THE IMPACT OF USING RAP AND POP GENRE SONG ON TEACHING LISTENING :Case Study In Vocational High School Texmaco Semarang

THESIS

Submitted in Partial Fulfilment of the Requirement for Degree of Bachelor of Education in English Education Department

By :

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Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi

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Wassalamu'alaikum, wr. wk.

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ABSTRACT

Title : **The Impact of Using Rap And Pop Genre Song on Teaching Listening : Study Case In Vocational High School Texmaco Semarang**
Writer : **Mohamad Irfan Sahroni**
Student's Number : **1903046095**

Listening class learning, considered not to be prioritized, plays an essential role because Listening is the basic foundation for a student to understand any material being taught, especially learning English, which in reality is very different from writing and pronunciation. Therefore, media is needed to accept learning English more readily. The purpose of this study was to find out the impact of the rap and pop song genres is in learning listening. The population in this study was 411 students in class X. Using the Slovin formula, a sample of 86 students in class 10 at SMK Texmaco Semarang was obtained. The results of the analysis of the effect of using rap and pop genre songs on listening learning: a case study at Texmaco Semarang Vocational School can be seen from the tcount of the influence of rap and pop song genre variables on listening class = 12.716 > T table = 1.989 (df = nk-1 = 86 -1-1 = 84, α = 0.05) with a significance number = 0.001 <α = 0.05 (Significance) means that the use of rap and pop music genres affects listening class learning for SMK Texmaco Semarang students. The results of the F statistic test show a value of 161.695. The significant F value of 0.001 is less than 0.05. Thus Ho is rejected, and Ha is accepted. The results of the simple regression test are Y = 0.260 + 0.243X, which means that the total listening class score is 0.260. If the X score = 0, the X coefficient value is 0.243, meaning that every 1 increase in the score of the rap genre variable and the pop genre will increase the listening score by 0.243 in the listening class.

Keywords: Listening Skills, Rap and pop genre songs.

DEDICATION

1. Dear father (Mustofa Gulayen, S.Kom) who has provided all educational costs and encouraged me to study and write this thesis,
2. My beloved mother (Wati Rimayanti, SE) as a source of inspiration in completing this study and thesis.
3. My beloved younger brother (Maftuh Ahnan) who always motivates, gives encouragement and encouragement to finish working on this thesis.
4. To all my friends destiny and KKN MIT 68 team (Aini, Ara, Asiah, Efit, Ifa, Ighfir, Yusni, Dimas, Lia, Malikha, Mutiara, Nassya, Fariz, and Syahida) who verbally encourage working on this thesis.
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يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

O believers! Seek comfort in patience and prayer. Allah is truly with those who are patient. [1]

—Al- Baqarah : 153‖

Having (hard pressed) needs is the domain for divine gifts

—HR. Al – Dailami‖

If we have a dream, then you should never give up on them, no matter what. You can't be successful if you don't fail.

–Jackson Wang‖

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The writer created this thesis to fulfill the final assignment as a requirement for obtaining a Bachelor's degree in the English Language Education study program at the Faculty of Technology and Teaching Science, Walisongo State Islamic University, Semarang, by taking the title "The Impact of Using Rap and Pop Genre Song on Teaching Listening: Study case on SMK Texmaco Semarang.

The writer realizes that the preparation of this thesis could be better due to limited ability and knowledge. Therefore, in writing this thesis, the writer humbly expresses his deepest gratitude to the following:

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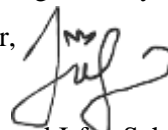
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Finally, with all humility, the writer realizes that there are still many short comings and imperfections in preparing this thesis. Hence, the writer expects any suggestions and criticisms intended to improve this thesis. The writer hopes that this thesis's results can benefit those who need it.

Semarang, 17 May 2023

Writer,

Mohamad Irfan Sahroni
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CHAPTER 1
INTRODUCTION

A. Research Background

Language is a symbol system in the form of sound, arbitrary in nature, used by people to speak, work together, communicate, and identify themselves.[2]Meanwhile,A language is a system of conventional vocal signs that are used for human communicate.[3]This definition has several important terms, each of part is examined in detail. Language can be defined as a socially shared combination of those symbols and rule-governed combinations of those symbols.[4]In the era of globalization that

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[2]Abdul Chaer, *Tata Bahasa Praktis Bahasa Indonesia* (Jakarta: Rineka Cipta, 1998).

[3]John Algeo and Thomas Pyles, 'The Origins and Development of the English Language', 347.

[4]Amanda J. Owen and Laurence B. Leonard, 'The Production of Finite and Nonfinite Complement Clauses by Children with Specific Language Impairment and Their Typically Developing Peers', *Journal of Speech, Language, and Hearing Research*, 49.3 (2006), 548–71 <https://doi.org/10.1044/10902-4388(2006/040)>.

currently growing, the role of communication is becoming increasingly needed.English is a global language.[5]

English is a universal communication tool. In learning English, students must master four skills. In this case, language skills in the school curriculum usually include four skills, namely listening skill or listen something, speaking skills or conveying information, reading skills or understanding words or sentences, and writing skills or expressing ideas. [6]By mastering the four skills mentioned above, a student can master learning English perfectly.

Schmid said that listening skills are one of the most challenging skills to learn because these skills are only taught in some places. He assumes that listening skills are acquired naturally without training or habituation.[7]

From the four components mentioned above, listening is the most challenging skill because the teacher usually focuses more on teaching reading, writing, or speaking, so listening skills are considered unimportant. This is inversely proportional to the

[5]David Crystal, 'A Dictionary of Linguistics and Phonetics', 2008.

[6]Henry Guntur Tarigan, *Berbicara : Sebagai Suatu Keterampilan Berbahasa / Oleh Henry Guntur Tarigan* (CV. Angkasa, 2008).

[7]Anthony Schmidt, 'Listening Journals for Extensive and Intensive Listening Practice', *English Teaching Forum*, 54.2 (2016), 2–11 <www.ted.com,>.

opinionKundharu and Slamet which states that listening skills support language skills to emphasize that listening skills should be the first foundation in learning English.[8]

The importance of listening skills can be seen in the TOEFL test, which gives the first listening-based test. TOEFL test requires understanding a high percentage of the text on a listening comprehension test, especially in high-stakes proficiency exams. The TOEFL, or IELTS test, is often required for college admissions. It is common to have spoken texts such as university lectures on such tests. However, the task is even more challenging than in an actual lecture because much of the semiotics mentioned earlier must be included. There are only voice recordings reading the script and decontextualized lectures.[9]The TOEFL test is also a mandatory requirement for students to be able to get a bachelor's degree at every tertiary institution because there is a TOEFL test to determine the level of English proficiency of non-native speakers. Students use the TOEFL test as a requirement for obtaining a

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[8]Saddhono and Slamet Kundharu, *Meningkatkan Keterampilan Berbahasa Indonesia (Teori Dan Aplikasi)* (Bandung: Karya putra Darwati, 2012).

