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## **USING MUSIC BOX TO IMPROVE LISTENING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 8 PEKANBARU**

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### **Abstract**

*Music box is valuable teaching resources which provide a flexible and engaging learning environment and help to accommodate a wider that variety of learning styles. Listening ability is a skill involves concentration effort to hear the spoken language in recognizing the main point and make sure that students understand the passages (Longman, 1987). The goal of this study were to know the listening ability achievement of second year students of SMPN 8 Pekanbaru in language learning and teaching and to find out the level of the students' listening ability by using Music Box, focused on the study of language function specially about expression of asking-responding statement, expression of asking-giving agreement, expression of attention and expression of asking-giving about something. This study was Classroom Action Research which was done into two cycles. The subject of this study consisted of 34 students class VIII. The data collection techniques consisted of observation, field note, and tests (pre-test, summative-test and post-test). The observation sheets and field notes used to gain the record of the classroom activity during the treatments. Pre-test was done before action, summative-test was done after the first cycle, and post-test was done after the second cycle finished. In analyzing the data, the writer used descriptive analysis. The findings of this study indicated that Music Box could improve the students' listening ability in comprehending language function.*

**Keyword:** *Music Box, Listening Ability*

### **INTRODUCTION**

In learning English, based on school-based curriculum (KTSP) there are four skills that have to be mastered by students. They are listening, speaking, reading, and writing. For these skills, listening is better introduced as early as

possible, because it is the first step of learning a foreign language. Listening is one of the important language components in learning English. According to Margaret's (1988) statement, listening can be considered as the first step in learning a language. It means that in acquiring a new language, the learning should listen the first continue to the next skill. Listening is not easy to teach especially for the second year student of Junior High School level.

The difficulty of the students in listening causes the students did not have motivation to learn. According to some students, they felt difficult to listen carefully and getting their concentration to the teacher's word. Some students could not be able to differentiate some words. It also can be caused by the teaching method used by English teachers was not like by the students. The English teacher also often used Indonesian due teaching and learning process, so it made the students were not familiar in vocabulary.

The problems was also caused by discriminating English sound is not usually taught, so the students are not familiar with the English sound. The second problem, colloquial and speech are very different from written language. The third problem is the students are low in mastering new vocabulary. The fourth problem is how and when the sentences are used in daily activity, and the fifth problem, it is probably caused of the limited facilities in the school in learning English, especially tape recorder or music box.

Thomson (1984) stated that listening is basic to the other communication skills of listening, speaking, reading, and writing. Students can speak English well after they having a good ability in listening.

Berko, R. Wolvin, A. and Wolvin, D. (1995) stated that students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details, and any implications. They can even be tested for their ability to identify the essential information in the presence of irrelevant material and distractions, as is the case in much of adult life.

Based on the KTSP (Kurikulum Tingkat Satuan Pendidikan) as a curriculum, second year students have some expression or language function at the second semester. There are many kinds of expression student must be master. In Junior high school level especially in second year, they learned seven expressions and of course the function from each expression too. In this study, there were four expressions which the writer used. Expression of asking-responding statement, expression of asking-giving agreement, expression of asking/giving about something and expression of attention are example of expression that second year student should learn.

In order to know the listening ability in comprehending language function before using music box, the writer gave pre-test to the students of SMPN 8 Pekanbaru. The test consisted of 20 multiple choice questions. There were many kinds of expressions that would have been learned by the second year student of Junior High School. Based on the result of a small survey done by the writer in SMPN 8 Pekanbaru, the writer assumes that the students' ability in comprehending language function is still low. They still have difficulties in comprehending the material, especially about expressions

of asking-responding statement, agreement, attention, and asking-giving about something which is chosen by the writer in this research. The result of the test shows that the students' average grade is still below minimum criteria (KKM). Among 34 students, there have been only 4 students who reached KKM (76). It means only 11.7% of the students whose grade reached KKM. The rest (88.3%) of the students' average is still below KKM. So, the students still have the problem in comprehending the language function.

