



The Effect of Students' Interest in English Song on the Value of Learning Outcomes in English Subject for Class VIII of SMP Negeri 1 Haurgeulis

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Abstract: This research aims to (1) help increase students' learning motivation in English subjects by growing students' interest in English songs (2) obtain evidence that the singing method can improve student learning outcomes in English subjects. To find out whether this method is effective or not, the author used pre-experimental research with a quantitative approach. The research was carried out using stages: Pre-test, Treatment and Post-test. Because the method used is a quantitative approach, to analyze the data the author used Linear Product Moment Regression Analysis, while to test the effect of treatment on the sample the authors used the paired sample t test. The results of data analysis show that the correlation coefficient value r_{xy} is 0.659. This means that the regression correlation coefficient value of students' interest in English songs is 0.659, which has a positive sign, meaning that the higher the students' interest in English songs, the higher the students' interest in English songs student learning outcomes will be. The validity test results of all questionnaire items have Pearson Correlation R values > 0.3494 then it can be concluded that all items are valid. Meanwhile, the results of the reliability test used Cronbach Alpha with a value of $0.839 > 0.6$, which means that the questionnaire items in the instrument were reliable for use. From the results above, the hypothesis states Student's interest in English Songs can improve the value of learning outcomes in English Subjects for class VIII of SMP Negeri 1 Haurgeulis can be accepted.

Keywords: *Interest, English Songs, Value Learning Outcomes*

INTRODUCTION

Knowledge is very important for every individual and can even increase human dignity. We need knowledge that can support life in this world as preparation for facing the afterlife. We also need knowledge that can equip us for the afterlife. The degree of people who have knowledge is higher than people who do not have knowledge. With knowledge, a person will not easily get lost in life because knowledge is like light that will illuminate him from the darkness of ignorance. Knowledgeable people

are also more likely to achieve their goals, desires and hopes.

Cook Wilson's claims supporting the infinity of knowledge include: that knowledge, unlike belief, exists on an active/passive divide; that, instead of requiring belief, knowledge does not involve belief; and that understanding forms of thought other than knowledge (such as belief) depends on understanding knowledge. Reflecting on Cook Wilson's framework highlights an underappreciated concern that is relevant to any attempt to define knowledge.

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The first knowledge program, especially inspired by Williamson (2000), treats knowledge as a primitive endeavor that cannot be explained defines other psychological and epistemic properties, such as belief, justification, and proof.

Therefore, having knowledge is a must. Seeking knowledge is something that must be done, especially as Muslims. Because with knowledge we can broaden our horizons, views, thoughts, and can improve our abilities. Language is a means of conveying ideas from one person to another person whose understanding is different. Every person in this world has the ability to convey their thoughts, feelings, views and needs through language. Because without language, it would be difficult for everyone to understand what other people are saying.

Because it is influenced by a number of elements, including social, political, economic and cultural, English is currently the most widely used language. It's all based on history created by the British, who have conquered almost every country in the world. Therefore, many countries that want to collaborate with other countries in various industries believe that a good command of English will help continue this partnership.

In its development, English has become a popular international language and is generally used to communicate with people from abroad, especially in this era of globalization. In fact, English is the second most widely spoken language in the world. Globalization makes the use of English increasingly widespread. Many young people today use English in their daily lives, although there are still some who mix their mother tongue with English. They think using English is cool, so they want to learn English and use it in their daily activities.

Learning activities will be more successful if they are linked to students' interests, desires and goals. Currently, young Indonesians' interest in music is very large. This is proven by the rise of music programs and events on various platforms/media that favor the younger generation. The young generation's great interest in music is an interesting thing to study its influence, especially since music is often used by teachers as a learning medium. One example, when a child learns the alphabet, of course the child has to pronounce all the letters.

Memorizing the alphabet can be made easier

by using song notes to pronounce it, and usually children will memorize it more easily. This shows that a song consisting of a musical composition and lyrics (words) can be very helpful in bringing things together. Words – in this case song lyrics – can be more easily accessed from the human brain's memory when the melody of the song is remembered.

Music is also linked to brain development. Music can be an interesting medium for students to learn happily, so it is hoped that students can excel in a field. Thus, it can be assumed that if someone has an interest in songs, then indirectly the student will benefit from the lyrics and music.