[9]Ron Martinez, 'Listening for Details', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–6 <https://doi.org/10.1002/9781118784235.eelt0607>.

bachelor's degree or for obtaining a scholarship to an English-speaking country.[10] Even TOEFL is used to apply for jobs.[11]

With the assumption that listening skills are complex subjects, an effective and exciting listening teaching strategy is needed by utilizing song media. Songs could motivate students to listen continuously and imitate the pronunciation sung by their favorite singers.[12] Songs usually have their peak of popularity so that when a song is in the highest ranking, it becomes an exciting medium to listen to when learning English for students. This is in line with the opinion of Murphey, who stated that popular songs have the potential to be a useful source of language input because of their repetitive and conversation-like characteristics.[13]

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[10]Winny Nur and others, 'Students' Perceptions of the Use of TOEFL Preparation Online Course on the Test Performance: The Case of TOEFL Structure and Written Expression Test', *Humaniora*, 9.3 (2018), 275–82 <https://doi.org/10.21512/HUMANIORA.V9I3.4807>.

[11]Iskandar Abdul Samad, Miftahul Jannah, and Siti Sarah Fitriani, 'EFL STUDENTS' STRATEGIES DEALING WITH COMMON DIFFICULTIES IN TOEFL READING COMPREHENSION SECTION', *International Journal of Language Education*, 1.1 (2017), 29–36 <https://doi.org/10.26858/IJOLE.V1I1.2869>.

[12]Tono Suwartono and Puspita Mayaratri, 'Songs Helped Them Learn the English Connected Speech', *Jurnal Bahasa Lingua Scientia*, 11.1 (2019), 59–68 <https://doi.org/10.21274/ls.2019.11.1.59-68>.

[13]Tim Murphey, *Music and Song* (United Kingdom: Oxford University Press, 1992).

Listening to songs is a fun activity that can motivate students.[14] It even uses songs to practice listening comprehension and introduce new vocabulary while creating a fun environment for learning[15] The use of songs has been shown to reduce foreign language class anxiety (FLCA) and facilitate language learning[16]

The song, as one of the learning media, is also very influential on students' creative power. This follows the opinion of Lazanov (In Boobbie De Porter) quoted by Jumaryatun.Songs are also one of the solutions to problems in listening learning. Someone who sings words or phrases from various English songs when learning, his speaking will be twice as good.[17] Songs have various expressions and phrases that provide natural language, and

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[14]Friederike Tegge, 'Pop Songs in the Classroom: Time-Filler or Teaching Tool?', *ELT Journal*, 72.3 (2018), 274–84 <https://doi.org/10.1093/elt/ccx071>.

[15]Tegge.

[16]Dacian Dorin Dolean, 'The Effects of Teaching Songs during Foreign Language Classes on Students' Foreign Language Anxiety', *Language Teaching Research*, 20.5 (2016), 638–53 <https://doi.org/10.1177/1362168815606151>.

[17]Karen M. Ludke, Fernanda Ferreira, and Katie Overy, 'Singing Can Facilitate Foreign Language Learning', *Memory and Cognition*, 42.1 (2014), 41–52 <https://doi.org/10.3758/s13421-013-0342-5>.

songs can also practice grammar through the lyrics.[18] Songs stimulate students to practice listening in a fun way and imitate the lyrics in the song. Naturally, the students come into contact quickly with the English language and enjoy the learning process without realizing it.

Students will perceive English songs as part of entertainment rather than work and thus learn English through fun and relaxing songs.[19] this agrees with Sudarmaji's view. Songs can attract students' attention, so they can participate in listening classes or listen indirectly. The learning process is not boring.[20]

Listening skills that use song media can add insight into the vocabulary contained in the song. The advantage of using it in teaching is that the text in the lyrics represents authentic examples of English and its actual use of the language. At the same time,

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[18]Arif Sarıcoban and Esen Metin, 'Songs, Verse and Games for Teaching Grammar', *The Internet TESL Journal*, 6.10 (2000), 1–7.

[19]Chunxuan Shen, 'English Language Teaching 88 Using English Songs: An Enjoyable and Effective Approach to ELT', 2.1.

[20]Imam Sudarmaji, 'SOCIAL SETTING AND MESSAGES IN MAHER ZAIN'S SELECTED SONGS', 2019, 1–18 <http://ejournal.unis.ac.id/index.php/JIPIS/article/view/174/pdf> [accessed 25 January 2023].

working with songs takes on significant relevance when teaching the language.[21]

There are many advantages to using songs as a learning resource. First, the song is a linguistic resource. In this case, song becomes a medium for introducing a new language, as well as a medium for strengthening grammar and vocabulary. Second, songs are effective/psychological resources because songs can motivate students to foster a positive attitude toward learning English. All three songs are cognitive resources, namely increasing memory and concentration so that students are sensitive to the intermittent repetition of sounds as a tool. The four songs can become culture.[22] Resources and social resources Even learning to use song media provides proper pronunciation training so that songs provide extraordinary benefits for pronunciation learning.[23]

Alignment of listening skills that use song media usually uses digital media. Digital is a media whose content is in the form of a combination of data, text, sound, and various types of images that are stored in digital format and disseminated through

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[21]Camilo Morales Neisa, 'Using Rock Music as a Teaching-Learning Tool', *PROFILE: Issues in Teachers' Professional Development*, 9.1 (2008), 163–80.

[22]Jean Brewster, Gail Ellis, and Denis Girard, *The Primary English Teacher's Guide* (Penguin English, Harmondsworth).

[23]Brewster, Ellis, and Girard.

broadband optical cable-based networks, satellites, and microsystems.[24] In their research, Palangngan, Atmowardoyo, and Weda show that digital media can help students better understand class listening material and increase their interest in listening learning.[25]

Music is an instrumental accompaniment that forms a combination of tones, while songs are music that has lyrics. According to Jamalus, the art of music is a work of art that is poured in the form of a song or composition as an expression of the feelings and thoughts of the writer through the main elements of music, including melody, rhythm, harmony, and form or structure of the song and expression as a source of unity.[26]

The learning principle proposed by Brownis is automaticity. The factors that tend to hinder the emergence of automaticity are over-analyzing language, overthinking grammar, and consciously

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[24]Terry Flew, 'New Media : An Introduction.', 2008.

