5 minutes
	Lead In	- Serve some clues for students about the activity. - Prompt the students for guessing the lesson.	3 minutes
	Presentation	- Describing the vocabulary understanding. - Mention the topic and explain about the song lyrics. - Serve the examples of the instructions in the song.	7 minutes
Practice	Controlled practice / skill practice	- Teacher provides an explanation for understanding. - Ask the students to follow the instructions in the song, guided by teacher. - Students listen to the song that be played with full attention. - Ask the students to answer what is instructed by the song they are listening to. - The students answers the questions that have been given on the test paper.	35 minutes
Producing	Practice result / close the activity	Each student practice to sing the song and perform the movements. Then answer the questions that has been given.	20 minutes

		• The researcher checks and evaluates the students' answers. • Correcting the students' answer. • Evaluate the lesson about the topic and the activity that the students have done. • Ask the difficulties during the learning process for reflecting. • Close the class and pray.	
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F. Material and media:

1. Marker
2. Whiteboard
3. Speaker
4. Paper lyrics test

LESSON PLAN (3rd Meeting)

School : SDN 30 Mattirowalie Kota Palopo

Subject : English

Class : 4th Grade Students

Main Purpose : Listening Skill

Time : 2 x 35 minutes

Meeting : 3rd Meeting

Learning Objectives : a. Students are able to listen the details.

b. Students are able to listen and make prediction

**c. Students are able to understand the instruction
from the song.**

d. Find out the new vocabulary list.

Subject Materials : Kids Song, Funky Monkey

Standart Competence : Listen for Details

Basic Competence : Finding new vocabulary

A. Indicators:

1. Understanding the instructions from the kids song.
2. Assuming the meaning of the kids song.

B. The purpose of learning :

Students are able understand the instructions of kids song and identifying the meaning of the kids song lyrics.

C. Learning materials:

1. Kids song
Kids song is a series beautiful and easy words that compatible for the kids and easy to memorize it.
2. Song lyrics

Song lyrics are a composition of words in which each line has a specific rhyme or meaning to enhance students' knowledge.

D. Learning methods :

1. Follow Instructions
2. Mindfulness and Concentration Exercises

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm Up	- Greet and ask the students' condition, then praying. - Check the students' attendance. - Ice breaker. - Review the previous lesson.	5 minutes
	Lead In	- Serve some clues for students about the activity. - Prompt the students for guessing the lesson.	3 minutes
	Presentation	- Describing the vocabulary understanding. - Mention the topic and explain about the song lyrics. - Serve the examples of the instructions in the song.	7 minutes
Practice	Controlled practice / skill practice	- Teacher provides an explanation for understanding. - Ask the students to follow the instructions in the song, guided by teacher. - Students listen to the song that be played with full attention. - Ask the students to answer what is instructed by the song they are listening to. - The students answers the questions that have been given on the test paper.	35 minutes
Producing	Practice result / close the activity	Each student practice to sing the song and perform the movements. Then answer the questions that has been given.	20 minutes

		• The researcher checks and evaluates the students' answers. • Correct the students' answer. • Evaluating the lesson about the topic and the activity that the students have done. • Ask the difficulties during the learning process for reflecting. • Close the class and pray.	
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F. Material and media:

1. Marker
2. Whiteboard
3. Speaker
4. Paper lyrics test

LESSON PLAN (4th Meeting)

School : SDN 30 Mattirowalie Kota Palopo

Subject : English

Class : 4th Grade Students

Main Purpose : Listening Skill

Time : 2 x 35 minutes

Meeting : 4th Meeting

Learning Objectives : a. Students are able to listen the details.

b. Students are able to listen and make prediction

c. Students are able to understand the instruction from the song.

d. Find out the new vocabulary list.

Subject Materials : Kids Song, Hokey Pokey

Standart Competence : Listen for Details

Basic Competence : Finding new vocabulary

A. Indicators:

1. Understanding the instructions from the kids song.
2. Assuming the meaning of the kids song.

B. The purpose of learning :

Students are able understand the instructions of kids song and identifying the meaning of the kids song lyrics.

C. Learning materials:

1. Kids song
Kids song is a series beautiful and easy words that compatible for the kids and easy to memorize it.
2. Song lyrics

Song lyrics are a composition of words in which each line has a specific rhyme or meaning to enhance students' knowledge.

