

THE COMPARATIVE STUDY TEACHING LISTENING WHO ARE TAUGHT BY USING SONG AND STORYTELLING AT THE TENTH GRADE OF SMPN 2 PAMARAYAN SERANG-BANTEN

Wahyu

Setia Budhi Rangkasbitung University, Indonesia
bilalwahyu862@gmail.com

ABSTRACT

Abstract: The writer carried out this research paper to find out whether an influence of study teaching was listening who are taught by using song and storytelling. Based on the objectives of the study the writer used comparative study. The population in this research was the tenth-grade students of SMPN 2 Pamarayan. The number of populations at the tenth-grade students of SMPN 2 Pamarayan are 125 students from three classes: 40 students VIII A 40. The writer took one class of 40 students at class VIII A 40 as the sample. In this research, the writer used comparative data. Then the writer used t-test and correlation coefficient from the instrument of song mastery, it is obtained that the highest score is 8 and the lowest score is 5. The mean (the average score) is 6,3. Meanwhile, from the instrument of storytelling mastery, it is obtained that the highest score is 9 and the lowest score is 6. The mean (the average score) is 7,3. The data and calculation are presented in appendix 2. The statistic computation using t-test formula shows that the result of standard deviation is 3,42 and the standard error of differences between two means is 0,54, the result of t_o is -1,83. The value of t_{table} based on the degree of freedom (df) 39 at 0,05 significant level is 2,045, it shows that t_o is higher than t_{table} ($1,85 > 2,02$). So it means that t_o is significant. The statistic computation using correlation shows that the coefficients of correlation (r_o) between song and storytelling are 9,281. The value of r_{table} at 0,05 significant level for $N=40$ is 9,281. it shows that r_o is significant. The calculation is that there is a positive and significant correlation between Song(X) and Storytelling(Y). The computation can be seen in appendix 3.

Keywords: Teaching Listening, Using Song, Storytelling.

Article History:

Received: 28-11-2024

Revised : 27-12-2024

Accepted: 30-01-2025

Online : 28-02-2025

A. INTRODUCTION

English is one of the very important sciences to study. It runs along with the development of science and technology. Direct and indirectly, it has formed us to master English. Moreover, after the claim that English is an international language. It functions as a link among one country to another in communication case. Therefore, Government has stated that English subject is a compulsory, from elementary schools until universities.

English is taught in schools with a purpose that students can use English actively, or at least the students can understand English expressions like song or other writings which use English (Rifky, 2024).

According to Thomson, quoted in (Nuary, 2024) as a foreign language, English has four skills (reading, listening, writing, and speaking) that must be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

In learning English, however, students still find some difficulties in every school. Students are rare to speak English. Most of them are still shy and afraid to speak English to their teacher or their lecturer. It is due lack of listening when their teacher is explaining the material of their subject, especially in English.

According to (Alexander, 2013) there are some reasons why listening is considered difficult to be mastered by the students. First, the students begin to learn English by the way of reading, instead of listening. In fact, reading is different from listening, like writing is different from speech. The biggest difference is that speech consists of sounds. Listeners must know the sound system; otherwise, they cannot understand speech. Moreover, writing uses different language. Written English consists of neat, correct sentences, while speech does not.

Second, the materials on the tape are usually read by English speaking people. There are different accents, difficult idioms, and unfamiliar language chunks in their speaking. This is another difficulty. For the students, their English teachers are usually local people. So, the students may not be used to the accents of the foreign people. It is hard for them to understand native speakers.

Third, when English-speaking people speak English, they usually speak at a normal speed. It is too fast for the students to follow. When listening, the students cannot choose a comfortable listening speed; they must keep pace with the speaker's thinking process. So, sometimes they have not even got the meaning of the first sentence, before the second sentence has already passed. Their results show that they have missed the whole passage.

Besides that, the teachers get difficulties to find the suitable method or technique to stimulate students to learning listening. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students. The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students must hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. It will be dangerous if there is no effort to reduce the problem (Djafri, 2024).

To overcome those problems, it is better to look for good method in teaching listening (Arifudin, 2024). Some activities that can stimulate the students can be used to improve their listening skill. The activities such as watching a film, listen to news report, and listen to English songs. In watching a film, we can cover the subtitle with a piece of paper for a few minutes and try to predict what is going to happen. In listening to news report, the topic that interests students can be used such as about sport, fashion, or education. When listening, the vocabularies can be written that appear on the topic. In listening English songs, the pronunciation of words can be listened and sung along with the songs.

Based on the explanation above, the writer will try to conduct research which entitled "The Comparative Study Teaching Listening who are Taught by Using Song and Storytelling at the Eighth Grade of SMPN 2 Pamarayan Academic Year 2023-2024.

B. IMPLEMENTATION METHOD

According to Rahardjo, quoted in (Lahiya, 2025), research methods are a way to obtain and search for tentative truths, not absolute truths. The result is scientific truth. Scientific truth is a truth that is open to continuous testing, criticism and even revision.