The use of audio as a learning medium in formal schools is not easy to find. Many middle and high school level schools in Indonesia do not have language laboratory, because this laboratory requires quite a lot of money, both in terms of procurement of equipment/utilization and maintenance. In learning, if the methods or techniques used are not in accordance with the material to be taught, the results will certainly not be as expected. Students need creative, effective, interesting and not boring methods in learning.

After conducting observations at SMP Negeri 1 Haurgeulis where the research took place, it was discovered that the school did not have a language laboratory. In fact, in daily life, students do not use audio or audio-visual aids in learning and their English scores are poor. This research was created to analyze the influence of students' interest in English songs on the learning outcomes of class VIII students and conducted research with the title "The Influence of Students' Interest in English Songs on the Value of Learning Outcomes for Class VIII English Subjects of SMP Negeri 1 Haurgeulis.

In accordance with the problem formulation above, the objectives to be achieved in this research are:

- a. To find out how much students' interest in English songs can increase the students' achievement in learning English.
- b. To obtain evidence that learning methods using English songs can improve student learning outcomes in English learning.

There are two previous researches related to this research. The first was from Agustini (2010). To determine students' interest in learning English, especially in Listening subjects, he conducted a pre-experiment plan. The title of the research is

"Effectiveness of Using English Songs to Increase Students' Interest in Listening at SMAN 1 Bukit Batu". At the end of the research, she found that student interest in the second year of the B grade science program which used English songs had increased rapidly.

The second research is entitled "Using Songs in Teaching English Speaking Skills for Young Learners." conducted by Nurvia 2016. This type of research is Qualitative Research. She investigated the process of using songs in teaching and learning speaking, the advantages and disadvantages of using songs in teaching speaking, and investigated teachers' efforts in teaching speaking.

From these two studies there are differences with our research, namely in the aspects of location, subject and method. In our research, the implementation was carried out at Junior High School, whereas the subjects of the previous two researchers were Elementary School and Senior High School. Quantitative was used in our research. We therefore consider this as a novelty in our research. In conclusion, songs can be a medium for introducing new languages; songs improve students' pronunciation. Then, songs can make a good contribution in increasing students' motivation in speaking, and songs can strengthen students' memory.

Learning a foreign language, namely English, is often considered difficult, because in the SMP Neger 1 Haurgeulis environment, this language is often not used actively at home. Students tend to be embarrassed to read, let alone speak without text. Students also seem less confident in writing in English. Likewise, when listening, most students are unable to grasp the meaning conveyed by the speaker. However, students benefit from the development of gadgets, especially smartphones and the internet, which are increasingly popular. So, students get used to hearing and/or observing developments in the outside world which more often uses English as a medium of communication. Students find it easier to access foreign songs in English. This grows students' interest and interest in English songs even greater.

According to Richard (2002) a song is a relatively short musical composition for the human voice, which displays words or lyrics. Sometimes there's rhyme and use different language styles from the language style used in a scientific or formal texts. Words inside a song is sung with a certain pitch, rhythm, speed and

style. \

Kamien (1997, in Rahmatika Kayyis) states that a song is a relatively short musical composition for the human voice which may be accompanied by another musical instrument equipped with words or lyrics. A song is often used in literature to refer to a lyric poem adapted for expression in music.

By using songs, learning will be more enjoyable because songs have rhythms that students can follow. Apart from that, songs can also train students' analytical skills, so that English language material will always be stored in students' memories. Furthermore, students are expected to be able to instill a sense of comfort in participating in discussions on various English subject topics. Based on the theory explained above, students' interest in English songs will help students understand the learning material, so they can understand and apply English both spoken and written well and correctly.

In English language learning, the problem of low participation due to difficulties learning/mastering it (especially grammar and pronunciation systems) is felt by many English teachers. Meanwhile, songs have advantages such as rhythm which gives the effect of feeling happy and relaxed, originality texts that can arouse interest in learning, and text content that can be used as a learning resource is very suitable for learning. empowered in facilitating English language learning.

Interest

Interest, in Bahasa Indonesia, means "minat". Meanwhile, dictionary.com states that interest is a noun, which means the feeling of someone whose attention, attention or curiosity is primarily focused on something: 'He was very interested in Donne's poetry'. Or, something that concerns, involves, interests, or arouses someone's curiosity: 'His interests are philosophy and chess'.

In defining what interest is, some scholars have their own definitions. Some of them are pronounced in different ways but still have similar meanings. As stated by Slameto (2003), interest is a continuous tendency to pay attention to and store information about an activity. The tendency towards something is called interest. Muhibbin (1995) describes interest as a strong desire and motivation to do something. Interest can be a willingness to do something without external influence. In general, excitement and

interest in a movement go hand in hand.