D. Learning methods :

1. Listening comprehension
2. Auditory learning

E. Learning steps:

STEP	ACTIVITIES	PROCEDURE	TIME
Presentation	Warm Up	- Greet and ask the students' condition, then praying. - Check the students' attendance. - Ice breaker. - Review the previous lesson.	5 minutes
	Lead In	- Serve some clues for students about the activity. - Prompt the students for guessing the lesson.	3 minutes
	Presentation	- Describing the vocabulary understanding. - Mention the topic and explain about the song lyrics. - Serve the examples of the instructions in the song.	7 minutes
Practice	Controlled practice / skill practice	- Teacher provides an explanation for understanding. - Ask the students to follow the instructions in the song, guided by teacher. - Students listen to the song that be played with full attention. - Ask the students to answer what is instructed by the song they are listening to. - The students answers the questions that have been given on the test paper.	35 minutes
Producing	Practice result / close the activity	Each student practice to sing the song and perform the movements. Then answer the questions that has been given.	20 minutes

		• The researcher checks and evaluates the students' answers. • Correct the students' answer. • Evaluate the lesson about the topic and the activity that the students have done. • Ask the difficulties during the learning process for reflecting. • Close the class and pray.	
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F. Material and media:

1. Marker
2. Whiteboard
3. Speaker
4. Paper lyrics test

APPENDIX V:
VALIDATION SHEET OF TEST

LEMBAR VALIDASI INSTRUMEN PRE-TEST DAN POST-TEST

Judul: The Effectiveness of Kids Song in Listening Skill at SDN 30 Mattirowalie Kota Palopo

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi dan bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian adalah sebagai berikut :
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Anda dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

No	KOMPONEN PENILAIAN	SKALA PENILAIAN				
		1	2	3	4	5
1	Kejelasan setiap butir soal.					✓
2	Kejelasan petunjuk pengisian soal.					✓
3	Ketepatan soal dengan kompetensi dasar.				✓	
4	Butir soal berkaitan dengan materi.					✓
5	Tingkat kebenaran butir.					✓
6	Butir soal berisi satu gagasan yang lengkap.				✓	
7	Kata-kata yang digunakan tidak bermakna ganda.				✓	

8	Bahasa yang digunakan mudah dipahami.					✓
9	Bahasa yang digunakan efektif.					✓
10	Penulisan sesuai dengan EYD.				✓	

C. Komentar

Telah direvisi draft 1 dan masih ada yg perlu
dilengkap di draft ke 2. Silakan digunakan
meneliti. Sebagian dilengkap.

D. Saran

Kesimpulan

Instrumen pre-test dan post-test ini (lingkari salah satu pilihan)

1. Tidak dapat digunakan
2. Dapat digunakan
3. Dapat digunakan dengan perbaikan sebagai berikut

Palopo, 30 September 2024

Validator,



Dewi Fursiana, S.Pd.I., M.Pd.
NIP. 19870831 201503 0 006

APPENDIX VI:
CERTIFICATE VALIDATION
INSTRUMENTS OF TEST

**SURAT KETERANGAN VALIDASI INSTRUMENT PRE-TEST DAN
POST-TEST**

Yang bertanda tangan dibawah ini :

Nama : Dewi Furwana, S.Pd.I.,M.Pd.
Instansi : IAIN (Institut Agama Islam Negeri) Palopo
Jabatan : Dosen

Telah membaca instrumen penelitian berupa soal pre-test dan post-test yang akan digunakan dalam penelitian skripsi dengan judul **"The Effectiveness of Kids Song in Listening Skill at SDN 30 Mattirowalie Kota Palopo"** oleh peneliti :

Nama : Jihan Aulia Agniyah N.
NIM : 18 0202 0077
Prodi : Pendidikan Bahasa Inggris

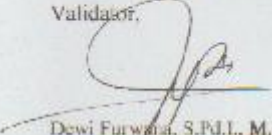
Setelah membaca instrumen yang telah dibuat, maka adapun saran dan masukan untuk soal pre-test dan post-test tersebut adalah :

1. Berikan petunjuk & pengerjaan soal dgn jelas.
2. perbaiki misspelling

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data di lapangan.

Palopo, 30 September 2024

Validator,


Dewi Furwana, S.Pd.I., M.Pd.
MP. 19870831 201503 0 006

APPENDIX VII:
THE RESULT OF THE PRE-TEST

PRE-TEST

NAMA : ALIF DZIKRO

KELAS : IV B (4B)

70

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

Fruit Juice

By: Pinkfong

(Pinkfong, KizCastle)

(snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it!