Therefore, there is no best method for searching for the truth, but there is a method that is appropriate for a particular purpose according to the existing phenomena. Budiharto was quoted in (Kusmawan, 2025) that the choice of research method must be adjusted to the research being carried out so that the results are optimal.

This research discusses the comparative study between the student's mastery of English grammar and their listening ability. To obtain the data in this research the writer uses test method. The writer gives the song and storytelling in teaching listening test to the students. Then the writer made a calculation of the result from the test. The wider explanation will be discussed later.

To collect the data needed to answer the researcher question, the writer conducts the test. It is used to get the data of the students' mastery of English song and storytelling mastery. The test is objective type test in the form multiple choice type. It consists of 40 items song test and 40 items storytelling test.

The population of the research is the second-year students of SMPN 2 Pamarayan in academic 2023/2024. There are 125. According Arikunto in (Arifin, 2024) says, "Sample is part of a whole population or as a representative of population that will be researched. The sample of this research is second grade students of SMPN 2 Pamarayan academic year 2023/2024. The total number of the students is 40.

To analyze the collecting data, the writer applies the technique t-test formula and product moment formula. According to hatch and farhady to analyze the data, the writer uses t-test (statistical computing to compare the means of two samples). To test whether there is an influence of the students' mastery of English song on their storytelling the writer uses the matched t- test (Sanulita, 2024).

Hatch and Farhady in (Hoerudin, 2023) the formula that used is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\bar{SD}}$$

Where :

$\bar{X}_1$ = sample mean 1

$\bar{X}_2$ = sample mean 2

$\bar{SD}$ = standard error of differences between two means

The formula for $\bar{SD}$

$$SD = \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{n}}{n-1}}$$

Furthermore, to determine the degree of relationship between two variables the writer uses correlation study. It used to convince whether there is a positive correlation between the song mastery and storytelling mastery. Therefore, the uses the formula correlation coefficient (called the person product moment correlation).

The formula of product moment is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where;

r_{xy} = The coefficient of correlation between x and y

X = The independent variable

Y = The dependent variable

XY = The total multiplication between x and y

N = Total number of the subjects

Muhadjir in (Arifudin, 2025) states that data analysis is the activity of carrying out, searching for, and compiling records of findings systematically through observations and interviews so that researchers focus on the research they are studying. After that, make the discovery material for other people, edit, classify, and present it.

C. RESULTS AND DISCUSSION

The importance of listening in communication is enormous. People often focus on their speaking ability believing that good speaking equals good communication. The ability to speak well is a necessary component to successful communication. The ability to listen is equally as important. The importance of listening in communication is often well illustrated when we analyze our listening skills with those closest to us. I am referring to our spouse, partner, children, or friends. Pay attention to the everyday conversations we have with these people with whom we think we communicate well (Ellis et al, 2021).

This is quite common and yet we think we are good communicators. To communicate effectively we must be able to hear what the other person is saying. Not just hear because the acoustics are good or because the other person is speaking in a loud enough tone. It is important that we hear what the person is saying because we have taken the time to actively listen (Gallets, 2015).

Martinet in (Ramli, 2024) listening takes work and when it comes to improve our communication there is no getting around that. When we are listening to music or watching T.V. certainly let to be our minds wander. If communication skills to get stronger it is important that we not daydream in a conversation but instead concentrate fully on what the other person is saying.

Pardiyono in (Sappaile, 2024) listening skills are very important in everyday life. One must understand what people are saying and what is happening around them. For this to be done effectively, one must be an active listener. This is achieved when the listener is listening for meaning; when the listener checks if the statement has been heard and understood correctly.

The goal of this is to improve mutual understanding. Many people believe that listening skills are taught when in elementary school or during childhood. Truthfully, one can never really learn all the skills and apply them all the time. Many times, people will

be “listening” to someone talk but in their head he/she will be thinking about something else, or even be distracted by something that is going on around them. If two people are in an argument or debate, many times one person will be thinking about that he/she is going to say next instead of listening to the other person.

Definition Song

Song is short a piece of music with words that you sing”. Song is general music for singing. The possibility of using songs in English as a foreign language class has been actively considering for the last two decades. It is considered because songs have many values of language.

Song is certainly of the most prominent in elements in music”. You will come across several different categories of songs which have a unique mood and touch. As a result, they cannot differentiate on the basic of specific factors. The main reason why songs cannot be marked in only one class is because the differences in their type of music, lyrics, and purpose. For example, a rap song can also be a Christian song, and a ballad can even have a metal music feel to it. However, songs may be roughly classified as per types of lyrics, music, tone, culture, and similar other factors. Moreover “song is a musical composition for the voice of several voices”, “A song is a short poem whether intended to be sung or not, a lyric or ballad”.

Story

Pellawski in (Arifudin, 2022) storytelling is an interactive performance art form. Direct interaction between the teller and audience is an essential element of the storytelling experience. An audience responds to the teller’s words and action. The teller uses this generally nonverbal feedback to immediately, spontaneously, and improvisationally adjust the tones, wording, and pace of the story better meet the needs of the audience.

