

**THE INFLUENCE OF USING ENGLISH SELECTED
SONGS ON LISTENING ABILITY AT TENTH GRADE
STUDENTS OF SMKN 1 SINJAI**



THESIS

As Requirements to Compile a Thesis
English Education Study Program

Submitted by:

Hasnia

Reg. Number 200110008

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE ISLAMIC UNIVERSITY OF AHMAD DAHLAN
SINJAI 2024**



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Supervisors:

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FACULTY OF TARBIYAH AND TEACHER TRAINING
THE ISLAMIC UNIVERSITY OF AHMAD DAHLAN
SINJAI 2024**

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1. This thesis is really the result of my own work, not plagiarism or duplication of the writings/works of other people who I admit to be the result of my writing or thoughts.
2. All parts of this thesis are my own work other than the quotation indicated the source. Any errors in it are my responsibility.

Hereby, this statement is made accordingly. If later this statement turns out to be untrue, then I am willing to accept sanctions for that act in accordance with the provisions the applicable laws.

Sinjai, June²⁶ 2024

The Researcher,



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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Influence of Using English Selected Songs on Listening Ability at Tenth Grade Students of SMKN 1 Sinjai*, yang ditulis oleh Hasnia, Nomor Induk Mahasiswa (NIM) 200110008, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Hasnia. *The Influence of English Selected Songs on Listening Ability at Tenth Grade Students of SMKN 1 Sinjai.* Thesis. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, The Islamic University of Ahmad Dahlan Sinjai, 2024.

This study aims to: (1) determine the influence of selected English songs on the listening ability of grade X students at SMKN 1 Sinjai; and (2) measure the extent to which selected English songs affect listening ability. This research adopts a quantitative design with selected English songs as the independent variable (X) and listening ability as the dependent variable (Y).

The research employs a survey method with a quantitative approach, involving 25 students as subjects. Data collection techniques include questionnaires, tests, and documentation. The data were analyzed using paired T-tests and simple linear regression with the assistance of SPSS 23 software.

The results of the T-test indicate a significance value (Sig.) of 0.000, which is less than 0.05 ($0.000 < 0.05$). This means that the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected. Furthermore, the R square value of 0.472 from the summary table suggests that the influence of selected English songs on listening ability falls into the sufficient category.

Based on these findings, it can be concluded that: (1) selected English songs have a significant influence on the listening ability of grade X students at SMKN 1 Sinjai; and (2) the influence of selected English songs, as indicated by an R square value of 0.472, is categorized as sufficient.

Keywords: Selected Songs, Listening, English

مستخلص البحث

حسنية. تأثير الأغاني الإنجليزية المختارة على قدرة الاستماع لدى طلاب الصف العاشر في مدرسة المهنية الحكومية ١ سنجائي. الرسالة العلمية. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٤.

تهدف هذه الدراسة إلى: (١) تحديد تأثير الأغاني الإنجليزية المختارة على قدرة الاستماع لدى طلاب الصف العاشر في مدرسة المهنية الحكومية ١ سنجائي؛ و(٢) قياس مدى تأثير الأغاني الإنجليزية المختارة على قدرة الاستماع. يتبنى هذا البحث تصميمًا كميًا مع الأغاني الإنجليزية المختارة كمتغير مستقل (X) والقدرة على الاستماع كمتغير تابع (Y).

يستخدم البحث أسلوب المسح بنهج كمي، ويشتمل على ٢٥ طالبًا كموضوعات. تشمل تقنيات جمع البيانات الاستبيانات والاختبارات والتوثيق. تم تحليل البيانات باستخدام اختبارات التوزيع والانحدار الخطي البسيط بمساعدة برنامج SPSS 23.

تشير نتائج اختبار ت إلى قيمة دلالة (Sig.) تبلغ ٠.٠٠٠٠، وهي أقل من ٠.٠٥٠ (٠.٠٠٠ > ٠.٠٥٠). وهذا يعني قبول الفرضية البديلة (H_1)، ورفض الفرضية الصفرية (H_0)، وعلاوة على ذلك، تشير قيمة مربع ر البالغة ٠.٤٧٢ من جدول الملخص إلى أن تأثير الأغاني الإنجليزية المختارة على القدرة على الاستماع يقع ضمن فئة الكافية.

وبناءً على هذه النتائج، يمكن استنتاج أن: (١) الأغاني الإنجليزية المختارة لها تأثير كبير على القدرة على الاستماع لدى طلاب الصف العاشر في المهنية الحكومية ١ سنجائي؛ و(٢) تأثير الأغاني الإنجليزية المختارة، كما هو موضح بقيمة مربع ر البالغة ٠.٤٧٢، يصنف على أنه كافٍ.

الكلمات الأساسية: الأغاني المختارة، الاستماع، اللغة الإنجليزية

FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

On this occasion, the author would like to express heartfelt gratitude to all parties who provided guidance and encouragement during the writing of this study. Therefore, the author extends thanks and appreciation to:

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Sinjai, June²⁶ 2024

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Naturally, humans must of course communicate with one another and language is the way by which humans do this. Thus, one of the most crucial aspects of human existence is language. English is an international language that is utilized in both daily life and academic settings as a communication tool. According to Brown, pupils need to become proficient in four areas: speaking, listening, reading, and writing (Brown, 1987). Listening skills are necessary for interpersonal communication, mastering them is a crucial part of learning English. One of the most important aspects of communication is listening. It is a fundamental human need that permeates all aspects of daily existence.

In general, the researcher believed that there are Al-Qur'anic verses that address the issue of human suffering (listening skills). The Qur'an, as a source of guidance for humans, provides a wide range of insights and functions. Allah declares in Surah Yunus verse 31.

قُلْ مَنْ يَرْزُقُكُمْ مِّنَ السَّمَاءِ وَالْأَرْضِ أَمَّنْ يَمْلِكُ السَّمْعَ
وَالْأَبْصَرَ وَمَنْ يُخْرِجُ الْحَيَّ مِنَ الْمَيِّتِ وَيُخْرِجُ الْمَيِّتَ مِنَ
الْحَيِّ وَمَنْ يُدِيرُ الْأَمْرَ ۚ فَسَيَقُولُونَ اللَّهُ ۚ فَقُلْ أَفَلَا تَتَّقُونَ ﴿٦٠﴾

Meaning :

“Who maintains you (in life) from the sky and the ground? or "Who can hear and see?"”.

According to the surah, God stated that provision can be interpreted to include all that is required to sustain bodily existence as well as the growth and well-being of the mind and soul. Examples of the former include the earth's product, light and rain from heaven, and the ability to move on land, in the sea, and in the air. The latter include the spiritual and moral guidance we receive from the great Teachers and Prophets as well as from our fellow humans.

Listening is an active form of attentiveness, perceiving, comprehending, and responding to spoken language, such as messages or information presented by a speaker. That is how listening skills require extra attention. Furthermore, listening is a highly influential skill in the mastery of English. Because hearing is a

receptive language skill, users gain a thorough understanding of the language, making it simple and capable of producing it.

For students, improving their learning skills is an important aspect of foreign language learning. The ability to listen is an important factor for many people, particularly those learning English, because it is one of the most important skills that must be developed. The characteristics of listening are necessary for students to take written local and national English tests, therefore listening should start in kindergarten and continue until higher education.

According to Underwood in Brown (1987), the major listening problems are as follows: (1) a lack of confidence in one's ability to learn, (2) the ability to learn something new, (3) the high cost of learning, (4) the difficulty in identifying "signals," (5) difficulties with interpretation, (6) the ability to concentrate, and (7) the difficulty of learning something new. However, some factors that contribute to students lack of ability can be classified into several categories, including a lack of interest in the subject matter, a lack of interest in basic linguistics, a lack of interest in listening, a lack of

interest in physical sciences , and an interest in the listener.

Based on observations from X MBLB 3 SMKN 1 Sinjai. Students are not motivated to understand the listening material and there may be a desire to skip class during class time. They have a lack of vocabulary or information from the text, and at times they only read the text without improving their skills (observation at SMKN 1 Sinjai, December 20, 2023).

Therefore, to solve this problem, it is very necessary to apply appropriate learning strategies to attract students' attention to be motivated to study material about listening. Listening skills are one approach for students to be actively involved in their learning. The listening skill method is a technique used to help students overcome difficulties and complete assignments.