[25]Sukmawati Tono Palangngan, Haryanto Atmowardoyo, and Sukardi Weda, 'English Listening Lesson Library Online (ELLLO) as a Supporting Media in Learning Listening', *ELT Worldwide: Journal of English Language Teaching*, 3.1 (2016), 51–62 <https://ojs.unm.ac.id/ELT/article/view/1880> [accessed 25 January 2023].

[26]Jamalus, *Buku Pengajaran Musik Melalui Pengalaman Musik Panduan Pengajar/ Jamalus* (Jakarta: Jakarta : Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988., 1988).

memorizing language rules.[27] With song accompaniment, it can help the automatic processing of language when students unintentionally carry out a learning activity.

Songs are created in various genres. Music genres do not have strict definitions and boundaries because genres emerge through complex interactions between society, marketing, history, and cultural factors. Music of the same genre usually shares specific characteristics related to instrumentation, rhythmic structure, and musical pitch.[28]There are so many genre music in this world. Music have 21 different genres, namely Avant-Garde, Blues, Children's, Classical, Comedy/Spoken, Country, Easy Listening, Electronic, Folk, Holiday, International, Jazz, Latin, New Age, Pop/Rock, R&B, Rap, Reggae, Religious, Stage & Screen, and vocals.[29]However, to narrow down the research material, the writer deliberately only uses the rap and pop genres in listening skills.

[27]H Douglas Brown, 'PRINCIPLE OF LANGUAGE LEARNING AND TEACHING'.

[28]George Tzanetakis and Perry Cook, 'Musical Genre Classification of Audio Signals Using Geometric Methods', *European Signal Processing Conference*, 10.5 (2010), 497–501.

[29]'Music Genres | AllMusic' <https://www.allmusic.com/genres> *accessed 7 February 2023].

From the description above, the writer wants to explain the impact of using rap and pop genre song media at Tecmaco Semarang Vocational School. so the writer takes title"The Impact Of Using Rap and Pop Genre Song On Teaching Listening: Study Case On SMK Texmaco Semarang."

B. Research Question

Based on the explanation above, the writer wants to learn more about the impact of pop song genres and rap songs on learning listening skills in Texmaco Vocational High School students, Semarang. The main issues to be discussed in this study are:

1. How is the impact of using rap and pop song genres in teaching listening as teaching media in Vocational High School Texmaco Semarang?

C. Purpose and Benefits of Research

The purpose of this study is that the writer wants to find out more about the effects of listening to different genres of songs when applied to learning English, namely:

1. Knowing the impact of using the pop song genre on learning English listening classes for Vocational High School Texmaco Semarang students.

2. Knowing the impact of using the rap song genre on English listening class learning for Vocational High School Texmaco Semarang students.

Benefits of research

1. Practical Benefits

The practical benefits of writing this thesis are:

a. Become a reference material for further research, especially research that correlates with the bilingual learning model

b. This research is expected to be input for schools in the form of information about reasonable efforts in teaching English more effectively and efficiently.

2. Theoretical Benefits

The practical benefits of writing this thesis are:

a. The writer hopes to give understanding to students that by learning to use song media to students automatically, students have learned to expand their vocabulary in a fun way.

b. Providing enthusiasm, especially for English teachers, to create varied and innovative learning methods to maximize the material delivered.

C. This research is expected to contribute knowledge and broaden horizons, especially in creative and innovative learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theory Study

B. Definition of Song Media

1. Definition of Media

Each teaching and learning process is an interaction between the teacher and students. In interaction, they always use the media to convey the material. The history of the media has existed for decades. Media exists because of the result of what is called communication. The word media comes from the Latin medius, which means "middle," "intermediary," or "introduction."[30]According to the Kamus Besar Bahasa Indonesia, the media is a tool or (means) of communication.[31] Media [countable + singular or plural verb] is the primary way in which large numbers of people receive information and

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[30]M Ramli AR, 'Pengembangan Media Pembelajaran Menurut Konsep Teknologi Pembelajaran', *Journal of Chemical Information and Modeling*, 53.9 (2019), 1689–99.

[31]'Arti Kata Media - Kamus Besar Bahasa Indonesia (KBBI) Online' <https://kbbi.web.id/media> [accessed 25 January 2023].

entertainment, namely television, radio, newspapers, and the internet.[32]

The media was also born from technological developments. Media is anything that can be used to convey messages and can stimulate thoughts can arouse enthusiasm, attention, and willingness of students so it can encourage the learning process in students.[33] Learning media is generally divided into six types: text, sound, visual, motion, real objects, models and people.[34]

The current development of computer technology has supported the development of learning media with a type of media known as multimedia, namely a media that can present a

[32]'Media Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced American Dictionary at OxfordLearnersDictionaries.Com' <https://www.oxfordlearnersdictionaries.com/definition/american_english/media> [accessed 9 February 2023].

[33]Sasih Karina Arafatun and others, *MEDIA PEMBELAJARAN* (CV. Literasi Nusa Abadi, 2022) <https://books.google.co.id/books?id=wIGiEAAAQBAJ&pg=PA48&lpg=PA48&dq=Fatria+Fita+Listari.(2017).+"Penerapan+Media+Pembelajaran+Google+Drive+Dalam+Pembalajaran+Bahasa+Indonesia".+Jurnal+Penelitian+Pendidikan+Bahasa+Indonesia.Volume+2.+Nomor+1.(hlm+142).&so> [accessed 25 January 2023].

[34]Sharon E Smaldino, Deborah L Lowther, and Clif Mims, 'Instructional Technology and Media for Learning 12th Edition', 2019 <https://lccn.loc.gov/2017015584> [accessed 9 February 2023].

combination of text, audio, visual, and motion. The development of learning multimedia has been carried out to help students understand learning material. Another type of media often used as a learning medium is audio, including everything that can be heard, for example, the conversation of the human voice, the sound of music, the sound of machines, and others.[35] Media can be in the form of videos, pictures, books, or television. However, in line with the development of the era, the media above can be accessed easily through internet media.