From the explanation above, the students' ability in comprehending language function were not satisfied before using music box in the teaching and learning process. The students needed to improve their ability in order to be master in listening. So, the writer prepared a new strategy using Music Box as a media in improving the students listening ability especially in language function.

In this study, the writer also used the strategies proposed by Nunan (1995) to construct the test in assessing students' listening ability. In this study, the writer use listening for gist or specific information and listening for understanding speakers' attitude as the strategies to assess Music box as technique.

Based on brain research, music box belongs to category one of technologies that provides opportunities to use such important science of learning principles as pre-existing knowledge, active learning, mental models, transfer, and learning for understanding. Music box has been used in teaching process for a long time, but its benefit in language teaching or learning has been questioned by some language teachers. Music box is like a tool to help teacher in teaching listening and can help to develop student's listening skill. Then, music is a form of art which plays an important part of our everyday life. Throughout human history, even in the old ages, people used some forms of instrument to create music, as a means of entertainment.

Marshall (2002) stated that many different types of technology can be used to support and enhance learning. Everything from video content and digital moviemaking to laptop computing and handheld technologies have been used in classrooms, and new uses of technology such as podcasting are constantly emerging.

Larry M. Lynch (2000) said that some key reasons songs can work exceedingly well in the foreign language classroom include the following: First, songs almost contain authentic, natural language. This often contrasts the contrived, stilled language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul, or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.

Second, a variety of new vocabulary can be introduced to the students through songs looking to boost student vocabulary with useful phrases, vocabulary and expression. Songs are almost always directed to the native-speaking population, so they usually contain contemporary vocabulary, idioms and expressions.

Then, songs are usually very easily obtainable. Songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always internet which can connect you with song downloads in all but the most obscure languages.

In addition, songs can be selected to suit the needs and interest of the students. In English especially, so many songs are available that selection of songs with suitable themes, level and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs. Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story, so excerpting cultural elements is usually a possible, but often overlooked aspect of using songs.

Next, time length is easily controlled. A song can be used in the course of a plan lesson. Use of songs is very flexible. Students can experience a wide range of accents. A good thing about songs is that the teacher can expose the students to many different kinds of English. Furthermore, song lyrics can be used in relating to situations of the world around us. Finally, the students think songs are natural and fun.

Lynch (2000) also claimed that the atmosphere created by the music enhances the ability of the students to remember vocabulary words and thus shorten the study period of the foreign language.

## **METHODOLOGY**

The writer had got the information about the students' problems in comprehending language function (expressions) through pre-test, so she planned to solve the problem by finding a new strategy that appropriate with the material by using Music Box. This study contained of 2 cycles, which begun with planning. It means that all of the activities which are going to be conducted in action research must be planned well in order to help the researcher in conducting her/his research. In the study, the writer plans to apply music box to improve students' listening ability. The subject of this research is the second year's students of SMPN 8 Pekanbaru class VIII.

Then, to know the students' proficiency, the writer gave them treatments in comprehending language function by using Music Box. The steps of the strategy were drawn as follows: Firstly, playing slow music box before teaching. Then, teacher tells the instruction while giving the topic. After that, choose one of music with familiar words. In listening activity, teacher plays the music 2 times where in the first section students just listen the music without do anything in order to make them relax and in less tense situation. The second section, listeners start to be focus and pay attention to the music. Furthermore, teacher gives the task to the students based on the material in the school and discussion. The last activity is evaluation.

The implementation of the action was followed also by the observation process in which the result was delivered into observation sheet. The students' and the teacher's activities were recorded by the collaborator in the

observation sheets, and the situation in the class was recorded in the field notes during the treatments.

After conducting the treatment and recording the activities during the treatment in the observation sheets, then the result was collected as raw data of the research and was analyzed to find out whether the students showed a good progress in language function or not. Both researcher and observer analyzed the activity in cycle 1 through the observation sheets and field notes. The observer gave comments about the teacher's performance and added any other improvement by using Music Box in the classroom.

The writer decided to continue to the cycle 2 if the result of the cycle 1 did not show a significant improvement yet. In this cycle, the writer had to rearrange the planning on the next cycle so that an improvement could be achieved by students.