Listening to songs is a very frequent thing that we do in our daily lives. Songs aggregate a lot of vocabulary into phrases that are very excellent for everyone to listen to, both within and outside of educational institutions. According to Awe in Fauziah (2022), language, style, and deviation from word

meaning are language games in creating song lyrics (Fauziah, 2022). Furthermore, musical notation and melody tailored to the lyrics strengthen the songs, transporting listeners to the writer's thoughts.

So, the English selected songs chosen by Media English are extremely useful and beneficial for students learning English in school. There are numerous media available to help improve English listening and writing skills, one of them is English selected song media. These English selected songs is used to improve various English listening, and writing skiills, especially English listening ability. Moreover, in this media can keep students engaged and motivated throughout the learning process.

English selected songs are one of the most efficient media for assesmentstudents in overcoming any ability or obstacles they may experience when learning English. In other words, teachers can use English selected songs to get insight into how students assess circumstances, prepare, and choose relevant abilities to grasp, acquire, or recall new material in international language lessons. Students use English Selected Songs as a medium to achieve their aims or

address challenges. In other words, the learning process can be employed to help students improve their listening skills.

English selected songs is a media while listening to songs with beautiful and meaningful lyrics. The English selected songs contain tones and noises consisting of melody, lyrics, and notation. Everyone in the world is familiar with music and its components, which include rhythm, harmony, pitch, and composition. Aside from that, the message of a song has the potential to elevate that listener's spirit.

The song originates from a poetry and is then given an additional tone to be appealing to enjoy (Azhari, 2017). In addition, Pratama in Ramadhika, (2022) Additionally, it discusses the peculiarities of the language in poetry, one of which is in song lyrics (Ramadhika, 2022). The words of the English selected songs are poetic and have similar traits to poetry.

English selected songs lyrics are an expression of someone's inner world regarding something seen, heard, or felt. According to the aforementioned description, the lyrics are part of the third poetry. Music and lyrics are examples of art and literature that use an

unusual aesthetic element to create beauty that many people may appreciate. A song is a blend of both.

Based on the English teacher's to interviews conducted with the English teacher of class X MPLB 3 students at SMKN 1 Sinjai, it turns out that the teacher has nevrusedenglish selected songs as a media to improve students listening ability. Students still lack listening skills, with many unable to grasp words or information from spoken texts. Additionally, they lose focus while listening to spoken texts, easily panic, and lose track of information (Interview; NJ Desember 2023). As mentioned earlier, the researcher aims to determine how the used of English selected songs as a tool in the learning process to influence the listening abilities of tenth grade students at SMKN 1 Sinjai. This thesis is titled “ The Influence of Using English Selected Songs on Listening ability at Tenth Grade Students of SMKN 1 Sinjai”.

B. Research Questions

This research will investigated the Influence of Using English Selected Songs on Listening Ability at Tenth Grade Students of SMKN 1 Sinjai. Based on the

background above. As a result, the researcher developed the research questions below:

1. Does the use of English selected songs influence on listening ability at Tenth Grade Students of SMKN 1 Sinjai?
2. How extend the influence of using English selected songs on listening ability at Tenth Grade Students of SMKN 1 Sinjai?

C. Objective of the Research

Based on the formulation of the above specified research questions, this research objective is to know:

1. To find out English selected songs influence on listening ability at Tenth Grade Students of SMKN 1 Sinjai.
2. To know how extend the influence of using English selected songs on listening ability at Tenth Grade Students of SMKN 1 Sinjai.

D. Significance of the Research

Based on the research it is expected that this research will have educational benefits, both directly and indirectly, based on the research objectives. The advantages of this research are as follows:

1. Theoretically

This research is expect to be use as a contribution of knowledge in the using English selected songs lessons to teach listening skills. Provide input for all of us about the use of English selected songs for learning English, especially in teaching listening.

2. Practically

- a. Teachers the findings of this research can help teachers understand the impact of employing English selected songs in listening lessons. To encourage teachers to better understand their students' needs and to learn English while teaching listening.
- b. Students the findings of this research are expected to provide students with information on the possibility of employing English selected songs. It can assist pupils overcome obstacles when learning English and improve their listening ability.
- c. Researchers hope the findings of this study to serve as the foundation for future research, particularly on students' perceptions of using English selected songs.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Listening

a. Definition of Listening

According to Oxford dictionary, "Listening" is to hear and give attention to something (Anonim, 1995). Listening can use our other senses to assist us understand the words that are being spoken. According to another viewpoint, listening entails paying attention to what is being heard (Longman, 2000). Listening is the ability to recognize and understand what others are saying. According to Nunan (2003), listening is an intentional and conscious activity for understanding what we hear (Nunan, 2003). A listener interprets what they hear by integrating it with their own beliefs and experiences.

b. Definition of listening ability

Listening ability is language acquisition takes place through the ability to listen. It offers the students with information to assist them

develop the understanding required to use the language. Once sufficient knowledge has been collected, the learner will be able to begin speaking. This listening-only era is a time of observation and learning that serves as the foundation for all other language skills (M.Newton et al., 2008). Listening is an important early stage in language acquisition. If children do not listen or learn to listen well, the remaining phases of the complex pattern of language acquisition within a productive framework (in sequence of words, speaking, and writing) in the communicative classroom will simply not occur (Woods, 2005).

c. Types of Listening ability

According to Douglas Brown, he stated that there are several possible types accessible for teaching listening skills, including:

- 1) Reactive. Reactive listening requires little meaningful processing; yet, it may be a legitimate, albeit modest, part of an interactive, communicative classroom setting.

- 2) Intensive. Techniques that focus solely on the elements (phonemes, words, intonation, discourse signs, etc.).
- 3) Responsive. A major percentage of classroom listening activity is made up of stretches of teacher language intended to elicit immediate replies.
- 4) Selective. Monologues, which might last a few minutes or much longer, demand students to scan the text for specific information rather than comprehending everything that has been said.
- 5) Extensive. Extensive performance might include both listening to lengthy lectures and participating in a debate to gain a comprehensive message or purpose.
- 6) Interactive. This is listening performance that can include all of the aforementioned modes, as learners actively participate in discussion, debates, conversation, role-playing, and other pair or group work (Brown, 1987).

Researchers choose the selective listening type because it focuses more on the music provided, allowing pupils to develop their listening skills. Song exercises are thought to be useful in the process of learning to listen and should drive children to develop their listening abilities.

d. Strategies of Listening

When we learn to listen, we go through two different processes:

1) Bottom-up processes

Bottom-up approaches require the listener to piece together the message from the speech stream, progressing from part to complete. Bottom-up processing entails detecting and interpreting the speech stream at successively higher levels, starting with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive.

2) Top-down processes

Top-down approaches demand the listener to shift their focus from general prior

knowledge, content, and rhetorical schemata to the specifics. In other words, the listener anticipates what the message will say based on their understanding of the communication context, and then uses segments of the message to confirm, correct, or add to that prediction. The key process here is inference (M.Newton et al., 2008).

e. Techniques of Teaching Listening ability

Brown believes that when developing listening comprehension teaching approaches, teachers must first understand some practical ideas. Brown focuses on the following components of improving listening teaching practices:

- 1) Strategies for actively developing listening comprehension competency should not be disregarded in an interactive four-skills curriculum.
- 2) Used intrinsic motivation tactics.
- 3) Used realistic language and circumstances to help students connect classroom activities to their long-term communication goals.

- 4) Evaluate the listener's comments to ensure correct comprehension.
- 5) Encourage foreign language students to develop listening methods, as many lack this skill.
- 6) Used both bottom-up and top-down listening tactics to better understand spoken conversations (Brown, 2001).

f. Indicators of Listening Ability

Tyagi created criteria that will be used to evaluate students performance. According to Tyagi in (Jusnita et al., 2021) suggests receiving, understanding, remembering, and responding are the four used to evaluate listening skills.

1) Receiving (Hearing)

This refers to an individual's ability to receive information fluently. An individual's ability to receive information is determined by how well they listen to the information provider.

2) Understanding

This component refers to how well a person comprehends the information they are exposed to. Every target must be comprehended by the listener. They must grasp the sender's

objectives and the context in which the information is intended.