Communication media with the internet in the learning process is often referred to as E-Learning learning media. The primary function of learning media is as a means to achieve learning objectives. The more effective the learning media used, the more influential the learning process will be. Thus the selection of suitable media will significantly affect the success of the learning process.[36]

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[35]Fanny Rahmatina Rahim, Silvi Yulia Sari, and Putri Dwi Sundari, 'Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants You May Also like Interactive Design of Physics Learning Media: The Role of Teachers and Students in a Teaching Innovation' <https://doi.org/10.1088/1742-6596/1140/1/012014>.

[36]Rahmatina Rahim, Yulia Sari, and Dwi Sundari.

From the various opinions above, the media is an intermediary for conveying or channeling messages that can stimulate thoughts, feelings, and willingness from the information provider to the recipient of information. The media is also a tool such as text, audio, visual, and motion through the communication process. The media plays an active role in making learning right on target.

2. Definition of the song

The song is music with lyrics that can be sung, while music is the strains of instruments that form a combination of tones. In other words, songs have vocal sounds, while music is only the instruments. A lyrical song has two meanings, namely, a song as a literary work in the form of an outpouring of poetry as a composition of a song.[37]According to Jamalus, music is a work of art in the form of sound formed into one so that a song or a composition is formed which expresses the contents of the thoughts and feelings of its creation.[38] Through various essential elements of music, namely harmony, melody, rhythm, and form

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[37]Anton Moedardo Moeliono, *Kamus Besar Bahsa Indonesia* (Jakarta: Depdikbud, 2003).

[38]Jamalus.

or structure of the song as well as forms of expression. as a unit.[39]

Music plays an essential role in human society. It provides entertainment and emotional release and accompanies activities ranging from dance to religious ceremonies.[40]Meanwhile, according to the Lexicographer, music is a harmonious combination of tones, vocals, and instrumentals to express everything emotionally.[41]The song is a work of art related to sound art and language art, involving melodies and colors of the singer's art.[42]

From the description above, it can be concluded that songs are synonymous with music because lyrics are the soul of music, whereas, without music, lyrics are just words that are not at all interesting.

[39]Natalie Sarrazin, 'Chapter 2: Music: Fundamentals and Educational Roots in the U.S.' (Open SUNY Textbooks, 2016).

[40]Roger Kamien, *Music an Appreciation*, 8th edn (Christopher Freitag, 2004).

[41]'Definition of Music | The Music Producers Guild' <https://mpg.org.uk/knowledge-bank/definition-of-music/> [accessed 9 February 2023].

[42]Roma Ayuni A. Loebis, 'Lagu, Kaum Muda Dan Budaya Demokrasi', *Pustaka : Jurnal Ilmu-Ilmu Budaya*, 18.2 (2020), 81 <https://doi.org/10.24843/pjiib.2018.v18.i02.p02>.

3. Song Genres

According to the Kamus Besar Bahasa Indonesia, genre is a type, or group of literature based on the form a variety of literature.[43] While the meaning of the music genre itself is the classification of music grouped based on specific criteria such as music techniques, music styles, musical themes, and even from music melodies. A poet or songwriter must be good at word processing when using lyrics. The word song means a variety of rhythmic sounds.[44]

Songs are synonymous with music because songs are lyrics combined with music.Music is a work of art in the form of sound in the form of a song or composition that expresses the thoughts and feelings of its creator through the main elements of music, namely rhythm, melody, harmony, and the form or structure of the song and expression as a whole.[45]

From the description above, the difference between song and music is that a song is an instrument with a pitch, while the song itself is an instrument with lyrics to be sung. Music genres

[43]'Arti Kata Genre - Kamus Besar Bahasa Indonesia (KBBI) Online' <https://kbbi.web.id/genre> [accessed 25 January 2023].

[44]Moeliono.

[45]Jamalus.

are divided into several types: classical, jazz, blues, country, techno, reggae, r&b, rap, death metal, dangdut, pop, and ballads.

a. Genres of pop songs

Pop music is a popular genre of music that originated in its modern form in the United States and England in the mid-1950s.[46]According to Pete Seeger, pop music is "professional music that refers to folk music and fine art music. Pop music continues to evolve as the definition of the term.[47]According to music writer Bill Lamb, popular music is defined as "music since industrialization in the 1800s that best suits the tastes and interests of the urban middle class.[48]

Pop music is a type of music that is easy to make. The focus is on the song's chorus or core (Shuker). Pop music is

[46]Simon Frith and Will Straw, 'The Cambridge Companion to Bach', *The Cambridge Companion to Bach*, 1997 <https://doi.org/10.1017/ccol9780521587808>.

[47]John Gilliland, 'Show 1 - Play A Simple Melody: American Pop Music in the Early Fifties. *Part 1+' <https://digital.library.unt.edu/ark:/67531/metadc19745/m1/> [accessed 9 February 2023].

[48]'Pop Music Defined from the 1950s to Today' <https://www.liveabout.com/what-is-pop-music-3246980> [accessed 25 January 2023].

music that is easy listening. That is, this type of music can be listened to without the need for special attention. The lyrics used generally have romantic themes and are commercially oriented. The characteristics of pop music include: the use of rhythm feels accessible by prioritizing drums and bass guitar, melodic compositions are easy to digest, melodies are easy to apply with different lyrics, songs are easy to hum and understand, harmonies are not complicated, and tempo varies.

b. Genres of rap songs

The rap song genre is synonymous with hip-hop. Hip-hop music. rap music is a cultural movement that began to grow around the 1970s. Developed by the community Afro-American And Latin-American.[49] Hip Hop is a blend of MCing (better known as rapping), DJing, breakdance, And graffiti. Lately, Hip Hop elements have also been colored by beatboxing, especially the way of speaking that is voiced through

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[49]'Hip-Hop Definition & Meaning - Merriam-Webster' <https://www.merriam-webster.com/dictionary/hip-hop> [accessed 25 January 2023].

rhythmic rhyme, accompanied by rhythmic background music as well.[50]

Rap music is a vocal technique with fast words; the perpetrators are called rappers. Rap music is characterized by: strong, rhythmic beats and quick word lessons. Its lyrics often revolve around things that are confusing to most people.

4. Teaching

a. Definition of teaching

Teaching is the activity of transferring knowledge from a teacher to his students. Teaching means conveying knowledge to students.[51] Teaching is an activity of organizing and managing the environment as well as possible and connecting with children so that the teaching and learning process occurs.[52]Feedback occurs with teacher and student interaction, which is called teaching.