In addition, Hurlock in Surya (2009) defines interest as "a source of motivation that encourages people to do what they want when they are free to choose." This research came to the conclusion that interest is a positive attitude that encourages someone to pay attention to something or someone they find interesting.

a. The Aspect of Interest.

There are two aspects of interest as stated by Hurlock (2009): cognitive and affective. The cognitive component is based on the student's concepts with respect to his or her area of interest.

In Elliya Yuliana (2021) lists the characteristics of students who are interested in studying as follows: (1) Having a stable tendency to pay attention to and memorize the object of the lesson he is studying continuously; (2) Feeling good about what they are interested in; (3) Getting happiness and recognition for doing something they love; (3) Attracting activities that interest them; (4) They like something even though they have interest in other things and (5) They will engage in activities related to something they are interested in.

Interest is defined as a person's tendency to continue to be interested in a particular object or thing and want to learn more about it, Winkel (1996).¹² In line with the justification mentioned previously, the following is an indication of interest.

- a) Pleasure. Factors that encourage repetition of pleasurable behavior and serve as motivation for others.
- b) Willingness. The aspect that without using any energy creates will, attention, and concentration on an object.
- c) Awareness. Characteristics that arise from the will. As a result, he realized that what they were doing was for learning purposes.
- d) Attention. Traits that show a person's curiosity about interesting things.
- e) Component of Interest. In explaining the components of interest, there are four categories of interest as stated by Yuliana (2022):
- f) Asking subjects to list their favorite and least favorite tasks or activities in the form of assignments or not is one way to measure the level of interest they show. For example, someone might express

interest in developing a building design.

- g) Direct observation of a subject's actions or knowledge of his or her interests are ways to demonstrate genuine interest. A person may be actively involved in musical ensembles, social organizations, etc.
- h) Tested interests refer to stated interests that are used to draw conclusions from objective test response results. High interest in something is usually related to the high value of that something.
- i) Asking questions about inventoried interests is interests that are conveyed using standard instruments, usually by asking the subject whether he is happy or unhappy with a series of activities or an object.

So, it can be concluded that interest is the tendency to obtain something for oneself. People usually want pleasant things or do not feel the need to oppose them because the benefits are unpleasant.

English Song

Griffe (1992) emphasized that songs are produced vocally, linguistically and melodically meaningful. Music and words are the main components of a song. This song is often performed repeatedly so it is easy to remember. Due to their repetitive nature, songs sometimes have many lines repeated two or more times. Songs can be duet, trio, or ensemble compositions, but are usually composed for solo performers.

In this modern era, listening to various types of songs is possible because of easy access. There are many types of songs. Certain types of songs have many fans, including among young people. According to Yulianto (2010), English songs can be broadly divided into various forms. There are: art songs, regional songs, and popular songs.

Hoffer (1985) defines popular songs as musical works that are often produced and performed in an interesting and enthusiastic way. People who often listen show their interest by moving their bodies both

physically and cognitively.

This shows how engrossed they are in the music they listen to. Hoffer's claim and Purcell's point of view are both correct. In short, a popular song is often created for commercial purposes and enjoyed by the largest possible audience as entertainment.

Betsy B. Lee, author of the *Learning Abilities Book* (2001) explains that by singing and listening to music, a person can increase their capacity to learn new things while increasing their activity level. Therefore, it is natural to assume that interest in listening to English songs can be inferred from routine and automatic behavior that focuses on the meaning of songs with lyrics, melody and rhythm sung in English.

Teachers can help students to develop their listening skills by using various exercises. Watching films, hearing the news, and listening to English songs are some of the things you can do. Students can use a piece of parchment to expand subtitles while watching a film and try to predict what will happen. Students can choose topics that interest them when listening to media stories, such as sports, fashion, technology, or education. While listening to the pronunciation of words, students can sing along to English songs. To investigate whether students' listening skills are improved by using songs to enable them to use English correctly, as well as changing their learning patterns rather than students' hobbies and interests that can actually increase their knowledge or enjoyment. learning (Lengkoan, 2017).