3) Remembering

This refers to how well a person remembers the things or informations they get. To ensure that the information is adequately kept in the listener's memory, they must remember everything the information provider said.

4) Remembering

This is about restating the received information. The sender assesses whether the information conveyed to the listener is accurate or not (Jusnita et al., 2021).

2. Songs

a. The Meaning of English Selected Song

English songs are typically accompanied by musical instruments that enhance and embellish their performance. They also employ beautiful language to describe subjective They also use beautiful words to express subjective feelings. Song is a fantastic vocabulary-building technique for students. The song makes it easier for kids to recall the language.

According to R. Limbong and Reza Ardiyanto, spending a significant amount of time and attention in class listening to pop songs can help students enhance their skills by combining information, music, and language. Pop songs can help students study more effectively and relevantly. As a result, students excitement for learning is growing as they used English selected songs as media to master auditory informations(Ardiyanto, 2023).

Pop songs are a type of song that evolved from pop music. Popular music and pop music are frequently used interchangeably; in fact, popular music refers to all sorts of popular music, whereas pop music refers to certain genres with greater popularity.

Reza Ardiyanto's Americana encyclopedia characterizes the song as "a brief set with a poetic text, highlighting both the musical arrangement and that the lyrics." This could be created to just a few vocals and usually has lyrics to a musical arrangement." Songs could make students feel joyful and serene,

which could help students enhance their ability to listen during the process of learning English.

As of other words, songs or as music may be used to foster a welcoming teaching environment. Procedure for using those songs that are: To include it song lyrics into lessons, the teacher needs create an application sequence. In implementing a song, the author presents two choices supplied from Us and Wright's (Ardiyanto, 2023) .

The researcher concludes that songs selection is critical, and that teachers should consider this when teaching listening in the classroom. The instructor is not only instructing, but also directing students toward their goal. Because if the music are inappropriate for students, they will have problems. The teacher must also consider which songs are appropriate for students depending on the lyrics, tempo, and significance of the music. In this study, the researcher chose songs based on their moral values. Tempo and genre are also determinants for song choosing.

b. Advantages and Benefits Using English SelectedSong

Songs in the basic learner classroom have the advantage of being adaptable. Songs can be utilized for a variety of goals, and there are numerous reasons why songs are regarded a great teaching tool. According to Muphey, songs can aid basic learners with a variety of skills, including listening and pronunciation, perhaps improving their speaking skills. Songs can be chosen based on the needs and interests of students studying English, particularly for English language learning. There are so many songs available that selecting songs with suitable themes, difficulty levels, and vocabulary is not difficult at all. Additionally, by selecting and using appropriate songs, students can adjust to complexity or simplicity of language proficiency they possess (Pratiwi, 2018).

Songs can introduce cultural and grammatical concepts. Songs generally have repeating themes or tales. As a result, extracting cultural components is normally possible but is

frequently missed when employing music. I continue to utilize the song “Hit the Road Jack”, sung by Ray Charles, to demonstrate spoken contractions; practically every line of the song features spoken contractions (Kodirovich, 2020)

According to the opinions of the experts listed above, it is possible to conclude that the patterns, structures, and components of songs are formed by the human mind. Furthermore, songs can be embellished with certain rhythms that excite the audience. Songs can also convey a person's emotions.

c. Type of English Selected Song

Types of Songs Griffie categorizes songs based on their length and tempo, as length and tempo are highly relevant to the appropriateness of songs and activity.

- 1) All songs indicates that the exercise can be utilized with any song.
- 2) Short, calm tunes are optimal for this activity.
- 3) Songs with a storyline are considered storytelling songs. Songs that convey stories

have three parts: beginning, middle, and end.

- 4) Instrumental music refers to music without words, including classical, popular, and New Age music.
- 5) Top 40 charts primarily feature long tracks. They typically endure four minutes or more, are difficult to sing, and portray a succession of visuals rather than a plot. f. Short, fast songs are those that feature one verse, no recurring words or refrains, and a quick tempo.

Songs used by the researcher to improve the pronunciation skills of senior high school students are included in the lesson plans.

According to Ornerova in (Agustina, 2024), teachers should incorporate songs into the curriculum on a regular basis, and songs are also included in commonly used textbooks. Songs used are not too quick, memorable, and appropriate for the theme material. Certain kinds of music can be used to teach the English language during classes. The song variety has

the collection to music and songs that belong to a prevalent genre or "simple melodic dialect". Song is also categorized based on non-musical characteristics related to where it originated. These types of groups aren't genre-specific, thus only one geographic section may include several genres. The following are some of song genres:

1) Classic songs

A classic song is one written in a traditional European established and pattern. Examples include Mozart and Beethoven. Examples include Mozart and Beethoven.

2) Jazz songs

Jazzy as a musical style which appeared to the latter part of the nineteenth century, featuring three characteristics: a powerful dynamic beat and artists frequently improvising (creating up the music while playing), Example: as seen with John Coltrane.

3) Blues songs

Blues music is sorrowful and sad, created from songs that were composed in

black slaves from the southern United States. For example, consider the Rolling Stones.

4) Country music

Country songs is the widely performed genres that draws on southern American musical traditions and frequently include to sing, pianos, especially strings. For example, consider Taylor Swift.

5) Techno songs

Techno is a genre music genre that first evolved in the 1980s. It features harsh repeating beats, forceful drum sounds, and funk overtones. Alan Walker and Marshmello are two prime examples.

6) Raggae songs

The genre of Raggae is a type of music that began in the island of Jamaica the period known as the 1960s and is distinguished by lyrics that address social and political themes as well as powerful bass sounds. As an example, consider Bob Marley.

7) **Pop rock songs**

The pop rock music, which is frequently performed on the musical equipment, and famous among individuals due to includes brief songs using a powerful beat and simple or show melodies that's simple to recall. Example: Let it go by IdinaMenzel(Agustina, 2024).

8) **Rap songs**

Rap songs are songs that use rhythm to express themselves, usually above a powerful rhythmic assaulted. For example, Eminem's.

Researchers used the song “Let it Go” in research to selected song on listening ability. The song Let it Go was popularized by “IdinaMenzel” lyrically in 2013. Let it Go is a song of self acceptance, a story about someone learninf to accept the things that make them different.

B. Previous Research

Relevant previous research results are in accordance with the research that has been conducted:

- 1) Islamuddin (2019) conducted a research study titled "Measuring Listening Ability by Using The Song at The Students Third Semester of English Department at IAIN Palopo" for the 2018/2019 academic year. This thesis focused on the following question: How do third-semester English IAIN Palopo students' listening abilities compare while employing songs? This thesis employs a descriptive qualitative method. The study's population consisted of 130 students from IAIN Palopo's third semester English department. The entire population was sampled using the purposive sampling technique. This case study included 15 students from class B as a sample. Based on the data acquired from the exam used to measure the students' capacity to listen to song lyrics (Islamuddin, 2019) .
- 2) Reza Ardiyanto (2020) "The Influence of English Song to Improve Student's Listening Comprehension of Grade Eleven at SMK Negeri 1 Mepanga,". The purpose of this study is to determine how best to use English songs to enhance eleventh grade students' listening comprehension at SMK Negeri 1 Mepanga. Pre- and post-tests were

administered to the experimental class and the control class in this quasi-experimental study. All of the grade XI pupils of SMK Negeri 1 Mepanga made up the research's population. Purposive sampling was the method used to choose the sample. Twenty students each from class XI A, the control class, and class XI B, the experimental class, made up the sample. The author employed statistical analysis to examine the data. Consequently, using English songs to enhance students listening comprehension was important (Ardiyanto, 2023) .

- 3) The findings of the research "Using English Songs in Improving Students' Listening Skills of the Eight Grade Students in MTS Negeri 1 Manado," by RegitaCahyani (2020) The aim of this study was to ascertain whether or not class VIII pupils at MTs Negeri 1 Manado's English song usage improved their listening abilities. The classroom Action Research method (CAR) was employed in this study. This study had 29 students, 16 of whom were female and 13 of whom were male. Tests and observation were used to gather data. During the second cycle, students demonstrated improved

listening abilities by using English songs. The results showed that the eighth-grade pupils in MTs Negeri 1 Manado improved their listening skills through the usage of English songs(Ginoga, 2020) .