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[50]'Rap & Hip-Hop Music Portal | Britannica' <https://www.britannica.com/browse/Rap-Hip-Hop-Music> [accessed 25 January 2023].

[51]Djudi, 'Didaktik Metodik' (Fakultas Tarbiyah IAIN Walisongo, 1988).

[52]Masnur Muslich, *Pendidikan Karakter : Menjawab Tantangan Krisis Multidimensional* (Jakarta: Bumi Aksara, 2011).

Teaching is conveying knowledge to students, organizing the environment to create learning conditions for students, providing study guides, and passing on culture to the younger generation.[53] The teaching approach includes student-centered, practice-based, and experiential activities.[54]This activity aims to prepare students to become good citizens, a process of helping students in dealing with everyday life in society.

Teaching is considered the act of transmitting knowledge necessary for future professional performance. Teaching is the primary way humans pass on acquired knowledge, skills, and technology between individuals and generations.[55]

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[53]Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2001).

[54]J Deehan, R C Hutchesson, and P Parker, 'Learning to Teach Without Teaching: A Mixed Methods Case Learning to Teach Without Teaching: A Mixed Methods Case Study of Preservice Teachers' Efficacy Beliefs and Perceptions of Study of Preservice Teachers' Efficacy Beliefs and Perceptions of an Evidence-Based Creative Arts Subject an Evidence-Based Creative Arts Subject Learning to Teach Without Teaching: A Mixed Methods Case Study of Preservice Teachers' Efficacy Beliefs and Perceptions of an Evidence-Based Creative Arts Subject', *Australian Journal of Teacher Education*, 47.7 (2022), 47 <https://doi.org/10.14221/ajte.2022v47n7.6>.

[55]L. Fogarty, P. Strimling, and K. N. Laland, 'The Evolution of Teaching', *Evolution*, 65.10 (2011), 2760–70 <https://doi.org/10.1111/j.1558-5646.2011.01370.x>.

In learning activities, there is a learning process consisting of students as learners and teachers as facilitators.[56] This teaching is a set of events beyond the learner designed to support the internal learning process. Teaching is also referred to as a scientific process, and the main components are content, communication, and feedback. Teaching strategies have a positive effect on student learning.[57]

From the description above, teaching is an activity carried out by a teacher to provide subject matter to his students. This activity involves interaction between the teacher as a facilitator and students as learners to gain knowledge, positive life values , and skills according to the learning material. Therefore, teaching activities must be carried out at a level where the student can take what he or she is supposed to learn.[58]

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[56]Sunhaji, 'Konsep Manajemen Kelas Dan Implikasinya Dalam Pembelajaran', *Jurnal Kependidikan*, II.2 (2014), 30–46.

[57]Helen Freeman, 'The Concept of Teaching', *Journal of Philosophy of Education*, 7.1 (1973), 7–38 <https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>.

[58]Paul H. Hirst, 'What Is Teaching?', *Journal of Curriculum Studies*, 3.1 (1971), 5–18 <https://doi.org/10.1080/0022027710030102>.

b. Indicators that influence teaching success

Indicators that are commonly used as a reference in teaching success are:[59]

1. Develop lesson plans. To construct the implementation of learning to run smoothly and effectively, there must be a mature plan, such as determining the duration of learning time, the material presented, learning methods, learning objectives, and methods of assessment.

2. Ability in teaching includes being able to use a variety of learning methods, integrate experiences, use media or aids to support learning, open and close interesting and effective lessons, increase student learning motivation, and ask the right questions according to the subjects taught.

3. Students' ability means understanding each subject matter the teacher has given.

4. Changes in student behavior means changing student behavior from bad to better

5. There is progress in teaching, which means evaluating the extent to which learning activities run effectively.

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[59]Jasminka Kochoska, 'Indicators of the Teacher Effectiveness in the Educational Process', June, 2020.

5. Listening

   a. Definition of Listening

   Listening is one of the skills that must be mastered apart from speaking, reading, writing, and listening to be proficient in English. Listening in language learning and language use includes a complex process.[60] The basic elements of listening are the speaker, listener, listening material, and spoken language. The complexity of listening requires skills to manage memory.

   Listening has an essential role in accepting learning English as a second language after the first language (mother tongue). Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language.[61]

   Listening is a basic ability that must be honed to understand learning because listening is a basic skill that

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[60]Yongqi Gu, 'Types of Listening', *The TESOL Encyclopedia of English Language Teaching*, 2018, 1–6 <https://doi.org/10.1002/9781118784235.eelt0570>.

[61]Henry Guntur Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa* (Angkasa, 2008).

must be developed from the beginning of learning a second language. Classroom learning relies on listening, decoding, and integrating new knowledge into existing structures.[62]

Listening is the interaction of two or more people between the first party who gives information and the second party as the recipient of information as said by Slamet states that listening is a receptive language activity in a conversation activity (talking) with the medium of hearing (audial). and medium view (visual).[63] In this case, listening means paying close attention to what people say or read.[64] In other words, Listening is interactional, involving social relationships, and is often referred to as "reciprocal listening" or "listening-and-talking."[65]

With good skills, one can master conversational phonemes, vocabulary, and sentences. In communication, a person is greatly helped by a good understanding of phonemes, words, and sentences because all instructions for

[62]Yongqi Gu, 'Types of Listening', The TESOL Encyclopedia of English Language Teaching, 2018, 1–6 <https://doi.org/10.1002/9781118784235.eelt0570>.
[63]Saddhono and Kundharu.

[64]Saddhono and Slamet Kundharu, Meningkatkan Keterampilan Berbahasa Indonesia (Teori Dan Aplikasi) (Bandung: Karya putra Darwati, 2012).
[65]Yongqi Gu, 'Types of Listening', The TESOL Encyclopedia of English Language Teaching, 2018, 1–6 <https://doi.org/10.1002/9781118784235.eelt0570>.

learning to speak, read and write are always conveyed in spoken language. It states that listening activities support other language skills.[66]Listening requires focused attention because listening is listening with understanding, attention, and appreciation.[67]

Based on the description of the experts' opinion above, listening is an activity of 2 or more people. It is carried out intentionally, planned, and requires the listener's attention so that the information can be understood and the purpose conveyed by the speaker is according to the desired target.Therefore, listening tasks must be designed that require students to pay attention to details to help students gain awareness of the problem.[68]

b. Listening Ability.

