



## The Effectiveness of Song with Wondershare QuizCreator in Teaching Listening

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### Abstract

The purpose of this study is to evaluate the effectiveness of songs with Wondershare QuizCreator in teaching listening. English is taught based on listening approach that involves students' activity in doing a worksheet. The main problem of learning listening for students in SMPN 2 Sutojayan is they have low vocabulary mastery. This causes the learning process is not quite effective far from what is being hoped. A teacher can use song with Wondershare QuizCreator in teaching listening. Based on the result of analysis Treatment using song with Wondershare QuizCreator shows that  $F = 12.175$ , the probability (P) is 0.001 and the mean is 80.490. Meanwhile, the Class taught without using Song with Wondershare QuizCreator shows 66.636. The mean of class using Song with Wondershare QuizCreator is greater than a class which is not using Song with Wondershare QuizCreator. This means that using song with Wondershare QuizCreator gives better achievement in the level of confidence 95%. It can be concluded that song with Wondershare Quizcreator can be used as additional alternative to teach listening.

**Keywords:** effectiveness, listening, song, wondershare quizcreator

### Introduction

Listening is the skill to understand and identify what other people are saying. It can be in the form of direct talks, audio, recorded materials or visual pictures. When people listen to something, they need to understand to what they are listening to grasp its meaning. Such activity considers hard when the language used between listeners and its source are vary. Since English has become a foreign language in Indonesia for years, it has been learned in most schools all over the country. The four basic knowledge like listening, speaking, writing and reading are the skills that students have to learn. Among them, the hardest talent to master is frequently regarded to be listening. This is because in ELT the teachers tend to prioritize the speaking, reading and writing skills. (Lestary, 2019). Not many of them are willing to provide more time to improve students' listening. Both teacher and student realize that to comprehend it is not an easy job. Many factors such as, sufficient time of learning,

listening material, teacher creativity, students' low mastery to vocabulary often become handicaps for learning. Listening skills are the basis for understanding the interaction process in absorbing other people's messages. Listeners need to be able to distinguish between sounds, understand grammatical structures and language, and recognize intonation and stress, all of which are complicated active processes. They work together in appropriate balance portion to grasp the meaning of what is being listened.

Listening comprehension is an in-depth, interpretative understanding rather than a top-down or bottom-up filtering, a method in which the respondent uses past knowledge and linguistic sensitivity to use as a means. It is implied that listening requires very hard concentration especially for young learners because they have very short attention spans. There is no denying that for example in a conversation, we sometimes cannot hear everything that has been said. Sometimes, we hear only part of the conversation or not all of it

because we cannot focus our minds on the things the speaker is saying.

Good listening is important. (Kline, 1996). At this digital era, the need to have better listening is very essential. People cannot leave the use of communication technology in daily life. Laptop, smart phone, and other modern tools live together with us every time. The role of listening as one of the skills needed in learning English can have a positive impact on other skills such as speaking, writing and reading.

The one way to learn listening is through songs. Students can learn many things from them such as, vocabularies and diction of words. Songs provide numerous things that can help students remember things, such as sounds, poetry, and melodies. (Nafisa Raimovna Kobilova, 2021). Musical lyrics and songs not only provide tools to strengthen and strengthen vocabulary, listening comprehension, speaking, and writing, but also improve rhyme and creative vocabulary.

The value of songs in the teaching and learning of languages is up for debate. In the end, though, we don't really understand how songs are actually utilized in language instruction. On the other hand, suggestions from teachers, lesson plans, and anecdotal experiences are useful sources of knowledge. They cannot take the place of a more in-depth empirical study of instructors' behaviors and beliefs. It is crucial to comprehend language teachers' perspectives and experiences since they serve as the foundation for making educational decisions and implementing methodological practices in the classroom.

Listening is a difficult skill before using songs.(Yuliyanto, 2017). This means that although both students and teachers considered that listening as difficult skill before using song, however after using song in learning, they can gradually build positive opinion about using song to improve listening skill. In learning listening, students need to repeat the words or sentences they listen many times. This can be done not only when they are in the class but also when they are at home, students can still practice to repeat them again and again. This activity is needed in order that, they can easily remember to what have been learned in their mind. In this case, using song in listening can be done because it contains many repetitions. The most important feature of songs is repetition.

(Chusnul Chotimah, 2019)

Many language teachers express enthusiasm regarding the use of pop songs in the classroom as a tool to foster language acquisition, even for adolescent and adult language learners. (Anna & Tegge, 2015). The claim demonstrates how instructors may help students overcome their hearing challenges and develop their listening abilities by using music as a medium. Young learners like to seek hit songs and listen to them at any time while doing some activities. They often do this for some days; even months and usually will not stop until they can sing the song they like.