English is one of the subjects in the secondary education curriculum, both middle and high school. Therefore, every student is obliged to study these subjects. The success or failure of a student in learning English is of course determined by many factors. A student is declared successful in the teaching and learning process if his learning results reach a predetermined limit, the minimum completeness criteria. Kriteria Ketuntasan Belajar Minimal (KBM) in academic year 2022/2023 is 75 and 76 for each semester.

To achieve learning goals, teachers make efforts, as do students. Learning English is a real effort to improve human resources through educational development in Indonesia. The large number of English users in the world is proof of the importance of socializing this language to the younger generation, students. The phenomenon of the rise of print, electronic and even digital media which presents various information is also presented in English. Therefore, the Indonesian government lists English as a foreign language subject that must be studied starting from elementary, middle school and high school/vocational school levels. The aim of language teaching is so that students are able to use the language in question in communicating. Good English language skills will certainly be a competitive asset for students, both in the field of education and the world of work. It is not surprising that various efforts continue to be made to improve Indonesian students' mastery of a foreign language, namely English. The fact that learning English is familiar to most students in Indonesia is not in line with the skills demonstrated in formal communication in English.

According to Agustini (2010) there is a significant or positive influence between students' listening interest without using English songs and using English songs. From this theoretical study, the authors see a correlation between students' interest in English songs, which is variable X, and student learning outcomes in English subjects, which is variable Y. So, we can ask the question:

1. Is there an influence between student learning outcomes in English subjects?
2. How big is the influence of students' interest in English songs on student learning outcomes in English subjects?

To answer the research problems that have been described, the following hypothesis can be proposed: Students' interest in English songs can increase the learning outcomes of English class VIII SMP Negeri 1 Haurgeulis.

METHOD

This research is pre-experimental research with a quantitative approach, specifically a single group design with pre-test – treatment – post-test. Rukminingsih et al (2020) state that pre-experimental design is experimental research

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that has not been carried out seriously because there are still external variables that influence the dependent variable, because the subjects are humans who cannot be completely controlled because of human tendencies and characteristics. unique and different from each other in responding to something.

The research was conducted using the single group design method with pre-test - treatment – post-test in the form of pre-experimental research which tested the influence of students' interest in English songs on students' English subject grades. In this research, the problem raised is how effectively students' interest in English songs influences their learning outcomes in learning English subjects.

Instruments that have validity and reliability are needed to obtain reliable research results. Valid means that the instrument can be used to measure whatever it is supposed to measure. Reliable means that if the instrument is used several times to measure the same object, it will produce the same data. Validity and reliability tests need to be carried out on measuring instruments that will be used in research. The following is a test of the validity and reliability of the variable indicators in the research that will be tested.

The validity test is used to test whether the instrument used is valid. This means that the instrument can be used to measure anything that should be measured. The results of the instrument are said to be valid if the data collected is data that actually occurs on the object under study. The questionnaire is said to be valid

if the calculated r value > r table (Sugiyono, 2008). Instrument testing used a sample of 32 students, this was intended so that the questions in the questionnaire really had a reliable level of validity because the table values intended were quite high.

The validity test is carried out by comparing the calculated r value with the r table of degrees of freedom (df) = n-2, in this case n is the number of samples in this study, namely (n) = 32. So, the size (df) can be calculated by 32-2 = 30. With (df) = 30 and alpha = 0.05, the r table = 0.3494 (by looking at the r table at (df) = 30 with a two-sided test). The rule that applies is if the calculated r value > r table (0.3494), then the questions in the questionnaire can be declared valid, and vice versa. According to Sugiyono (2009), it shows the level of accuracy between the data that actually occurs on the object and the data collected by the researchers. This validity test is carried out to measure whether the data obtained after the research is valid data or not, using the measuring instrument used (questionnaire). The validity test was carried out on 32 students as respondents.

This validity test was carried out using the SPSS 22.0 for Windows program with the following criteria:

1. If r count > r table then the statement is declared valid.
2. If r count < r table then the statement is declared invalid.
3. The calculated r value can be seen in the corrected total item correlation column.