In addition, the quantitative data of this study was collected through the listening test (Pre-Test, Summative-test, and Post-Test), and the qualitative data was collected by the recording of activity during the treatment by using the observation sheets and field notes.

## **FINDING AND DISCUSSION**

The writer gave pre test to the students in order to know their listening ability in comprehending language function before using music box. Then, she calculated the data and found the result as follows:

<b>Rank</b>	<b>Ability Level</b>	<b>F</b>	<b>Percentage</b>
80-100	Good to Excellent	-	0%
60-79	Average to Good	13	38%
50-59	Poor to Average	12	35%
0-49	Poor	9	27%

Based on the tables above, the writer could point that no students was able to reach the level of good to excellent. It means that the students ability in comprehending the language function were poor before teaching by using music box. Here the mean's score of pre-test was 59.71 and there were only 4 students could reach the minimum criteria of achievement (KKM) was about more than 80.

In this discussion the writer began to apply Music Box in order to increase the students' listening ability. There were three meetings in cycle 1 and two meetings in cycle 2.

Every meeting had 80 minutes. The writer was observed the students' activity. The observation result can be seen as the following table:

Activities	1st meeting		2nd meeting		3rd meeting		Average	
	Students	%	Students	%	Students	%	Students	%
Listening	34	100%	100	100%	100	100%	34	100%
Doing the task	34	100%	100	100%	100	100%	34	100%
Responding	8	24,50%	15	44%	18	53%	14	41%

In the first meeting, the teacher introduced the language function: expression giving-responding statement. The aim of this learning was the students who were able to know how to express this expression. They can pronounce accurately. The lesson was delivered through an English song. After that the teacher gave the song lyric of “Lucky” by Jason Mraz and “Don’t Let Fall” by Lenka.

The second, the topic presented expression asking-giving about something, expression of attention. Here the teacher still introduced the materials through English song “Leaving on the Jet Plane” by Justin Timberlake and “Thank You for Loving Me” by Bon Jovi. The steps were the same as the previous materials.

The third, the topic presented expression giving/responding statement. Here the teacher still introduced the materials through English song of “Beautiful Girl” by Christian Bautista and “You’ve Got A Friend” by Mcfly. The steps were the same as the previous materials.

Based on the result of the observation sheets, there were improvements on the students’ activities in the classroom. It showed that the students were more active in the classroom.

After doing the treatment in the first cycle, the writer conducted summative test. The classification of student scores can be seen in the following table:

Rank	Ability Level	F	Percentage
80-100	Good to Excellent	6	18%
60-79	Average to Good	21	62%
50-59	Poor to Average	7	20%
0-49	Poor	-	0%

From the table above, the writer was not satisfied yet because the average of the test was 76.03 and the level of ability was average to good. The score was very standard from the minimum criteria achievement (KKM) 76.

The writer had to rearrange the planning on the next cycle so that an improvement could be achieved by students. Several things will be maintained in the second cycle; Firstly, teacher still used music box to teach. Secondly, teacher has to give the explanation about material and steps clearly. Then, teacher made some development in presenting songs to the students. In the first cycle teacher started with playing the songs after greeting, checking attendance and giving motivation to the students but in the second cycle,

teacher introduced the words of the songs first. The students might choose the difficult and unfamiliar word for them.

For the result of observation sheet and field note in cycle two, it was found that the teacher's and students' activities in teaching and learning process was obviously better than cycle one. The observation result can be seen as the following table:

Activities	4st meeting		5nd meeting		Average	
	Students	%	Students	%	Students	%
Listening	34	100%	100	100%	34	100%
Doing the task	34	100%	100	100%	34	100%
Responding	18	53%	23	68%	21	62%

In the fourth meeting, the teacher introduced the language function: expression of asking-giving statement. The lesson was delivered through an English song by using music box. After that, the teacher gave the song lyrics of "Untitled" by Simple Plan and "Somebody's Me" by Enrique Iglesias.

In the last meeting in treatment, the teacher asked about students' problems from all previous materials. Here the teacher still introduced the material through English song of "Mother How Are You Today" by May Wood and "Everything I Do" by Bryan Adams.