The similarity from the research of Islamudding, et al. between these studies is that they both discuss applying English song to improve student's listening ability. The difference are first, Islamuddin research uses an descriptive qualitative method, while this research did not used the descriptive quantitative method. Second , Reza Ardiyanto research used an experimental class, while this research did not used the experimental class. Third, the research Regita Cahyani the differences are the research design and the level of population. In his research, used the classroom Action Research method (CAR), while this research used descriptive quantitative method. His research involves subjects of junior high school students the population, while this research examined the adolescent in Senior High School.

C. Hypothesis

According to Yunus in Mudjia Rahardjo (2018), the word “hypothesis” comes from two words, “hipo” and “tesis.” “Hipo” means doubtful, while “tesis” means truth. Therefore, literally, a hypothesis means “a truth that is still doubtful” (Rahardjo, 2018). Hypothesis is defined as a temporary solution to the research problem. The collected data should serve as evidence according to the research hypothesis. The hypothesis in this research is:

H_0 : English selected songs in not influence on listening ability at Tenth Grade Students of SMKN 1 Sinjai.

H_1 : English selected songs is influence on listening ability at Tenth Grade Students of SMKN 1 Sinjai.

CHAPTER III

RESEARCH METHODOLOGY

A. Types and Approach of The Research

1. Design Research

This type of research is survey research used the method quantitative research. Using this type of survey research because it is deep data collection The author collects information from respondents using questionnaires as the main method. Based on Singarimbun & Effendi, (1989) that survey research is research that takes sample from one population and using a questionnaire as a collection tool basic data (Singarimbun & Effendi, 1989). Based on the opinion above, so this type of survey research uses quantitative research methods view from the side and its use in accordance with the research conducted by the researcher, namely to find out whether or not there is an influence of the use of English selected songs on the listening ability of SMK 1 Sinjai.

2. Approach Research

The researcher employed a descriptive quantitative approach in this research to depict the

influence of using English selected songs on listening ability at tenth grade students of SMKN 1 Sinjai. This research was conducted using SPSS version 25.

B. Research Variable and Operational Definition

The variables in this research are classified into two types: dependent and independent student variables. The independent variable is designed to impact the dependent variable, whereas the dependent variable is reliant on the independent variable. The dependent variable is expected to change in response to anticipated experimental changes in the independent variable. This research focuses on two variables:

1. Independent variable is English selected songs. English selected songs are the medium use in the learning process, in the form of tones or music play or listening to during English language learning, especially listening. Songs is made or created by using sound from human voices or instruments.
2. Dependent variable in this research is listening ability. Namely, the learning outcomes of listening ability, which will be observe after the treatment is given.

C. Place and Time of the Research

1. Place of Research

This research was conducted at SMKN 1 Sinjai, located at Jl. Tekukur No.1, Biringere, District. North Sinjai, Sinjai Regency, South Sulawesi 962615.

2. Time of Research

The research was carried out from early December to June 2024.

D. Population and Sample

1. Population

The population is a generalization area comprising of objects/subjects with specified features and attributes that the researcher will select for investigation and eventual findings (Sugiyono, 2017). Therefore, the population is not only about studying people but also other objects and natural entities. The population that will be the source in this research is all class X MPLB of SMK Negeri 1 Sinjai. The following is the population of this research:

Table 3.1
Class X Students at UPTD SMP Negeri 7 Sinjai

No	Class	Total
1	X MPLB 1	27
2	X MPLB 2	28
3	X MPLB 3	25
4	X MPLB 4	27
Total		107

(Documentation of SMK Negeri 1 Sinjai,2023)

The table above indicates that the total population for this research consists of 107 students, comprising both male and female students from grade X at SMKN 1 Sinjai.

2. Sample

This research utilizes purposive sampling, which is a non-random sampling method. In this method, researcher employed specific criteria to ensure the inclusion of illustrations that align with the research objectives and are expected to address the research cases. Sugiyonoardues that purposive

sampling is a sampling method that considers specific factors (Sugiyono, 2013).

Table 3.2

Class X MPLB 3 Stidents at SMK Negeri 1 Sinjai

No	Class	Total
1	MPLB 3	25
Total		25

(Documentation of SMK Negeri 1 Sinjai, 2024)

E. Technique of Data Collection

The data cellevtion technique used in this research plan were:

1. Test

According to Brown, a test is a tool used to measure each students development during the research process. A test is a tool used to evaluate a persons skills, knowledge, or performance in a specific field (Brown, 2001). Every teaching and learning process should involve assessments. Written, oral, speeded, and power tests are some types of assessments. When palnning assessments, many factors must be considered. Two qualified language experts evaluate assessments according to standards. Accuracy and appropriateness of

language used, organization of thoughts, and effectiveness in achieving objectives are examples. This assessment method is designed to directly measure students listening skills. The assessment used English selected songs as a media to measure their listening ability.

2. Questionnaire

The questionnaire is a frequently used tool for gathering information, consisting of a document or instrument containing a series of questions and secure answers filled out by respondents (from a specific population) to provide researchers with necessary study related information (Taherdoost, 2022).

The research data has been collected through a questionnaire to understand the impact of using English selected songs. The researcher selected this method because its benefits align well with the goals of the investigation.

3. Documentation

Documentation is a data collection technique in the form of documents such as notes, transcripts, books, journals and so on.

This research identifies theoretical studies and earlier research to supplement and reinforce the knowledge gleaned from research findings.

F. The Instrument of Research

The research instruments used by the researcher are test, questionnaire and documentation tools. Here are their explanations:

1. Questionnaire sheets

A questionnaire is a document that contains questions and other elements used to collect data for analysis. The data for this study will be collected and analyzed. The data for this research were acquired by a questionnaire. The researcher chose this research tool because of its benefits for the study.

After collecting the questionnaire from the students, the researcher analyzes the results to produce data on a five-point Likert scale: strong agree (1), agree (2), undecided (3), disagree (4), and strongly disagree (5). Each option is also assigned a score based on the Likert Scale Rating shown below:

Table 3.3
The Likert Scale Rati

Series of statement	Score	
	Favorable	Unfavorable
1. Strong Agree	5	1
2. Agree	4	2
3. Undecided	3	3
4. Disagree	2	4
5. Strongly disagree	1	5

Listening Assessment Rubric adapted from Lund, (2008)

Table 3.4
Listening Assessment Rubric

Aspect	Score
Understanding	5 4 3 2 1
Duplicating	5 4 3 2 1
Transferring	5 4 3 2 1
Answering	5 4 3 2 1

2. Question sheet(Test)

The questions are tools to assess students progress. They are used to measure students abilities or knowledge in specific fields. A test is a collection

of questions, exercises, or other tools used to measure an individuals or proups knowledge, intelligence, and aptitude. The purpose of a test is to determine whether an individual understands the issue sufficiently (Fazlina, 2018). In this research, researcher use pre-test and post-test sheet.

3. Documentation sheet

Documentation sheets here are documents collected as part of the documentation, such as sheets containing school profiles, lists of names of students, observation sheets, questionnaires, lists of student scores, and photos of research implementation.

A. Technique of Data Analysis

1. Quality of Data

a. Data Validity

Sugiyono defines validity as the degree of precision between the real data that occurs on the item and the data acquired by the researcher. The data from questionnaires can be tested for validity (Sugiyono, 2017). The validity test measures the degree of conformity with national automation standards. If the significance value (sig) is less than

0.05 (5%) or the t count is larger than the t table, the data is considered valid; however, if the sig is greater than 0.05 or the $> t$ count is less than the t table, the data is considered invalid.