Table 1: The result of Correlations

	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16
X01 Pearson Correlati on Sig. (2- tailed) N	1	.535 **	.292	.14 5	.252	.444 *	.169	.12 1	.077	- .136	.260	.166	.429 *	- .059	.380 *	.463 **
X02 Pearson Correlati on Sig. (2- tailed) N	.535 **	1	.394 *	.15 8	.430 *	.350 *	.596 **	.15 8	.309	.066	.399 *	.440 *	.545 **	.056	.464 **	.684 **
X03 Pearson Correlati on Sig. (2- tailed) N	.292	.394 *	1	.40 2*	.271	.237	.344	.27 6	.397 *	.236	.378 *	.497 **	.325	.035	.388 *	.651 **
X04 Pearson Correlati on	.145	.158	.402 *	1	.029	.057	.106	.41 8*	- .059	.142	.060	.191	- .144	- .215	.061	.267



	Sig. (2-tailed) N	,428 32	,389 32	,022 32		,877 32	,758 32	,563 32	,017 32	,748 32	,439 32	,745 32	,296 32	,433 32	,238 32	,741 32	,140 32	
X05	Pearson Correlation	,252	,430*	,271	,029	1	,471**	,329	,252	,253	,279	,361*	,398*	,453**	,279	,392*	,656**	
	Sig. (2-tailed) N	,163 32	,014 32	,134 32	,877 32		,006 32	,066 32	,164 32	,163 32	,121 32	,042 32	,024 32	,009 32	,122 32	,026 32	,000 32	
X06	Pearson Correlation	,444*	,350*	,237	,057	,471**	1	,361*	,298	,228	,122	,298	,374*	,591**	,232	,262	,635**	
	Sig. (2-tailed) N	,011 32	,050 32	,192 32	,758 32	,006 32		,043 32	,098 32	,210 32	,506 32	,098 32	,035 32	,000 32	,201 32	,148 32	,000 32	
X07	Pearson Correlation	,169	,596**	,344	,106	,329	,361*	1	,279	,297	,323	,482**	,387*	,343	,272	,090	,632**	
	Sig. (2-tailed) N	,354 32	,000 32	,054 32	,563 32	,066 32	,043 32		,122 32	,099 32	,071 32	,005 32	,029 32	,054 32	,132 32	,622 32	,000 32	
X08	Pearson Correlation	,121	,158	,276	,418*	,252	,298	,279	1	,042	,318	,257	,091	,158	,051	,131	,402*	
	Sig. (2-tailed) N	,508 32	,387 32	,127 32	,017 32	,164 32	,098 32	,122 32		,818 32	,076 32	,155 32	,620 32	,388 32	,780 32	,475 32	,023 32	
X09	Pearson Correlation	,077	,309	,397*	,059	,253	,228	,297	-	,042	1	,137	,580**	,345	,384*	,386*	,554**	,588**
	Sig. (2-tailed) N	,674 32	,085 32	,025 32	,748 32	,163 32	,210 32	,099 32	,818 32		,453 32	,001 32	,053 32	,030 32	,029 32	,001 32	,000 32	
X10	Pearson Correlation	-	,136	,066	,236	,142	,279	,122	,323	,318	,137	1	,102	,381*	-	,496**	-	,400*
	Sig. (2-tailed) N	,459 32	,719 32	,194 32	,439 32	,121 32	,506 32	,071 32	,076 32	,453 32	,580 32	,031 32	,825 32	,004 32	,190 32	,023 32		
X11	Pearson Correlation	,260	,399*	,378*	,060	,361*	,298	,482**	,257	,580**	,102	1	,516**	,432*	,268	,335	,681**	
	Sig. (2-tailed) N	,150 32	,024 32	,033 32	,745 32	,042 32	,098 32	,005 32	,155 32	,001 32	,580 32	,002 32	,013 32	,138 32	,061 32	,000 32		
X12	Pearson Correlation	,166	,440*	,497**	,191	,398*	,374*	,387*	,091	,345	,381*	,516**	1	,561**	,273	,263	,703**	
	Sig. (2-tailed) N	,364 32	,012 32	,004 32	,296 32	,024 32	,035 32	,029 32	,620 32	,053 32	,031 32	,002 32		,001 32	,131 32	,146 32	,000 32	
X13	Pearson Correlation	,429*	,545**	,325	,144	,453**	,591**	,343	,158	,384*	-	,432*	,561**	1	,185	,514**	,681**	
	Sig. (2-tailed) N	,014 32	,001 32	,070 32	,433 32	,009 32	,000 32	,054 32	,388 32	,030 32	,825 32	,013 32	,001 32		,311 32	,003 32	,000 32	
X14	Pearson Correlation	-	,059	,056	,035	,215	,279	,232	,272	,051	,386*	,496**	,268	,273	,185	1	,078	,418*
	Sig. (2-tailed) N	,749 32	,762 32	,851 32	,238 32	,122 32	,201 32	,132 32	,780 32	,029 32	,004 32	,138 32	,131 32	,311 32		,670 32	,017 32	
X15	Pearson Correlation	,380*	,464**	,388*	,061	,392*	,262	,090	-	,554**	-	,335	,263	,514**	,078	1	,521**	
	Sig. (2-tailed) N	,032 32	,007 32	,028 32	,741 32	,026 32	,148 32	,622 32	,475 32	,001 32	,190 32	,061 32	,146 32	,003 32	,670 32		,002 32	
X16	Pearson Correlation	,463**	,684**	,651**	,267	,656**	,635**	,632**	,402*	,588**	,400*	,681**	,703**	,681**	,418*	,521**	1	
	Sig. (2-tailed) N	,008 32	,000 32	,000 32	,140 32	,000 32	,000 32	,000 32	,023 32	,000 32	,023 32	,000 32	,000 32	,000 32	,017 32	,002 32		