Ability is "something a person can do."[69] Whereas listening is an ability that allows a language used to understand the language used orally. Listening ability is

[66]Saddhono and Slamet Kundharu, Meningkatkan Keterampilan Berbahasa Indonesia (Teori Dan Aplikasi) (Bandung: Karya putra Darwati, 2012).
[67]Tarigan, *Menyimak Sebagai Suatu Keterampilan Berbahasa*.

[68]Martinez.

[69]Najib Khalid Al-Amir, M Iqbal Haetami, and Zumar Dhorifi, *Mendidik Cara Nabi SAW* (Bandung: Pustaka Hidayah, 2002).

important and cannot be ignored in language learning, especially if the implementation goal is the complete mastery of language skills.[70] Our ability to listen well can be affected by several things that may be happening in our lives or bad habits that we have picked up. More than ever, we are easily distracted by something or our thoughts disengaging us from what is being said.[71]

Listening is often something we take for granted. Because listening is considered the second factor after speaking, people often assume that listening is the same as listening because hearing is not passive, while listening is active. To listen, we need to make a conscious effort to not only hear what the person is saying but to receive it, digest it, and understand it. There are several habits to do that will help students master active learning, namely with practice. Success in listening is concentrating on what is being said, staying focused, and not formulating a response ahead of time.[72]

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[70]Abdul Halim Mahmud, *Tadarus Kehidupan Di Bulan Al-Qur'an*, Yogyakarta (Madani Pustaka Hikmah, 2001).

[71]'Communication - The Importance of Listening', 2019.

[72]'Communication - The Importance of Listening'.

Listening skills can be taught through direct, integrated, incidental, eclectic, and dialogue approaches. Listening is the process of identifying sound components and sound sequences by which familiar words can be recognized. Therefore teachers should use various techniques to help students learn good listening skills and acquire the grammar and vocabulary needed at their level.[73]

c. Purpose of Listening

According to Garry T. Hunt the purpose of listening states as follows:[74]

1. Obtaining information related to the profession
2. To be more effective in interpersonal relationships in everyday life at home, at work, and in community life.
3. Collect data to make reasonable conclusions.
4. To be able to respond appropriately to everything that is heard.

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[73]British Journal and others, 'NATURE, IMPORTANCE AND PRACTICE OF LISTENING SKILL Dr. Henry Erhamwenmwonyi Asemota Professor, Department of English, School of Languages, College of Education Benin City, Nigeria.', 3.7 (2015), 27–33.

[74]Saddhono and Kundharu.

While other purposes of listening include:

1. Obtaining facts, namely, finding facts, can be done through research, research, experimentation, and reading. Another way to do this is to listen via radio, tape recorder, TV, and conversations.

2. Analyze the facts. Namely, examine the facts or information that has been collected and analyzed. The relation must be clear on the existing elements and the causes and effects contained therein. What the listener conveys must be linked to the listener's knowledge and experience in the appropriate field.

3. Get inspired by holding scientific meetings or other activities with the goal being to get inspiration. Listeners do not need new facts. Those who come are expected to be able to provide input or solutions related to the problems encountered.

4. Entertaining the listeners who come to attend theatrical performances and music to entertain themselves. They are generally people who are already bored or tired, so they need to refresh

physically and mentally so that their condition recovers.[75]

Meanwhile, according to Brown, the purpose of listening is:[76]

1. Learn or gain knowledge from what is spoken by
2. the speaker.
3. Evaluating or assessing listening material.
4. Appreciate what is being heard.
5. To express ideas.
6. To distinguish sounds
7. Can solve problems realistically and creatively.

From the description above, it can be concluded that the purpose of listening is to obtain information, understand the meaning of communication and capture the meaning of information. In education, listening skills aim to obtain, understand and capture lessons by listening

[75]M.E Suhendar and Pien Supinah, *Bahasa Indonesia : Pengajaran Dan Ujian Keterampilan Menyimak & Keterampilan Berbicara* (Bandung: Pionie, 1992).

[76]Douglas Brown.

carefully/actively so that students can capture lessons so they can think realistically and creatively.

d. Listening indicator

According to Suhartin, the indicators discussed in this study are as follows:

1) Motivation. To read and listen well, it is necessary to generate interest (motivation) for each. This motivation must be increased because by reading and listening repeatedly, understanding will arise, and after understanding, practice will arise.

2) Caution. It is the concentration of the soul on something. As with sensing in general, listening requires concentration of the soul. If there is no concentration of the soul, in other words, when listening to a wandering soul, the message that is heard and read is not caught.

3) Physical activity. A strong, healthy body also has a healthy soul, meaning that if a person's body is sick or not fit enough, interest in reading and listening is lost or reduced, such as toothache. So, physical health affects activeness in listening.

4) Deuteronomy. The more someone repeats listening, the more message heard will be more memorable.[77]

e. The impact of using songs in teaching listening

Listening skills require aids because aids improve listening skills. Tools can be in the form of videos, films, and songs.[78] Some of the important characteristics of the song are fun and can excite students.

Many teachersopinions state that using songs makes the experience of teaching listening more interesting motivation.They suggested that using songs in teaching practice could motivate students in their learning experiences.

Listening to English songs can add more vocabulary insight, understand the song's meaning. One of the advantages of using songs in teaching is that the text in the lyrics represents authentic examples of English structure and actual use of the language, and this is where working with

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[77]Suhartin R.I Citrobroto, *Prinsip-Prinsip Dan Teknik Berkomunikasi* (Jakarta: Bhratara Karya Aksara, 1982).

[78]Tri Listiyaningsih, 'The Influence of Listening English Song to Improve Listening Skill in Listening Class', *Journal of Multidisciplinary Studies*, 1.1 (2017), 35–49 <http://ejournal.iainsurakarta.ac.id/index.php/academica/article/view/601> .

songs takes on important relevance in today's language teaching.[79]

Teaching is the main mechanism through which humans pass on acquired knowledge, skills, and technology between individuals and generations.[80] Learning by listening to songs is to make the learning atmosphere more varied. Learning objectives require developing strategies to create personal teaching that allows teachers and students to feel comfortable, confident, and effective in teaching and learning activities.[81]

From the information above, the writer can conclude that the impact of using songs is to give color to students' listening skill learning. At the same time, for teachers, it is a trick to convey listening skill material in a more relaxed and efficient way.

C. Relevant literature review

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[79]Camilo Morales Neisa, 'Using Rock Music as a Teaching-Learning Tool * Uso de La Música Rock Como Herramienta de Enseñanza-Aprendizaje Presence of Music in Research and Theory The Problem : Researching Rock Music', 2008, 163–80.