The validity test of the questionnaire instrument was conducted in this research to ensure its validity. Validity was tested on 25 individuals responding to 16 statement items. The product moment correlation validity test was employed in this research, conducted using SPSS version 25. The validity test yielded the following results:

Table 3.6
Questionnaire Validity of The Test

Items	r-count	r-table	Criterion
1	0,461	0,388	Valid
2	0,401	0,388	Valid
3	0,442	0,388	Valid
4	0,647	0,388	Valid
5	0,502	0,388	Valid
6	0,563	0,388	Valid
7	0,623	0,388	Valid
8	0,590	0,388	Valid

9	0,394	0,388	Valid
10	0,449	0,388	Valid
11	0,398	0,388	Valid
12	0,404	0,388	Valid
13	0,502	0,388	Valid
14	0,410	0,388	Valid
15	0,431	0,388	Valid
16	0,408	0,388	Valid

Source : Result of data analysis with SPSS 25

The table above shows that the questionnaire's validity was tested with 25 respondents and 16 statement items. All statement items involving variables X and Y were declared valid

Table 3.7 Validity of the Pre-Test

Name of Items	r-count	r-table	Criterion
Understanding	0,616	0,388	Valid
Duplicating	0,697	0,388	Valid
Transferring	0,689	0,388	Valid
Answering	0,757	0,388	Valid

Source : Result of data analysis with SPSS 25

The product moment correlation table has a 5% significance level and an r-value of 0.388. As a result, the four items with four names are deemed legitimate.

Table 3.8 Validity of the Post-Test

Name of Items	r- count	r-table	Criterion
Understanding	0,616	0,388	Valid
Duplicating	0,785	0,388	Valid
Transferring	0,521	0,388	Valid
Answering	0,769	0,388	Valid

Source : Result of data analysis with SPSS 25

Based on the product moment table at 5% significance level, the product moment table yields an r-table of 0.388. Thus, the post item, which contained four item names, was declared valid.

b. Reliability Test

The reliability test of a research instrument is conducted to determine the stability of the measuring tool and the reliability of the question items in measuring the studied variables.

Reliability testing is used to determine whether the instrument used is dependable. If there is similarity in data at different times, the instrument is considered reliable. Alpha Cronbach established the analysis techniques used in this reliability testing technique. In this reliability test, an instrument is considered dependable if it exceeds 0.6 (Ghozali, 2005). The rules for determining an instrument's reliability are as follows:

- a) If Cronbach Alpha reliability exceeds 0.6, the questionnaire is reliable and suitable for use.
- b) If the Cronbach Alpha reliability figure is less than 0.6, the questionnaire is not reliable and cannot be used (Ghozali, 2005).

The reliability is conducted using the internal consistency test, which uses Cronbach's alpha to identify some of the good relationships between the items in the research instrument using the SPSS (Statistical Product and Service Solution) version 25 application (Engkus, 2019).

The reliability is performed on the knee. The stability threshold of the research instrument used in this study is applied by the ujikeandalan. The results of the reliability are as follows:

Table 3.9
Questionnaire Reliability of the Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.773	16

Based on the Table 3.8 presents the results of the reliability test, indicating that the Cronbach's Alpha value is either 0,773 or $0,773 > 0,60$. It implies that there is a high degree of reliability with the query item.

Table 3.10
Reliability of the Pre-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.656	4

Based on the data set is deemed reliable if its Cronbach Alpha value is greater than $> 0,60$, as indicated by the reliability test results above, which yielded a Cronbach's Alpha value of 0,656. Thus, it can be concluded from the reliability test findings that all of the statement items in the Pre-Test were deemed reliable.

Table 3.11
Reliability of the Post-Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.603	4

Based on the data set is deemed reliable if its Cronbach Alpha value is greater than $> 0,60$, as indicated by the reliability test results above, which yielded a Cronbach's Alpha value of 0,603. Thus, it can be concluded from the reliability test findings that all of the statement items in the Post-Test were deemed reliable.

H. Data analysis technique

In quantitative research, data analysis techniques used to answer the problem formulation or test the hypothesis that

has been formulated. Before carrying out comprehensive data analysis, a data prerequisite test is first carried out (Pratama & Permatasari, 2021). In this research, the data prerequisite tests used consist of normality tests, linearity tests and hypothesis tests. The test results are explained in more detail as follows:

1. Normality test

This research normality test was the SmirnofKolmokorof test, which was run with SPSS version 25. The normality test results lead to the following conclusions:

- a. If the significance value > 0.05 indicates that the data follows a normal distribution.
- b. If the significance value is < 0.05 , it indicates that the data is not regularly distributed.

2. Linearity Test

The linearity test is a standard assumption test used to determine the linear character of the data distribution between variables X and Y. The requirement to know whether the link is linear in nature. So, regardless of how excellent the regression model with a high R squared is, if the data lacks linear qualities, estimation mistakes are likely to arise.

The assumption in decision-making in the linearity test to determine is that, if a value is significant > 0.05 , there's a linear correlation connecting the variables that are dependent and independent (Setiawan & Yosepha, 2020).

3. Hypothesis Test

a) T-test

The t-test determines the significance of the independent variable's significant influence on the dependent variable. The dependent variable is listening ability, and the independent variable is English-selected music. The t-test can be done with SPSS 25, using the following assessment criterion:

- 1) If the significance probability is less than 0.05, the null hypothesis or H_0 is not accepted.
- 2) If the significance probability exceeds 0.05, H_1 is accepted (Lestari et al., 2019).

b) Regression

In this research, the hypotheses was evaluated using a basic regression analysis. The proposed hypothesis was tested with the SPSS 25. The significance values obtained from the t test findings is expected be used in determine the

hypotheses test results. If the significance level exceeds 0.05, the hypothesis is accepted. The coefficient of determination (R^2) determines the ability of each variable X to influence variable Y; R^2 values ranged from 0 to 1. In the proposed model, the more the value of r^2 , the more the independent variable can influence the dependent variable (Darma, 2021).

CHAPTER IV

RESEARCH FINDINGS

A. General Deskripsi of Research Location

This research was carried out in May 2024
This school is located at UPT SMKN 1 Sinjai. This school is located on Jl. Tekukur No. 1 Sinjai, Biringere Village, District North Sinjai, SinjaiRegency, South Sulawesi Province, Postal code 92611. The current principal is Ir. MikyalArsyad, S.Pd., MP with the numver of teaching staff being 86 person.

1. School Identity

- a. School : A
Accreditation
- b. Accreditation : 614/BAN-SM/SK/2019
Decree
- c. Accreditation : 16-07-2019
Date
- d. Number of : 33 rombels
Rombels
- e. Internet Status : There is
- f. Academic Year : 2023/2024
- g. Curriculum : 2013 Curriculum (Class XI)

- | | | | |
|----|-----------------------|---|---|
| h. | Number of Students | : | 908 |
| i. | Skills Program | : | 1) Computer Network and Telecommunications Engineering
2) Clothing
3) Institutional Accounting and Finance
4) Office Management and Business Service
5) Marketing |
| j. | Learning Support Unit | : | 1) Professional Certification Institution Party 1 (LSP-1)
2) Special Job Fair (BKK)
3) ICT Center |
| k. | Teacher | | |
| | Aparatur Sipil Negara | : | 61 |
| | Non Aparatur Sipil | : | 25 |

Negara

1. School

Management : Ir. MikyalArsyad,S.Pd., MP

Headmaster : Sufriadi, S.Pd, QPOA., CAP

Deputy for : Arman, S.Pd.

Curriculum

Deputy for : Drs. Muh. AzisSirajuddin

Facilities and : Dra. Nursyamsi Hamid

Infrastructure

Deputy for

Students Affairs

Deputy for Public

Relations

- m. Former Principal : H. SyamsuddinSaehe, BA
of the School Drs. Muhammad Basri
Drs. H. Abdul Latief Parman
Drs. H. Muhiddin, M.Pd
SulaimanLesang (Plt)

2. Vision and Mission

a. Vision

The Vision of UPT MKN 1 Sinjai is as follows :

“To become a level education and training institution middle class that produces labor national and international level professionals with industry based life skills capital and digitalization based on the profile of Pancasila students.”

b. Mission

To achieve the above vision, UPT SMK Negeri 1 Sinjai has set a mission that will be implemented are:

- 1) Equip training participants with skills and abilities competence, work cultural adaptation and independence
- 2) Prepare students to become assets productive development.
- 3) Produce graduates of the Skills Program Accounting and Financial Institutions, Management Office and Business Services, Marketing, Computer Networking and Engineering and Telecommunication.
- 4) Produce graduates who have competitiveness on a national and

international basis industry based on the profile of Pancasila students.

3. Objectives of UPT SMKN 1 Sinjai

This is the aim of UPT SMKN 1 Sinjai namely:

General Goals of Vocational Schools.