Storytelling is by design a co-creative process. Storytelling audiences do not passively receive a story from the teller, as a viewer receives and records the content of a television program or motion picture. The teller provides no visual images, no stage set, and generally, no costumes related to story characters or historic period. Listeners create these images based on the performer’s telling and on their own experience and beliefs.

Storytelling is by its nature, personal, interpretive, and uniquely human. Storytelling passes on the essence of who we are. Stories are a prime vehicle for assessing and interpreting events, experiences, and concept from minor moments of daily life to the grand nature of the human condition. It is an intrinsic and basic form of human communication. More than any other form of communication, the telling of stories is an integral and essential part of the human experience.

Storytelling is a process a medium for sharing, interpreting, offering the content and meaning of a story to an audience. Because storytelling is spontaneous and experiential, and thus a dynamic interaction between teller and listener, it is far more difficult to describe than is the script and camera directions of a movie, or the lines and stage direction notes of a play. Storytelling emerges from the interaction and cooperative, coordinated efforts of teller and audience.

D. CONCLUSIONS AND SUGGESTIONS

Therefore, it can be concluded that there is a significant influence between the students’ English song mastery on their storytelling in teaching listening. The evidence is if the students’ song mastery score increase, so the students’ storytelling in teaching

listening scores also increase. On the other hand, if the students' song mastery scores decrease, so the students' storytelling score also decrease. For example, if the score of song increases one point, so the score of storytelling will also increase one point. In contrast, if the score of song decreases one point, so the score of storytelling will also decrease one point.

Based on the conclusions' above, the writer suggests the following suggestions: 1) Due to the importance of the English song mastery on their storytelling in teaching listening, the students should learn the song and do songs exercise frequently. Meanwhile, for the teacher, they should teach song better, and 2) Storytelling is also important for the students. Therefore, the students should learn storytelling and need much practice. They can learn and practices reading through English magazine, newspaper, article, and the English news from internet. Whereas for the teacher, they need to provide extra time, guidance, and materials for the students to improve their storytelling.

ACKNOWLEDGEMENTS

The researcher would like to thank all parties who have been involved in this research activity so that it was carried out well. Special thanks are also expressed to the resource persons who were willing to share their experiences and become an inspiration for researchers.

REFERENCES

- Alexander. (2013). *Fluency In English*. Longman: First Published in Indonesia.
- Arifin, A. (2024). The Relationship Between Classroom Environment, Teacher Professional Development, and Student Academic Performance in Secondary Education. *International Education Trend Issues*, 2(2), 151–159.
- Arifudin, O. (2022). Teacher Personality Competence In Building The Character Of Students. *International Journal of Education and Digital Learning (IJEDL)*, 1(1), 5–12. <https://doi.org/https://doi.org/10.47353/ijedl.v1i1.3>
- Arifudin, O. (2024). Utilization of artificial intelligence in scientific writing. *Journal of Technology Global*, 1(2), 131–140.
- Arifudin, O. (2025). Application Of Steam Learning Methods To Increase Student Creativity And Innovation. *International Journal of Teaching and Learning (INJOTEL)*, 3(1), 97–108.
- Djafri, N. (2024). Development Of Teacher Professionalism In General Education: Current Trends And Future Directions. *International Journal of Teaching and Learning*, 2(3), 745–758.
- Ellis et al. (2021). *The Storytelling Handbook. A Guide for Primary Teacher of English*. London: Penguin.
- Gallets. (2015). *Storytelling and Story Reading: Comparison of Effect on Children's Memory and Story Comprehension*. East Tennessee: State University.
- Hoerudin, C. W. (2023). E-Learning as A Learning Media Innovation Islamic Education. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(1), 579–594.
- Kusmawan, A. (2025). The Relationship Between Teacher Involvement in Curriculum Development and Student Learning Outcomes. *International Journal of Educatio Elementaria and Psychologia*, 2(1), 1–12.

- Lahiya, A. (2025). Education Administration Reform: A Case Study On The Implementation Of The Merdeka Curriculum. *INJOSEDU: International Journal of Social and Education*, 2(2), 29–37.
- Nuary, M. G. (2024). Teacher Strategies In Instilling Nationalist Values In The Millennial Generation In The Technological Era. *International Journal of Teaching and Learning*, 2(4), 954–966.
- Ramli, A. (2024). Analysis of the Influence of Organizational Commitment on Work Discipline of Public High School Teachers. *Journal on Education*, 6(2), 12927–12934.
- Rifky, S. (2024). Professionalism Of Educators In Learning Development. *International Journal of Teaching and Learning*, 2(2), 579–588.
- Sanulita, H. (2024). Analysis Of The Effectiveness Of Audio Visual Learning Media Based On Macromedia Flash Usage On School Program Of Increasing Student Learning Motivation. *Journal on Education*, 6(2), 12641–12650.
- Sappaile, B. I. (2024). The Role of Artificial Intelligence in the Development of Digital Era Educational Progress. *Journal of Artificial Intelligence and Development*, 3(1), 1–8.