Boom boom boom banana!

(peel / pill) the banana, (peel / pill) (pill / peel) the banana!

Chop the banana, chop chop the banana!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Oh oh oh orange!

(peel / pill) the orange, (pill / peel) (peel / pill) the orange!

(squeeze / squid) the orange, (squid / squeeze) (squeeze / squid) the orange!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Go go go grapes!

(pick / pack) the grapes, (pack / pick) (pick / pack) the grapes!

(stamp / stomp) the grapes, (stomp / stamp) (stamp / stomp) the grapes!

Put, put, put, put it all together!

35 / 50

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!
(snake / shake) it!

Banana, orange and grapes!

Mix, mix, mix, mix it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake) it all together!

(make / wake), (make / wake), (make / wake), (make / wake) fruit (just / juice)!

It's fresh fruit (juice / just)! WOW

NAMA : ALVARO GABRIEL M

PRE-TEST

KELAS : 4B

48

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

Fruit Juice

By: Pinkfong

(Pinkfong, KizCastle)

(snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it, (snake / shake) it!

(snake / shake) it, (snake / shake) it!

Boom boom boom banana!

(peel / pill) the banana, (peel / pill) (pill / peel) the banana!

Chop the banana, chop chop the banana!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Oh oh oh orange!

(peel / pill) the orange, (pill / peel) (peel / pill) the orange!

(squeeze / squid) the orange, (squid / squeeze) (squeeze / squid) the orange!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!

(snake / shake) it!

Go go go grapes!

(pick / pack) the grapes, (pack / pick) (pick / pack) the grapes!

(stamp / stomp) the grapes, (stomp / stamp) (stamp / stomp) the grapes!

Put, put, put, put it all together!

24/50

(snake/shake), (snake/shake), (snake/shake), (snake/shake), (snake/shake)!
(snake/shake) it!

Banana, orange and grapes!

Mix, mix, mix, mix it all together!

(snake/shake), (snake/shake), (snake/shake), (snake/shake) it all together!
(make/wake), (make/wake), (make/wake), (make/wake) fruit (just/juice)!
It's fresh fruit (juice/just)! WOW make

PRE-TEST

NAMA : NAZIRA

KELAS : 4B

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

Fruit Juice

By: Pinkfong

(Pinkfong, KizCastle)

(snake / shake) it, (snake / shake) it!
(snake / shake) it, (snake / shake) it, (snake / shake) it!
(snake / shake) it, (snake / shake) it!
Boom boom boom banana!
(peel / pill) the banana, (peel / pill) (pill / peel) the banana!

Chop the banana, chop chop the banana!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!
(snake / shake) it!

Oh oh oh orange!

(peel / pill) the orange, (pill / peel) (peel / pill) the orange!

(squeeze / squid) the orange, (squid / squeeze) (squeeze / squid) the orange!

Put, put, put, put it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!
(snake / shake) it!

Go go go grapes!

(pick / pack) the grapes, (pack / pick) (pick / pack) the grapes!

(stamp / stomp) the grapes, (stomp / stamp) (stamp / stomp) the grapes!

Put, put, put, put it all together!

32/50

(snake / shake), (snake / shake), (snake / shake), (snake / shake), (snake / shake)!
(snake / shake) it!

Banana, orange and grapes!

Mix, mix, mix, mix it all together!

(snake / shake), (snake / shake), (snake / shake), (snake / shake) it all together!
(make / wake), (make / wake), (make / wake), (make / wake) fruit (just / juice)!

It's fresh fruit (juice / just)! WOW

2/30

APPENDIX VIII:
THE RESULT OF THE POST-TEST

POST-TEST

NAMA : ALIF Dzikra Renzi

KELAS : 4 B

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

HOKEY POKEY

By: The Learning Station

(Larry LaPrise)

Woh!

You put your left (~~arm~~ / ~~warm~~) in!

Your left (~~warm~~ / ~~arm~~) out!

In, out, in, out, (~~snake~~ / ~~shake~~) it (~~all~~ / ~~old~~) about!

We do the hokey pokey and we (~~turn~~ / ~~tone~~) around!

That's what it's (~~all~~ / ~~old~~) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

You put your right (~~warm~~ / ~~arm~~) in!

Your right (~~arm~~ / ~~warm~~) out!

In, out, in, out, (~~snake~~ / ~~shake~~) it (~~all~~ / ~~old~~) about!