- a. Increase participants' faith and piety educate yourself on Almighty God.
- b. Developing the potential of students to become citizens of noble character, healthy, knowledgeable, creative, independent, democratic and responsible answer.
- c. Develop the potential of students so that have national insight, understand and appreciate the nation's cultural diversity Indonesia.
- d. Develop the Students' capacity for environmental concern can be realized by actively participating in the environment's maintenance and preservation, as well as the effective and efficient use of natural resources.

Special Purpose of Vocational Schools.

- a. Preparing students to become human beings productive, capable, working independent, filling job vacancies in the business world and industrial world as a level workforce intermediate, in accordance with internal competence the specialty program he chose.
- b. Prepare students to be able to choose career, tenacious and persistent in competing to adapt work environment, and develop attitudes professional in the field of expertise interested.
- c. Equip students with knowledge, technology, and art, in order to be able to develop yourself in the future both independently and through higher levels of education.

B. The Result and Discussion of the Research

1. Result of the Research

1. Normality Test

The normality test evaluates how well data are distributed according to a normal distribution. The purpose of the normalcy test is to ascertain whether the researcher's data is normally distributed. The data can be considered regularly distributed if

the significance value is greater than > 0.05 , according to the decision-making criterion. The Shapiro Wilk Test is the normalcy test used in this study. The following are the normalcy test results:

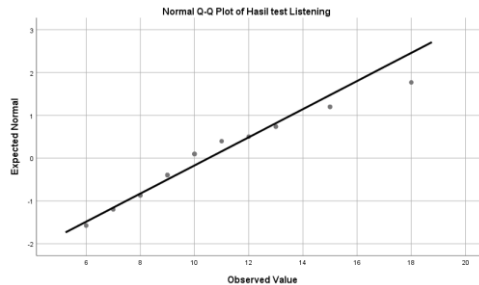
Table 4.1
Normality Test

Tests of Normality				
	Shapiro-Wilk			
	Jenis	Statistic	df	Sig.
Hasil test Listening	Pretest	.936	25	.117
	Posttest	.965	25	.528
a. Lilliefors Significance Correction				

Source: Result of data analysis with SPSS 25

According to the normality test results, the pretest significant value is $0.117 > 0.05$, while the posttest significant value is $0.528 > 0.05$. Thus, the following table shows that the residual values of the pretest and posttest findings have a normal distribution.

Graph 4.1 Q-Q Plot



According to the Q-Q plot approach, the normalcy assumption is met if the points are relatively close to the diagonal line, but the normality assumption is not met if the dots spread beyond (spread tortuous on a diagonal line like a snake) from the diagonal line (Stine, 2017).

Based on the standard Q-Q plot figure above, the dots are clustered around the diagonal line. Therefore, the residual values of the pretest and posttest findings are regularly distributed.

2. Linearity Test

The linearity test examines if the independent and dependent variables have a linear relationship. If the significance level is more than 0.05, decision-making is justified. The variables X

and Y are in a linear relationship. A significance value of less than < 0.05 indicates that the value is not linear.

Table 4.2
Linearity Test

ANOVA Table						
	Sum of Squares	df	Mean Square	F	Sig.	
Pret Betwe (Combin	147.740	10	14.774	2.776	.040	
est * en ed)	49.424	1	49.424	9.288	.009	
Prot Group Linearity	98.316	9	10.924	2.053	.110	
est s Deviation from Linearity						
Within Groups	74.500	14	5.321			
Total	222.240	24				

Source : Result of data analysis with SPSS 25

Based on the aforementioned linearity test results, the deviation from linearity has a significance value of 0.110, which is greater than 0.05 or $0.110 > 0.05$. So it was determined that there is a linear relationship between pre-test and post-test.

3. Hypothesis Test

The hypothesis in this research is tested by performing a simple linear regression analysis to

determine whether variable X influences variable Y. In hypothesis testing, the decision-making criterion for the impact of variable X on variable Y is as follows: if the significance level is < 0.05 , it indicates that variable X significantly influences variable Y; if the significance level is > 0.05 , variable X does not exert a significant effect on variable Y.

a. T-Test

The paired sample t-test table using the SPSS 25 is a follow

Table 4.3
Result of the paired sample t-test

Paired Samples Test							
		Paired Differences		T	df	Sig. (2-tailed)	
			St. Err or Me	95% Confidence Interval of the Difference			
	Mean	St. Deviation	an	Lower	Upper		

Pair 1	Pret		3.12943	.62		-	-	-	24	.000
	est –	-		58		5.01177	2.4	5.9		
	Post	3.72		9			28	44		
	est	000					23			

Source: Result of data analysis with SPSS 25

Based on the table 4.3 above indicates that the value of Sig. (2-tailed) is 0.000. If H_0 is rejected and H_1 is accepted, the significance value achieved is less than 0.05 or $0.000 < 0.05$. Thus, it can be said that H_0 is rejected and H_1 is accepted. Stated differently, English selected songs is influence on listening ability at Tenth Grade Students of SMKN 1 Sinjai.

b. Regression

Table 4.4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.472 ^a	.222	.189	2.74112

a. Predictors: (Constant), Englis selected song

Source: Result of data analysis with SPSS 25

Based on table 4.4 shows that the degree to which variable X influences variable Y, namely R, is 0.472 and R Square is 0.222. This indicates that the

English song of choice has an influence on listening ability, accounting for 74,4% of the total, with the remaining 25,6% being influenced by other variables or factors. Table 4.4 indicates that the influence of variable X on variable Y falls into the sufficient group.

Table 4.5
Simple Regression Test

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
			Beta		
1 (Constant)	9.797	2.047		4.786	.000
English selected song	.435	.185	.447	2.345	.028

a. Dependent Variable: Listening ability

Source: Result of data analysis with SPSS 25

Based on the table 4.5 indicates that the listening skill value (b/regression coefficient) is 0,435 and the constant value (a) is 9.797. These values allow the regression equation to be expressed as follows:

$$Y = a + bX$$

$$Y = 9.797 + 0.435 X$$

The equation can be translated :

- i. 9.797 is the constant, indicating that 9.797 is the dependent variable's consistent value.
- ii. English selected songs regression coefficient of 0.435, the listening ability value rises by 0.45 for every 1% increase in the selfefficacy value. Given that the regression coefficient is positive, it can be concluded that the English selected songs has a positive direction affect on listening ability.

C. Discussion

Based on the findings, the researcher concludes that English selected songs have an influence on listening ability. The result of the studens listening ability research before being applied using English selected songs showed that there were students or 80% of students who did not achive completeness, in other words,low learning listening outcomes that did not achieve completeness.

Following that, depending on the validity and reliability test findings. According to the results of the validity assessment of table 3.6, the questionnaire $r_{\text{table}} = 0.388$. The results of establishing the validity of the table above reveal that $r_{\text{count}} > r_{\text{table}}$, implying that all questionnaires are valid. The reliability test findings for the variable English picked songs (X) and variable listening ability (Y) demonstrate that Chronbach's Alpha is greater than the base value, $0.773 > 0.60$. The findings indicate that all statements in the questionnaire variables (X) and (Y) were deemed reliable. Based on these data, we may infer that all comments on this variable are credible or trustworthy.

Furthermore, the normality test results show that the pretest significance value is $0.117 > 0.05$, whereas the posttests is $0.528 > 0.05$. Based on the normality test results, we can conclude that the pretest and posttest residual values follow a regular distribution.

The results of students' listening ability after using applied English selected songs media showed

that there were has been carried out through the SPSS 25 application with total of 25 respondents, it is known the significance value is $0.000 < 0.05$ so that H_1 is accepted and H_0 is rejected. This means that the use of English selected songs influence on listening ability at tenth grade students of SMKN 1 Sinjai.

The regression coefficient of English selected songs is 0.435. The regression coefficient is positive, indicating that English-selected songs have a favorable and significant affect on listening skills. The table Summary on the R square shows that English picked songs have an affect on listening ability of 0.222. So, this suggests that employing English selected songs has a greater influence on listening ability at tenth grade students of SMKN 1 Sinjai.