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

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From the data in the table 1, it can be concluded that all calculated r values for each item are $>$ greater than 0.3494 so it can be concluded that all items in the questionnaire are valid.

Reliability testing is used to test whether the instrument used is reliable or not. It is said to be reliable if there is similarity in data at different times. This reliability testing technique uses analysis techniques developed by Alpha Cronbach. In this reliability test, α is said to be reliable if it is greater than 0.6 (Wiratna Sujarweni, 2014). The rules for determining

whether an instrument is reliable or not are as follows:

- If the Cronbach Alpha (α) reliability figure exceeds 0.6 then the instrument is reliable, the questionnaire can be trusted and can be used.
- If the Cronbach Alpha (α) reliability figure is less than 0.6 then the instrument is not reliable, the questionnaire cannot be trusted and cannot be used.

Reliability Analysis can be seen in table 3.2 below:

Reliability Statistics

Cronbach's Alpha	N of Items
.839	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	34.1563	36.652	.380	.834
X02	34.1250	34.242	.616	.821
X03	34.3125	33.706	.564	.823
X04	34.2188	37.983	.157	.847
X05	34.3750	33.984	.575	.823
X06	34.0938	34.152	.551	.824
X07	34.0000	35.226	.566	.825
X08	33.5938	36.636	.295	.840
X09	34.7813	34.822	.501	.828
X10	33.9375	36.512	.287	.841
X11	34.5938	33.991	.608	.821
X12	34.3438	34.104	.640	.820
X13	34.6875	33.770	.605	.821
X14	33.9375	35.802	.284	.844
X15	34.9063	35.572	.428	.832

From the results of the reliability test, a reliability coefficient value of 0.839 was obtained, which means $>$ greater than 0.6, so it can be concluded that the instrument used is reliable and can be used.

According to Arikunto, (2010); The population is all research subjects. The population in this study were all students in class

VIII of SMP Negeri 1 Haurgeulis who were divided into nine classes. The number of students is 279. Students at SMP Negeri 1 Haurgeulis have students from various backgrounds with students from various villages in Haurgeulis Indramayu. Research Sample. Arikunto, (2010); The sample is a part or representative of the entire population studied. The research sample

used was a purposive sample. Purposive sampling involves taking subjects not based on strata, randomness, or area, but rather based on having a specific objective. So, this research uses a sample of one class, namely class VIII A at SMP Negeri 1 Haurgeulis. There are 32 students.

Research instruments are tools that researchers use to collect data to make their work easier and the results better. The tools used by researchers as data collection tools are tests and observation sheets.

To find out how much interest students have in English songs, the authors used an instrument in the form of a questionnaire with 15 Indonesian language question items, each of which was rated on a scale of 1 to 4. The higher the score given by students, the greater their interest in English songs.

Meanwhile, to find out how much influence learning using English songs has on student learning outcomes in English subjects and to test hypotheses, the authors used the lyrics of songs entitled "All of Me" by John Legend and "Hero" by Mariah Carey. First, the complete song lyrics are distributed to students so they can sing, memorize and understand the meaning. Next, the song lyrics are taken back. Then the song lyrics were distributed again, but from each song lyric there were 10 words left blank. Students are asked to fill in 10 blank words with the correct words that match the lyrics. So, for two song titles there are 20 words that students must fill in. The teacher will count the number of words that students fill in correctly.

The most important thing in this research is collecting data that can determine the research results. Several techniques that will be used in collecting data in this research are:

a. Pre-test.