[80]Fogarty, Strimling, and Laland.

[81]Courtney Ann Irby and others, 'Teaching Each Other to Teach', *Contexts*, 12.3 (2013), 84–87 <https://doi.org/10.1177/1536504213499887>.

The research results relevant to the writer are journals that have been conducted by Eicha Afriyuninda and Lulud Oktaviani (2021) with the title "The Use of English Songs to Improve English Student Listening Skills" concerning the effect of using songs as a learning medium in student listening classes.[82] The method used in this research is qualitative research. The research used data collected from a sample of 100 students.

This research aimed to see how a song used in English listening classes would improve students' listening skills based on several predetermined aspects.

The result of this study is that using songs in listening class teaching is very influential for students in various aspects of listening class. The results of 100 research samples stated that learning media in songs had a positive bond with students and learning English listening.

The research equation with the writer is the same discussion about the effect of songs on students. The second factor is using the same learning media, namely the use of songs in learning. The last equation factor is the equation in the conditions that use the listening class for research.

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[82]E Afriyuninda and L Oktaviani, 'The Use of English Songs to Improve English Students' Listening Skills', *Journal of English Language Teaching and Learning (JELTL)*, 2.2 (2021), 80–85 <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.

While the difference between this research and the writer's research lies in the research's location of the research, the writer's research will be carried out at the Texmaco Vocational School Semarang. In contrast, the relevant research is carried out at the Indonesian Technocrat University.

The second relevant research is a journal by Muhamad Sofian Hadi entitled "The Use of English Song in Teaching English for Junior High School Students" about researchers using a song as learning media for junior high school students.[83]Using a research method in the form of a qualitative paradigm that uses humans as research subjects, the research results will be collected and processed to determine the researchresults.

The research aimed to examine the details of the use ofsong-learning media for junior high school students. The impact of using songs in learning is very influential on learning and on students.

The study results show that students interact more in class when using songs. Using songs in learning also has an impact on increasing student academic value. Researchers also solve the

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[83]Muhamad Sofian Hadi, 'The Use of Song in Teaching English for Junior High School Student', *English Language in Focus (ELIF)*, 1.2 (2019), 107 <https://doi.org/10.24853/elif.1.2.107-112>.

problem of students who are less able to concentrate when learning becomes more concentrated and focused on learning.

The similarities between the journal and the writer's research are the same as the previous journal, seen from the aspect of the media used in the form of songs used in the learning and research carried out.

The difference between the journals relevant to the writer's research is the difference in the study subjects. If Muhammad Sofian Hadi uses junior high schools as subjects, the researchers use students from vocational high schools as research subjects.

The third relevant research is "The Use of English Songs as The Media to teach listening to tenth graders in SMA 1 Jombang" by Ayu Puspita Sari.[84]This journal examines the use of English song media to teach in the classroom. The method used is qualitative to collect data from samples and calculate the study's final results.

The research's purpose is to see how students understand and listen through their listening skills using songs and their responses when teachers use songs as learning media. Also, to see how students understand the questions given by the song based on the song given.

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[84]Ayu Puspita Sari, 'The Use of English Song as the Media to Teach Listening to Tenth Graders in SMA 1 Jombang', *Retain*, 7.2 (2019), 140–48.

The results of this study are the successful use of songs as learning media for students, which makes students more active in learning, can improve listening skills, become motivated in learning English, and makes students interested in learning to use songs in the next meeting.

The equation of the journal with the writer's research is to use the same subject. Namely, the writer uses a sample of students from grade 10 to collect research data. Then use the same learning media, a song, to conduct the research.

The difference from the writer's research is how the journal writer uses his method, namely in the form of qualitative, while the writer uses quantitative methods as his research method.

The fourth relevant study is entitled "Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL Classroom," with an writer named Maria Diakou.[85](2013) used an ethnographic case study framework using quantitative and qualitative methods to assess the effectiveness of using songs in EFL classes.

Maria Diakou's research objectives are to show how students can increase motivation, increase sensitivity, sharpen their

[85]M. Diakou, 'Using Songs to Enhance Language Learning and Skills in the Cypriot Primary EFL Classroom', 2013, 1–789 <EdD thesis The Open University>.

memory, increase student concentration, improve listening skills, and write songs through the learning medium. Moreover, Maria hopes this research can strive for the development and improvement of the education system in her country.

Maria's research shows that cognitive and affective effects greatly affect learning. It can cause positive emotional effects on students and reduce feelings of anxiety and worry in students when using songs for learning. It can improve vocabulary effectively, is fun, and is easy to use.

The similarity of this journal is that they both see how the impact of using music in learning on students uses the same media as previously relevant, namely in the form of English songs for learning media. Moreover, using the same sample, namely the EFL class, as the research subject.

The difference between the two is that the method used by Maria is a combination of quantitative and qualitative, while the research writers only use the qualitative method.

D. Hypothesis Formulation.

Sugiyono explained that the hypothesis is a temporary answer to the formulation of the research problem. The formulation of the problem has been stated in the form of a question. The

hypothesis is temporary because the new answers given are based on theory.[86]Meanwhile, according to Goode and Han, from another perspective, the hypothesis is a proposition included in the test. Where from the results of this test will later help determine the validity and help determine what the hypothesis looks for.[87]

The hypothesis formulation chart in this study is as follows:
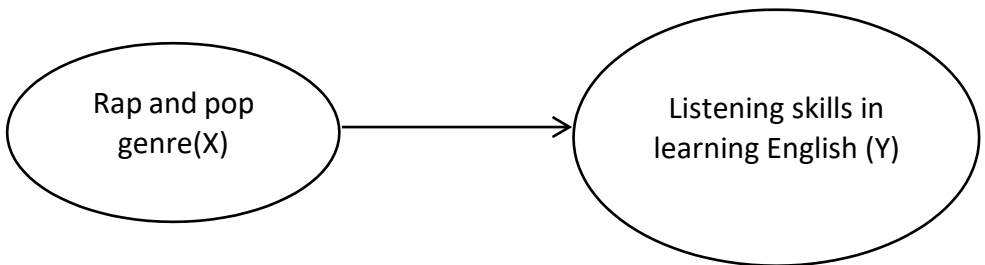
The formulation in this study uses a statistical hypothesis because it uses a sample. The formulation in this research is :

1. The Impact of using rap and pop genres in teaching listening to SMK Texmaco Semarang students.

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[86]Sugiyono, *Metode Penelitian Pendidikan : (Pendekatan Kuantitatif, Kualitatif Dan R & D)* (Bandung: Alfabeta, 2007).