As a result, based on previous studies related to this research, a significant Islamuddin (2019) "Measuring Listening Ability by Using The Song of The Third Semester Students of English Department at IAIN Palopo" completed a research on the title "Measuring Listening Ability by Using

The Song at The Students Third Semester of English Department at IAIN Palopo 2018/2019 academic year”. While the research results RegitaCahyani (in 2020), “Using English Songs in Improving Students' Listening Skills of the Eight Grade Students in MTS Negeri 1 Manado” The purpose of this study was to determine the improvement in listening skills of students by using English songs in class VIII students at MTs Negeri 1 Manado. This research used the Classroom Action Research method (CAR).

Based on some of the research presented above, English selected songs can influence students listening ability. That is because English selected songs can be used to express ideas, opinions, and encourage students in the learning process. As a result, English selected songs can be used as an alternative for listening lessons in the classroom.

CHAPTER V

CLOSING

A. Conclusion of The Research

1. English selected songs affects listening ability. It is supported by the final results of testing with a paired sample T-test. According to the table above, the value of Sig (2-tailed) is 0.000. If the p-value is less than 0.05 ($0.000 < 0.05$), the null hypothesis is rejected and the alternative hypothesis is accepted. As a result, H_1 is approved, but H_0 is refused. In other words, the English selected songs has an influence on listening ability at tenth grade students of SMKN 1 Sinjai.
2. Based on the research of the study, it can be concluded that English selected songs as a media has increased extended in the listening ability with students of X MPLB 3 at SMKN 1 Sinjai.

B. Suggestion of The Research

1. For students to be able to choose a good media in improving English language skills. One of them is the media namely, English selected song which is

very useful when we want to improve our listening ability.

2. For teachers, they must be good at choosing interesting media and methods in learning English to make it fresher and more relaxed. Interesting media and methods such as the use of songs in teaching listening. The songs used can be selected songs
3. For schools to be able to improve the facilities and infrastructure that support the learning process well. Facilities and infrastructure that can support the learning process well, especially in listening learning, are such as good internet access, audio-visual devices such as speaker, digital learning applications, and computers or laptops for students and teachers.

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APPENDICES

Appendix 1

QUESTIONNAIRE SHEET STUDENTS

The Influence of English selected song on listening ability at tenth grade of SMKN 1 Sinjai

A. Personal Data

Name :

No. Reg :

Class/year :

School :

B. Charging Instructions

1. Fill in the following statements in the column provided by placing a check mark (√)
2. Description of the answer options:
Choose answer 5 : if you strongly Agree
Choose answer 4 : if you Agree
Choose answer 3 : if you Undecided
Choose answer 2 : if you Disagree
Choose answer 1 : if you Strongly disagree

Questionnaire Statement Items

No	Statement	Answer Choose				
		5	4	3	2	1
1	I feel calm with English selected songs					
2	I feel that working with English selected songs is interesting.					

3	I feel that English selected songs enrich my knowledge.					
4	I feel glad listening English selected songs at any media.					
6	I feel that English selected songs increase my mental skills.					
6	I feel that learning English by English selected songs is useful.					
7	I feel that English selected songs enrich my vocabulary					
8	I feel that English selected songs make vocabulary more familiar.					
9	I really enjoy in learning listening to improve my listening ability.					
10	I can learn listening ability with my own one.					
11	Listening ability is a lot of fun.					
12	I am happy when the english class start,esspecially learning listening ability					
13	I am isterest in english listening ability					
14	I like listening material to improve my listening ability					
15	I never felt difficult in learning listening ability					
16	I feel confident in my ability to listen					

Appendix 2

RESEARCH INSTRUMENT GRID

The Influence of English selected song on listening ability at tenth grade of SMKN 1 Sinjai.

No	Variabel	Indicators	Instrumen	Data Resource
1.	English Selected Songs	a. Capturing Information	Questionnaire sheet, and document	Students
		b. Reconstructing Information	Questionnaire sheet, and document	Students
		c. Providing Feedback	Questionnaire sheet, and document	Students
2.	Listening	Understanding	Questionnaire sheet, and document	Students
		Duplicating	Questionnaire sheet, and	Students

			document	
		Transferring	Questionnaire sheet, and document	Students
		Answering	Questionnaire sheet, and document	Students

APPINDEX 3

LISTENING ASSESMENT RUBRIC

Understanding	
5	<i>Understand: the listener perfectly responds for understanding</i>
4	<i>Understand: the listener perfectly responds for understanding with only once mistake/fault</i>
3	<i>Understand: the listener perfectly respond for understanding with some mistake</i>
2	<i>Understand: the listener only understood the material given</i>
1	<i>Understand: the listener doesn't perfectly responds for understanding`</i>

Duplicating	
5	<i>Duplicating: the listener perfectly repeats or translates the message</i>
4	<i>Duplicating: the listener simply repeats or translates the message with only a few of mistakes</i>
3	<i>Duplicating: the listener only can repeat the message</i>
2	<i>Duplicating: the listener only can repeat the message with some mistakes</i>
1	<i>Duplicating: the listener can't repeat or translate the message</i>

Transferring	
5	<i>Transferring: the listener perfectly transforms the message such as making a personal identification, description, and/or drawing chart/table</i>
4	<i>Transferring: the listener can transform the message such as making a personal identification, description, and/or drawing chart/table</i>
3	<i>Transferring: the listener transforms the message such as making a personal identification, description, and/or drawing chart/table with some mistakes</i>
2	<i>Transferring: the listener only can understand the message but can't transforms the message such as making a personal identification, description, and/or drawing chart/table</i>
1	<i>Transferring: the listener can't transform the message such as making a personal identification, description, and/or drawing chart/table</i>

Answering	
5	<i>Answering: the listener answers questions about the text perfectly.</i>
4	<i>Answering: the listener answers questions about the text with only a few of mistakes.</i>
3	<i>Answering: the listener answers questions about the text with some mistakes.</i>
2	<i>Answering: the listener only knows the question but can't answer it.</i>
1	<i>Answering: the listener can't understand the questions and answer questions about the text.</i>

Source: <https://www.angelfire.com/journal/fsulimelight/listen.htm>

Appendix 4

PRE TEST AND POSTTEST GRID

Name:

Class:

School:

Listen Carefully from Audio to Answer the Question!

Let It Go

By IdinaManzel

The snow on the mountain tonight not a footprint to be seen A..... And it looks like I'm the queen the wind is..... this swirling storm inside. Couldn't keep it in..... I've tried,..... them in, don't let them see Be the good girl you,..... to be. Conceal ,....., don't let them know Well, now they know Let it go, let it go. Can't hold itLet it go, let it go Turn.....the door I don't care what they're going to say Let the storm rage on The..... bothered me anyway It's funny how.....makes everything seem small And the fears..... me can't get to me at all It's time to see what I can do To..... and break through. No right, no wrong, no rules for me I'm free Let it go, let it go I am..... and sky Let it go, let it go You'll never see me cry Here I stand and here I stay Let

the..... on. My power flurries through the air into the ground My soul is..... fractals all around. And one thought..... an icy Blast. I'm never going back, the past is in the past Let it go, let it go When I'll..... the break of dawn m Let it go, let it go..... is gone Here I stand in the light of day. Let the storm rage on The ,..... bothered me anyway.

Appendix 4

QUESTIONNAIRE SHEET GRID

The Influence of English selected song on listening ability at tenth grade of SMKN 1 Sinjai.