During the pre-test, students were not given practice or listened to songs entitled "All of Me" from John Legend and "Hero" from Mariah Carey beforehand. However, they were immediately given a script of the song's lyrics

with 10 words left blank for each song. Students are asked to fill in the blank words. Next, the author counts the number of words filled in correctly by students.

b. Post test.

This post-test was carried out as the final step in data collection. However, this post test is carried out after students have been given treatment first. The test method is the same as in the pre-test, students are asked to fill in 10 blank words with the correct words that match the lyrics of each song title. So, for two song titles there are 20 words that students must fill in. The writers will count the number of words filled in correctly by students.

In conclusion, the greater the change in the added value of the correct answer, it shows that the student's English learning value is also higher.

To analyze the data, the authors call this research pre-experimental research with a quantitative approach, specifically a single group design. The authors will analyze data from the pre-test and post-test using statistical formulations.

To calculate the magnitude of the correlation the author uses Product-Moment Correlation. Product-Moment Correlation is used to determine the relationship between two symptom intervals (variables) (Arikunto, 2010).

FINDINGS AND DISCUSSION

In general, observations consist of two variables X and Y. With X as the independent variable and Y as the dependent variable. In this study, variable X is students' interest in English songs, while variable Y is the value of learning outcomes. Next, the correlation coefficient is calculated using the formula:

Calculations using Microsoft Excel.

The following is data table 4.4 resulting from calculating the correlation coefficient between students' interest scores in English songs as variable.

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ANALIZE CORRELATION PRODUCT MOMENT (CORRELATION COEFFICIENT)

NO.	NAME	M/F	X (INTEREST)	Y (VALUE)	XY	X ²	Y ²
1	AJENG SUCILESTARI	F	47	9	423	2209	81
2	ALYA DWI AMANDA	F	46	9	414	2116	81
3	ANNISA PUTRIANA	F	34	4	136	1156	16
4	AS SHAFWA MAHABATTUS ASI	F	38	10	380	1444	100
5	AUDINA SHELFA AQUINY	F	29	4	116	841	16
6	AUDY GHIA SHAKIRA	F	38	6	228	1444	36
7	BILQIS ZANUBA RAHMAH	F	41	9	369	1681	81
8	CANTIKA MAULIA	F	27	5	135	729	25
9	CLARISYA KINARA PUTRI	F	36	6	216	1296	36
10	EAZY DENIA AZZAHRA	F	39	11	429	1521	121
11	FATIMAH ZAHRA DWI TRISNA	F	27	5	135	729	25
12	HANIDA MAHDYATU SYAUQNYA	F	37	6	222	1369	36
13	HANIFATUL AZIZAH	F	41	10	410	1681	100
14	HAYKAL BAKHTIAR MAULANA	M	38	6	228	1444	36
15	IRWAN RIZKY RIYANTO	M	31	6	186	961	36
16	IZZAN HASWAN NURYANA	M	37	10	370	1369	100
17	JIHAN NABILA	F	33	8	264	1089	64
18	KAERA RESTI	F	42	8	336	1764	64
19	KENNY APRILLIO	M	35	8	280	1225	64
20	KESYA HERSANTI	F	40	7	280	1600	49
21	MUTIARA PUTRI RAMADHANI	F	39	6	234	1521	36
22	NANDA HANIFAH	F	38	8	304	1444	64
23	RISKA DIANI	F	49	11	539	2401	121
24	SHINELO MARKO GEMANDEL	M	22	5	110	484	25
25	SYIFA AZZAHRA	F	25	5	125	625	25
26	TARUNA WIRA JHATI	M	44	9	396	1936	81
27	TIARA NAVISHA PUTRI	F	32	9	288	1024	81
28	VALENSIAH IRPANI ANJALIMAH	F	34	9	306	1156	81
29	WIDURI MAHARANI	F	35	6	210	1225	36
30	YASMIN AULIA PUTRI	F	37	6	222	1369	36
31	ZAHWA MAULA TAUFIK	F	42	10	420	1764	100
32	ZAKY NURUL HUDA	M	42	7	294	1764	49
Σ			1175	238	9005	44381	1902
Σ^2			1380625	56644			
n					288160	1420192	60864

$$\begin{aligned} (\Sigma X)(\Sigma Y) &= 279650 \\ n\Sigma XY - (\Sigma X)(\Sigma Y) &= 8510 \\ \{(n\Sigma X^2) - (\Sigma X)^2\} \{(n\Sigma Y^2) - (\Sigma Y)^2\} &= 166972740 \\ \sqrt{\{(n\Sigma X^2) - (\Sigma X)^2\} \{(n\Sigma Y^2) - (\Sigma Y)^2\}} &= 12922 \\ r_{xy} &= 0,659 \end{aligned}$$