Music encourages learners to express themselves. (Mobbs & Cuyul, 2018). People tend to listen to songs in accordance with the nuance of their feeling or emotion. For many people, music is the language of emotion. By listening to English music, students can choose the song they like based on their mood. In this phase teacher let them find and listen freely. This make the students feel happy in learning. When this activity can be done regularly, it will gradually make them to be familiar with the lyrics and try to find their meanings.

At present the teaching of listening however need to be creative. The development of multimedia should bring positive impact to teaching listening. There are many interactive multimedia that can be used. Students can learn enthusiastically because they do not feel bored anymore. Because they can view movies, read text, observe music, and interact with animations, students may be more motivated. During this time, the learning media of the course 'listening skills' consist of audio and text, followed by exercises.(Ampa, 2015).

Designing listening skills instruction materials using interactive multimedia is crucial to help students, particularly junior high school students, overcome their difficulties in understanding what they hear. QuizCreator by Wondershare is one of them. This is one of the programs that lets the educators create exercises of learning materials.(Ampa, 2015). This software can also be used to make questions quizzes, test online and create many types of varied questions. It is expected to increase students' motivation in carrying out evaluation activities because the software can be designed interactively for its users. Text, video dialoged or monologue can be easily inserted.

In other hand, Task Based Learning (TBL)

is a language teaching method that focuses on practicing tasks. The aim of this assignment is to provide as natural a context as possible for language learning. Learners do assignments; report their work, and learning the language that arises in the discussion. Task based learning has the advantage for learners to focus more on their goals and use their abilities at a certain level. The first advantage is that TBL is useful for changing the focus of the learning process which was originally teacher centered (teacher's center) to become learner centered (student center). Second, it gives learners different ways to understand language. Third, apply abstract knowledge toward real application. Fourth, the task is able to unite the needs of learners and provide a framework for creating interesting classes according to needs of learners.

**Materials and Method**

This study used an experimental research strategy to determine and examine the value of songs with Wondershare QuizCreator for the instruction of listening. This study also intends to look at the conditions and surroundings in the classroom when an English teacher utilizes Wondershare Quiz Maker to coach students in listening abilities. Quasi-experimental designs lack randomization but employ other strategies to provide some control over extraneous variables.(Ary et al., n.d.) This study's research design, which used a non-randomized pretest-posttest control group design, was a quasi-experimental study. Choosing this design was made for a number of reasons: (1) No changes were made to the classroom environment, and (2) the study was carried out according to the institution's timetable. In this study, two types of media—Songs with Wondershare QuizCreator and Songs without Wondershare QuizCreator—will be compared in terms of how effective they are for teaching and learning. Two courses are treated differently by a collaborative instructor. One class serves as a control group that receives no instruction utilizing Wondershare's Song. QuizCreator and the other class works as an experimental group is taught using Song with Wondershare QuizCreator. When teaching listening, observations were conducted on a number of the subject's behavioral traits for the typical student score on the pretest and posttest. The class consists of two classes. One class works as a control group (VII E). This class is not taught using Song with Wondershare QuizCreator and

other class works as the experimental group (VIITD). This class is taught using Song with Wondershare QuizCreator.

Constructs or traits that can have varying values or scores are called variables. This study paid close attention to the factors and any potential correlations between them. Others describe variables as aspects of the study subject that may be used to monitor and quantify data. Two variables, the dependent variable and the independent variable, must be observed in relation to the study's hypothesis. The independent variable uses Song with Wondershare Quizcreator while the dependent variable does not. Student achievement is indicated by the final score of treatment using the two learning media. The subjects of the study were grade 1 students of SMPN 2 Sutojayan who studied English in semester. The control group (VII E) and the experimental group were divided into two classes (VII D). 24 students from the first group, which was an experimental one, learned how to utilize Songs with Wondershare. QuizCreator and the second group consisted of 26 students. It works as a control group (VII E) that is not taught using Song with Wondershare QuizCreator.

Due to the non-randomized pretest-posttest control group design employed in this investigation, the ANCOVA formula was utilized to test Pallant's proposed hypothesis.(Pallant, 2005) She asserts that ANCOVA may be used when there are two pretest-posttest group designs. According to her, the pretest score served as a covariate to compare the pre-existing controls of the groups see Table 1. When you have to

**Table 1.** Tests of Between-Subjects Effects

Dependent Variable: posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13534.487 <sup>a</sup>	3	4511.496	33.912	.000
Intercept	7245.319	1	7245.319	54.461	.000
Method	936.179	1	936.179	7.037	.011
Pretest	3364.879	1	3364.879	25.293	.000
method * pretest	302.349	1	302.349	2.273	.138
Error	6518.796	49	133.037		
Total	285525.000	53			
Corrected Total	20053.283	52			

a. R Squared = .675 (Adjusted R Squared = .655)

**Table 2.** The Linearity of the Connection between the Dependent Variable (Posttest) and Covariates (Pretest) and the Homogeneity of the Distribution