No.	Variabel	Indicators	No. Items
1.	English Selected songs	1. Capturing Information 2. Reconstructiing Information 3. Providing Feedback	1-3 4-5 6-7 8
2.	Listening	1. Understanding 2. Duplicating 3. Transferring 4. Answering	9-11 12-13 14-15 16

Appendix 5 Renspondents

No	Name	L/P	Class
1.	A.Rehan Farizky	L	X MPLB 3
2.	Akfa Nulh khair	L	X MPLB 3
3.	Anastasya Putri Frida	P	X MPLB 3
4.	Arjun Agusdiansyah	L	X MPLB 3
5.	Dina Aminarti	P	X MPLB 3
6.	Eva Ananda	P	X MPLB 3
7.	Gagahnovalino	L	X MPLB 3
8.	Harmita	P	X MPLB 3
9.	Intan	P	X MPLB 3
10.	Izzah Nurul Azizah	P	X MPLB 3
11.	Jasmine MentariNahak	P	X MPLB 3
12.	Nabila	P	X MPLB 3
13.	Nurcahaya	P	X MPLB 3
14.	Nurul Azkiyah Diba	P	X MPLB 3
15.	Nurwahyuni	P	X MPLB 3
16.	Putri Aprilya	P	X MPLB 3
17.	Rahmatullah	L	X MPLB 3
18.	Ridwan	L	X MPLB 3

19.	Rina Lestari	P	X MPLB 3
20.	Sulfana Soleha	P	X MPLB 3
21.	Sofia	P	X MPLB 3
22.	Suci	P	X MPLB 3
23.	Surya Agung Prasetyo	L	X MPLB 3
24.	UlilAlbab	P	X MPLB 3
25.	Yahyar	P	X MPLB 3

Appendix 6 : Result of the Questionnaire

No. Item

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	JUMLAH
R1	5	3	3	5	4	5	4	5	4	4	5	5	5	2	4	4	67
R2	4	4	5	5	4	5	4	5	4	4	5	5	4	5	5	5	73
R3	4	4	3	5	4	4	5	5	4	4	2	5	3	4	5	4	65
R4	4	4	5	5	4	4	4	5	4	4	3	4	4	3	5	5	67
R5	4	3	3	5	4	5	4	2	2	3	3	3	4	4	4	4	57
R6	5	5	4	4	3	4	2	3	3	4	2	4	3	5	3	4	58
R7	4	4	2	4	3	3	3	4	1	3	2	4	4	3	4	4	52
R8	5	4	4	2	3	5	3	3	3	4	1	4	2	2	5	3	53
R9	5	5	5	3	4	5	4	4	4	4	5	4	3	3	5	4	67
R10	4	5	2	3	4	3	4	3	4	5	5	4	4	4	4	3	61
R11	3	5	5	2	2	5	4	4	5	5	5	3	5	5	4	4	66
R12	3	4	2	3	2	3	2	2	5	4	3	5	3	3	5	3	52
R13	4	5	3	4	3	2	2	1	3	4	2	4	5	3	5	1	51
R14	4	4	4	5	3	5	3	2	5	4	3	3	5	4	4	4	62
R15	4	2	4	3	4	4	4	3	3	5	4	4	4	4	5	5	62
R16	4	4	3	4	3	3	5	2	4	4	3	3	3	3	3	2	53
R17	3	5	3	2	4	3	3	1	2	3	4	1	4	2	5	2	47
R18	3	4	3	1	3	4	2	3	4	3	5	4	1	4	3	2	49
R19	4	2	4	2	2	3	3	4	3	4	3	3	2	1	2	4	46
R20	4	1	5	2	1	2	3	3	4	3	4	4	4	2	4	5	51
R21	5	5	5	3	3	1	2	2	2	4	3	4	5	3	3	5	55
R22	4	3	5	3	4	3	2	4	5	2	4	4	4	1	4	3	55
R23	5	4	3	4	3	4	1	3	5	5	2	4	3	4	3	4	57
R24	1	2	4	1	2	2	2	2	4	5	2	3	2	4	4	4	44
R25	3	1	1	2	3	4	1	3	2	1	3	4	2	3	3	4	40
TOTAL	98	92	90	82	79	91	76	78	89	95	83	95	88	81	101	92	1410

Appendix 7 : Students Listening Test (Pretest) Results

No	Responden	Undesrtanding	Duplicating	Transferring	Answering	Jumlah
1.	R1	4	3	4	4	15
2.	R2	4	3	4	4	15
3.	R3	3	5	3	4	15
4.	R4	3	1	5	4	13
5.	R5	2	3	2	2	9
6.	R6	2	2	2	3	9
7.	R7	2	1	2	2	7
8.	R8	1	1	2	2	6
9.	R9	3	1	2	2	8
10.	R10	4	1	3	1	9
11.	R11	1	2	1	2	6
12.	R12	5	3	3	2	13
13.	R13	3	3	2	5	13
14.	R14	1	2	3	3	9
15.	R15	3	3	2	2	10
16.	R16	4	2	2	2	10
17.	R17	2	2	3	2	9
18.	R18	4	2	2	2	10
19.	R19	4	3	2	2	11
20.	R20	3	3	3	1	10
21.	R21	2	4	2	2	10
22.	R22	3	2	3	4	12
23.	R23	4	5	4	5	18
24.	R24	2	1	3	2	8
25.	R25	2	2	2	2	8
TOTAL		71	60	66	66	263

Appendix 8 : Students Listening Test (Posttest) Results

No	Responden	Undersrtanding	Duplicating	Transferring	Answering	Jumlah
1.	R1	5	5	5	5	20
2.	R2	5	5	5	5	20
3.	R3	3	4	4	4	15
4.	R4	3	4	4	4	15
5.	R5	3	5	2	5	15
6.	R6	4	5	2	5	16
7.	R7	4	4	4	4	16
8.	R8	2	2	4	4	12
9.	R9	4	2	3	4	13
10.	R10	3	5	3	3	14
11.	R11	3	5	5	4	17
12.	R12	2	5	5	5	17
13.	R13	3	3	5	4	15
14.	R14	5	3	5	4	17
15.	R15	3	3	5	3	14
16.	R16	4	3	5	3	15
17.	R17	2	2	3	2	9
18.	R18	3	5	2	3	13
19.	R19	4	2	3	2	11
20.	R20	3	2	3	2	10
21.	R21	2	2	4	2	10
22.	R22	1	2	4	5	12
23.	R23	4	5	4	5	18
24.	R24	3	2	4	3	12
25.	R25	3	2	2	3	10
TOTAL		81	87	95	93	356

DOCUMENTATION

1. Pre-Test



2. Treatment



3. Treatment



4. Post-Test



5. Questionnaires





**UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Nomor : 288.DI/III.3.AU/F/2024
Lamp : -
Hal : **Permohonan Izin Penelitian**

Sinjai, 05 Dzulqaidah 1445 H
14 Mei 2024 M

Kepada Yang Terhormat

Kepala SMKN 1

Di -

Sinjai

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Hasnia
NIM : 200110008
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

" The Influence Of Using English Selected Songs On Listening Ability At Tenth Grade Students Of SMKN 1 Sinjai ".

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di SMKN 1 Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.



Tembusan disampaikan Kepada Yth :

1. Rektor UIAD Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN
NOMOR: 596.DI/III.3.AU/F/KEP/2023**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Muh. Syukri, M.Pd.	Irwin Hidayat, S.Pd.I., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : Hasnia
NIM : 200110008
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Influence of Using English Selected Song on Listening Ability at Tenth Grade Students of SMKN 1 Sinjai

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



**UNIVERSITAS ISLAM
AHMAD DAHLAN**

**FAKULTAS TARBIYAH
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai
Pada Tanggal : 20 Jumadil Awal 1445 H
04 Desember 2023 M

Dekan,


Dr. H. Akdir, M.Pd.I.
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMK NEGERI 1 SINJAI**

Jalan Telukur No. 1 Sinjai Provinsi Sulawesi Selatan Tlp/Fax (0482) 22723 E-Mail : smkn1sinjai69@gmail.com Sinjai 8372611

SURAT KETERANGAN PENELITIAN

Nomor : 420 / 187 -UPT SMKN 1/SJ/DISDIK

Yang bertanda tangan di bawah ini kepala UPT SMK Negeri 1 Sinjai :

Nama : **Ir. MIKYAL ARSYAD, S.Pd., M.P**
NIP : 19661231 200502 1 007
Jabatan : Kepala UPT SMK Negeri 1 Sinjai

Menerangkan Bahwa :

Nama : **HASNIA**
Tempat/Tanggal Lahir : Sinjai, 02 Agustus 2000
Nim : 200110008
Prodi : Tadris Bahasa Inggris
Alamat : Dusun Lambari, Desa Tellulimpoe, Kec. Tellulimpoe, Kab. Sinjai

Telah melaksanakan penelitian di UPT SMK Negeri 1 Sinjai pada tanggal 21 Mei 2024 s/d 21 Juni 2024 dengan judul Penelitian *"The Influnce Of Using English Selected Songs On Listening Ability At Tenth Grade Students Of SMKN 1 Sinjai"*

Demikian surat keterangan penelitian ini diberikan kepadanya untuk dipergunakan semestinya.

Sinjai, 24 Juni 2024
Kepala UPT SMK Negeri 1 Sinjai

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