Resume: Positif Correlation

$$r = \frac{n \Sigma xy - (\Sigma x) (\Sigma y)}{\sqrt{\{n \Sigma x^2 - (\Sigma x)^2\} \{n \Sigma y^2 - (\Sigma y)^2\}}}$$

From the data above, it can be seen that the rxy value is 0.659, meaning that there is a positive relationship between students' interest in English songs and students' English learning outcomes. This is in accordance with table 4.5 regarding guidelines for interpreting correlation coefficients.

Relationship Level	Coefficient Interval
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

The associative hypothesis is tested using the correlation technique used, namely the Pearson product moment correlation between one independent variable and one dependent variable with the provisions that if the calculated r is less than H_0 accepted then H_a is rejected, but conversely if the calculated r is more than r table then H_a is accepted.

It turns out that the calculated r of 0.659 is greater than the table r of 0.3494, so it is hypothesized that students' interest in English songs can increase the learning outcomes of English class VIII SMP Negeri 1 Haurgeulis is accepted.

Because in this study the researchers used the same sample before and after treatment with a pre-test and post-test, the authors will use a paired difference test (paired sample t-test). Paired samples t-test is a test used to compare the difference between two means of two paired samples. Assuming the data is normally distributed. Paired samples come from the same subject or sample. Each variable is taken in different situations and circumstances. The same subjects were given a pre-test, then given treatment and then carried out a post-test.

Decision making, if the 2-tailed significance value is <0.05 then it indicates there is a significant difference between the initial variable and the final variable (H_a). This means that there is a significant influence on each variable. And if the significance value is > 0.05 then it indicates there is no significant difference (H_0).

This paired sample t test calculation uses the SPSS 22.0 for Windows program application.

Based on the Paired sample t-test test table, it can be seen that the 2-tailed significance value is 0.000, which means <0.05 , meaning there is a significant difference between the initial variable and the final variable, meaning pre-test and post-test. There is a significant influence on the differences in treatment of each variable. In the sense of the word Hypothesis is accepted.

From this research the researchers found 3 things, namely:

1. Not all students have a high interest in English songs.
2. The more students have a high interest in English songs, the greater the possibility that they will ask to learn English so that it has an impact on increasing the value of their English learning results.
3. Students tend to prefer language learning methods using songs because they are more fun and tend to be easier to remember or memorize.

For further similar research, we can provide discussion material, including:

1. Learning English using the English song method can be introduced to class VII students.
2. Considering that this learning uses the song method, English teachers can collaborate with arts and culture teachers in its implementation.
3. Facilities can be created to increase the playing of English songs through loudspeakers, for example during breaks or in the morning before class.

CONCLUSION

Based on the research problems, hypotheses and research findings, it can be concluded that there is a positive and significant influence in the research entitled "The Influence of Students' Interest in English Songs on the Learning Outcomes of Class VIII English Language Subjects at SMP Negeri 1 Haurgeulis". Based on the data that has been collected and the tests that have been carried out using the linear regression correlation method, the following conclusions can be drawn:

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T-Test

[DataSet0]

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre Test	3.4375	32	1.98279	.35051
Post Test	10.8750	32	3.28956	.58329

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre Test & Post Test	32	.607	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre Test - Post Test	-7.43750	2.06253	.36461	-8.18112	-6.69388	-20.399	31	.000

- From the results of the research hypothesis test, there is a positive and significant influence between students' interest in English songs on student learning outcomes in English subjects. This means that the higher the student's interest in English songs, the higher the student learning outcomes in English subjects. This is proven by the regression correlation coefficient value, which is 0.659. This means that the regression correlation coefficient value of students' interest in English songs is 0.659, which has a positive sign, which means that the higher the students' interest in English songs, the higher the student learning outcomes will be.
- Based on the results of the paired sample t-test, a 2-tailed significance value of 0.000 < 0.05 was obtained, indicating that there was a significant difference between the initial variable and the final variable, which in this case means the pre-test and post-test. There is a significant influence on the differences in treatment of each sample. Or it can be said that the treatment carried out using English songs really helps students in learning English.

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