			Sum of Squares	Df	Mean Square	F	Sig.
Posttest * pretest	Between Groups	(Combined)	15600.311	18	866.684	6.617	.000
		Linearity	11571.249	1	11571.249	88.351	.000
		Deviation from Linearity	4029.062	17	237.004	1.810	.069
	Within Groups		4452.972	34	130.970		
	Total		20053.283	52			

**Table 3.** Tests of Between-Subjects Effects

Dependent Variable: posttest					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13232.138 <sup>a</sup>	2	6616.069	48.497	.000
Intercept	7508.273	1	7508.273	55.037	.000
Pretest	3062.993	1	3062.993	22.452	.000
Method	1660.890	1	1660.890	12.175	.001
Error	6821.145	50	136.423		
Total	285525.000	53			
Corrected Total	20053.283	52			

a. R Squared = .660 (Adjusted R Squared = .646)

**Table 4.** Dependent Variable: Posttest

Method	Mean	Std. Error	95% Confidence Interval.	
			Lower Bound	Upper Bound
1	80.490 <sup>a</sup>	2.986	74.490	86.491
2	66.636 <sup>a</sup>	2.997	60.613	72.659

a. The following values are used to assess covariates in the model: testing = 56.85

employ an existing group rather than randomly assigning your subject to several groups, ANCOVA is also helpful. As these groups may differ on a number of different attributes ANCOVA can be used in an attempt to reduce some of these differences.(Pallant, 2005). This research has computed the data using SPSS for Windows in order to obtain reliable and exact

data.

## Results and Discussion

Two presumptions were examined before to the use of ANCOVA: the linearity of the connection between the dependent variable (posttest) and covariates (pretest) and the homogeneity of the distribution. The significance of 0.000 is less than 0.005, demonstrating that there is no linear association between the variables (posttest) and covariates (pretest).

The homogeneity test measures how factors and covariates (independent variables) interact to predict the dependent variable. The findings of ANCOVA are meaningless if the interaction is substantial, hence ANCOVA should not be used. (Pallant, 2005), According to her, the assumption is broken if the level of interaction is less than or equal to 0.05, which denotes that the interaction is statistically significant. The significance value is 0.138, which is significantly higher than 0.05, and the data are from the aforementioned Strategy Pretest. It is obvious that the homogeneity premise is not broken. ANCOVA can be carried out based on Table 2 results.

The assumption of the variance equation is examined using Levene's Test of Equality of Error variance. The variance is referred to as homogeneous if the significance value is larger than 0.05, but if the value is lower than 0.05, the variance is said to be different and the variance equation's underlying premise is broken.(Pallant, 2005) Given that Sig. the value is 0.301, which is more than 0.005, the variance in this instance is homogenous or the variance equation's assumption is not broken.

She states that if the significance value is less than 0.005, then the groups (song using Wondershare QuizCreator and song not using Wondershare QuizCreator) differ significantly. The analysis's findings support the null hypothesis that all approaches are equally effective, as shown by the Table of Tests of Between-Subjects Effects (labeled Group on the SPSS output) (using song with Wondershare QuizCreator and is not using song with Wondershare QuizCreator) are the same should be rejected,  $F(1.50) = F 12.175, P 0.001 < 0.05$  recommends rejecting the null hypothesis that (using music with Wondershare QuizCreator and is not using song with Wondershare QuizCreator) are the same. The test calculated the variance between the two groups' corrected means, which are displayed as 80.490<sup>a</sup> for students who were taught listening using

songs with Wondershare QuizCreator and 66.636<sup>a</sup> for students who were taught listening without using songs with Wondershare QuizCreator in the Estimated Marginal Means Box see Table 3.

The alternative hypothesis, which asserts that students who are taught to utilize songs with Wondershare QuizCreator develop stronger listening abilities than those who are not taught to use songs with Wondershare QuizCreator, is accepted based on an estimation of the marginal means, because the average score for using songs with Wondershare QuizCreator is 80.490<sup>a</sup>, which is higher than 66.636<sup>a</sup> for not using song with Wondershare QuizCreator see Table 4.

## Conclusion

The goal of this research is to ascertain the impact of utilizing music with Wondershare QuizCreator in teaching listening skills to junior high school students. This shows a positive effect with the average score using songs with Wondershare QuizCreator (80.490<sup>a</sup>) which is greater than the conventional method (66.636). This is also supported by the null hypothesis which says that both strategies (using songs with Wondershare QuizCreator and not using songs with Wondershare QuizCreator) are the same and must be accepted,  $F(1.50) F 12.175, P 0.001 < 0.005$ . In addition, other studies have also proven that using songs is more effective than without using this strategy in teaching listening.

On the other hand, students who are taught to use songs can be more interesting and enjoy understanding English. That is, this strategy is an effective strategy to teach listening skills.

## Suggestions

Showing the result of this study, it is advisable that teacher can apply utilizing music with Wondershare QuizCreator in teaching listening skills to junior high school students. Because students who are taught using songs can be more interesting and enjoy understanding English. So, this strategy is an effective strategy to teach listening skills.

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