We do the hokey pokey and we (~~turn~~ / ~~tone~~) around!

That's what it's (~~all~~ / ~~old~~) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

You put your left (~~leg~~ / ~~like~~) in!

Your left (~~like~~ / ~~leg~~) out!

In, out, in, out, (~~snake~~ / ~~shake~~) it (~~all~~ / ~~old~~) about!

We do the hokey pokey and (~~turn~~ / ~~tone~~) around!

34/35

99

That's what it's (~~all~~ / ~~old~~) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

You put your right (~~like~~ / ~~leg~~) in!

Your right (~~leg~~ / ~~like~~) out!

In, out, in, out, (~~snake~~ / ~~shake~~) it (~~all~~ / ~~old~~) about!

We do the hokey pokey and we (~~turn~~ / ~~tone~~) around!

That's what it's (~~all~~ / ~~old~~) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

You put your whole (~~save~~ / ~~self~~) in!

You're whole (~~self~~ / ~~save~~) out!

In, out, in, out (~~snake~~ / ~~shake~~) it (~~all~~ / ~~old~~) about!

We do the hokey pokey and we (~~turn~~ / ~~tone~~) around!

That's what it's (~~all~~ / ~~old~~) about!

Wait a minute.....!

Ooooooooooooooooohhhhhhhhhh!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ / ~~band~~), arms, stretch, clap clap clap!

POST-TEST

NAMA : Febriansyah

KELAS : 4B

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

33/36

91

HOKEY POKEY

By: The Learning Station

(Larry LaPrise)

Woh!

You put your left (arm / warm) in!

Your left (warm / arm) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your right (warm / arm) in!

Your right (arm / warm) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your left (leg / like) in!

Your left (like / leg) out!
In, out, in, out, (snake / shake) it (all / old) about!
We do the hokey pokey and (turn / tone) around!
That's what it's (all / old) about!
Oooh the hokey pokey!
Oooh the hokey pokey!
Oooh the hokey pokey!
Knees, (bend / band), arms, stretch, clap clap clap!

You put your right (like / leg) in!
Your right (leg / like) out!
In, out, in, out, (snake / shake) it (all / old) about!
We do the hokey pokey and we (turn / tone) around!
That's what it's (all / old) about!
Oooh the hokey pokey!
Oooh the hokey pokey!
Oooh the hokey pokey!
Knees, (bend / band), arms, stretch, clap clap clap!

You put your whole (save / self) in!
You're whole (self / save) out!
In, out, in, out (snake / shake) it (all / old) about!
We do the hokey pokey and we (turn / tone) around!
That's what it's (all / old) about!
Wait a minute.....!
Oooooooooooooooooohhhhhhhhhhh!
Oooh the hokey pokey!
Oooh the hokey pokey!
Oooh the hokey pokey!
Knees, (bend / band), arms, stretch, clap clap clap!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

POST-TEST

NAMA : Nazira ulfa nunnisa

KELAS : 4B

LINGKARILAH SALAH SATU KATA YANG SESUAI DENGAN LAGU!

32/36

88

HOKEY POKEY

By: The Learning Station

(Larry LaPrise)

Woh!

You put your left (arm / warm) in!

Your left (warm / arm) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Ooh the hokey pokey!

Ooh the hokey pokey!

Ooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your right (warm / arm) in!

Your right (arm / warm) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Ooh the hokey pokey!

Ooh the hokey pokey!

Ooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your left (leg / like) in!

Your left (like / leg) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and (turn / tone) around!

That's what it's (all / old) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your right (like / leg) in!

Your right (leg / like) out!

In, out, in, out, (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

You put your whole (save / self) in!

You're whole (self / save) out!

In, out, in, out (snake / shake) it (all / old) about!

We do the hokey pokey and we (turn / tone) around!

That's what it's (all / old) about!

Wait a minute.....!

Oooooooooooooooooohhhhhhhhhhh!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (bend / band), arms, stretch, clap clap clap!

Oooh the hokey pokey!

Oooh the hokey pokey!

Oooh the hokey pokey!

Knees, (~~bend~~ band), arms, stretch, clap clap clap!

APPENDIX IX: DOCUMENTATION



Figure 1: Pre-Test Class



Figure 2: Treatment Class



Figure 3: Treatment Class



Figure 4: Treatment Class



Figure 5: Treatment Class



Figure 6: Post-Test Class