In short, the students were interested more to the lesson and the topic that teacher gave. They were also more active and enjoyable in learning. Then, the teacher was able to handle the class well.

After doing the treatment in the second cycle, the writer conducted post test. The classification of student scores can be seen in the following table:

Rank	Ability Level	F	Percentage
80-100	Good to Excellent	16	47%
60-79	Average to Good	18	53%
50-59	Poor to Average	-	0%
0-49	Poor	-	0%

After conducting action, with all effort and improvement from first cycle, the researcher analyzed the scores of the students, observation sheet, and field notes.

Based on the students' score in pre-test, summative-test and post test there was also significant improvement. The average of pre-test was 59.71 (poor-average), the average of summative-test was 76.03 (average-good level), and the average of post-test was 80.88 (good-excellent level). It means that the listening ability of the students at SMPN 8 Pekanbaru in comprehending language function by using Music Box be better than before.

The writer analyzed the data based by comparing the result of pre-test and post-test. The increasing point of mean score of pre-test and post-test is 21.17. Here the writer decided to stop her observation in cycle two.

## **CONCLUSION**

This study was done to see whether the use of music box can increase the student's listening ability in comprehension the language function at SMPN 8 Pekanbaru.

Based on the data analysis presented chapter IV, the writer draws some conclusion. The conclusions are, firstly, students listening ability in comprehending language function still poor before using music box by applying brainstorming. It could be seen from the mean score of Pre-Test. The mean score was 59.71 therefore it couldn't reach the minimum criteria of achievement of English subject in SMPN 8 Pekanbaru. The use of music box could increase the student listening ability. The result of the data showed the mean score of summative-test in cycle 1 was 76.03 and post-test in cycle 2 was 80.88.

Secondly, the factor which influences the improvement is the carrying out the increased activity of students in listen to the music by using music box. based on the observation sheet of the students, the writer concluded that carrying out the students more active and be more creative in learning using music box. They could be relax and guess what expression they have heard and practiced how to pronounce the expression. This is caused by the method that the writer used made them eagerly to know what the material is, easier for them to be comfortable and sure that they can do it. What the writer talked in previous chapter before, music box has many function in learning process specially in listening.

Finally, from the explanation above, the writer concluded that the implementation of using music box is suitable to the second year students at SMPN 8 Pekanbaru in improving the listening ability to language function.

## **IMPLICATION**

Based on the findings and conclusion above, the writer implicated that Music Box can be used to improve the listening ability of the second year students of SMP N 8 Pekanbaru in comprehending language function.

## **RECOMMENDATION**

After doing the research, some recommendations are given as follows: Firstly, the teacher should be able to identify which music is appropriate for the students. It's very important because it connected with the material that will be taught in classroom. Choosing of music will influence with the material and students' learning process. For example, in teaching about expression of asking-responding statement, teacher can use the song

lyric of “Lucky” by Jason Mraz and “Don’t Let Fall” by Lenka, because it was easy for the students to understand.

Secondly, in teaching about expression of asking-giving agreement and expression of attention, the teacher should be able to introduce the materials through English song of “Leaving on the Jet Plane” by Justin Timberlake and “Thank You for Loving Me” by Bon Jovi. Based on the finding of data above, the students were interested in listening and understanding the song which is not too fast and not too slow for them.

Then, the teacher can use English song “Beautiful Girl” by Christian Bautista and “You’ve Got A Friend” by Mcfly in teaching expression of asking-responding statement.

Furthermore, teacher should be able to identify which material that still difficult for the students, it could be seen from the score. For instance, if the mean score about expression of asking-responding statement is still low, teacher can repeat to teach about the material in the next cycle (cycle 2) in order to make students more comprehend. This way should be done by using the song lyrics of “Untitled” by Simple Plan and “Somebody’s Me” by Enrique Iglesias and “Mother How Are You Today” by May Wood and “Everything I Do” by Bryan Adams.

From all recommendations above, the writer hopes this can be applied in class activity, especially in teaching learning process.

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