[87]Vanya Karunia Mulia Putri, 'Pengertian Hipotesis Menurut Para Ahli, Fungsi, Ciri, Dan Manfaatnya', p. Kompas.com <https://www.kompas.com/skola/read/2021/11/10/140000969/pengertian-hipotesis-menurut-para-ahli-fungsi-ciri-dan-manfaatnya?page=all.>.

CHAPTER III
RESEARCH METHOD

A. Research Methods

1. Types and research approaches

The definition of research is a process that involves (a) defining the problem, (b) stating objectives, and (c) formulating a hypothesis. This involves information gathering, clarification, analysis, and interpretation to see how far the initial goals have been achieved.

The type of research used in this study is a quantitative experiment. The experimental method can be interpreted as the complete approachto quantitative research to fulfill all the requirements for testing cause-and-effect relationships.[88] Quantitative research is salient and controllable, objective, generalizable, and results-oriented, and assumes the existence of 'Facts' that are outside and independent of the observer or researcher.

To compare one or more experimental groups, which, in EG Carmines and RA Zeller's opinion, is a study in which the data is expressed in numbers and analyzed

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[88]Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori Dan Praktik* (Bandung: Remaja Rosdakarya, 2017).

using statistical techniques.[89]Quantitative research methods are a way to gain knowledge or solve problems that are faced and are carried out carefully and systematically. The data collected is in the form of a series or collection of numbers. Quantitative research is salient and controllable, objective, generalizable, and results-oriented, and assumes the existence of 'Facts' that are outside and independent of the observer or researcher.

In the quantitative experimental form of this study, the writers uses a pre-test–post-test control group design. Before the sample research is tested first to find out the conditions before the research is carried out, the first test to be carried out is a test without using a song. Then the researcher will carry out the research that has been designed and then do the test again by playing the song to see the results of the following study.

2. Place and time of research/source of data

The data source used is primary data. According to Sugiyono, primary data is data sources directly providing

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[89]Edward Carmines and Richard Zeller, 'Reliability and Validity Assessment', *Reliability and Validity Assessment*, 2012 <https://doi.org/10.4135/9781412985642>.

data to collectors.[90]Data is collected by the researchers themselves directly from the first source or where the object of research is carried out.[91] meanwhile, according to Arikunto, Primary data is data obtained from all the facts and figures in direct research so that it can even be used to compile information that is relevant to actual conditions.[92] From the description above, the writer can conclude that primary data is data obtained directly from the source and is also up to date because it collects data in real time.

The place of research in this thesis is SMK Texmaco Semarang class 10, with research time ranging from February 2023 to March 2023.

3. Population and Research Sample
a. Population

A population is an object/subject with a certain quantity and characteristics determined by the researcher to be studied and then concluded by the researcher,

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[90]Sugiyono, *Metode Penelitian Kuantitatif* (Bandung: Alfabeta, 2018).

[91]Sugiyono, *Metode Penelitian Kuantitatif*.

[92]Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010).

according to Hendryadi.[93]According to Sudjana, the population is the totality of all possible values, results that calculate or measured, quantitative or qualitative, regarding specific characteristics of all members of a complete and clear collection who wish to study their properties.[94]

The population is a generalization area consisting of objects or subjects with certain qualities or characteristics determined by researchers to be studied, and then conclusions are drawn.[95] From the description above, the writers can conclude that the population is the object of research that will be used as reference material for this study.

The population in this study were 10th-grade students in the 2022-2013 school year of Texmaco Semarang Vocational School, a total of 611 students.

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[93]Hendryadi and Irsan Tricahyadinata, 'METODE PENELITIAN : Pedoman Penelitian Bisnis Dan Akademik Penulis : Hendryadi Tim LPMP Imperium Penerbit : Lembaga Pengembangan Manajemen Dan Publikasi Imperium (LPMP', September, 2019.

[94]Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 2010).

[95]Sugiyono, *Metode Penelitian Kuantitatif*.

b. Sample.

According to Sugiyono, the sample is part of the population, which is the data source in research, where the population is part of the number of characteristics possessed by the population.[96]"The sample is part of the number and characteristics possessed by the population." So that the sample is part of the existing population, sampling must use a specific method based on existing considerations. In this sampling technique, the writers use a purposive sampling technique. Sugiyono.[97]

From the information above, the writer can conclude that the sample is a small part of the population used as the research object.According to Sugiyono,[98]

The sample in this population uses the slovin formula. The formula is used for taking the number of samples that must be representative so that the research results can be generalized. The calculation does not

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[96]Sugiyono, *Metode Penelitian Pendidikan : (Pendekatan Kuantitatif, Kualitatif Dan R & D)*.

[97]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Alfabeta, 2011).

[98]Sugiyono, *Metode Penelitian Pendidikan : (Pendekatan Kuantitatif, Kualitatif Dan R & D)*.

require a table for the number of samples. The slovin formula for determining the sample is as follows:

$$n = \frac{N}{1 + N\,(e)^2}$$

Information :

n = sample size/number of respondents

N = Population size

e = Percentage of allowable sampling error research that can still be tolerated/degree of error $(10)^2$

e = 0.1 error residue $(10)^2$

Given the population10th grade students for the 2022-2013 academic year at SMK Texmaco Semarang, a total of 611 students using the slovin formula. Based on the above formula, then the sample size with a tolerance of 10% is determined as follows:

$$n = \frac{611}{1 + 611\,(0{,}1)^2}$$

$$n = \frac{611}{1 + 611\,(0{,}01)^2}$$

$$n = \frac{611}{1 + 6{,}11} n = \frac{611}{7{,}11} = 85{,}93 = 86$$

With the slovin formula used above, the respondents used in this study were 86 respondents. In this study, the number of control groups was 86 students, and the experimental group was 86 students.

4. Variables and indicators

a. Research variable

According to Sugiyono, the definition of variables research is a characteristic or attribute of an individual or organization that can be measured or observed with certain variations determined by the researcher to be used as a lesson, and then conclusions are drawn.[99] The variables in this study are the independent and dependent variables. Independent variables are often referred to as stimulus, predictor, and antecedent variables. According to Sugiyono, "the independent variable is a variable that influences or is the cause of the change or the emergence of the dependent (bound) variable." Independent variables are usually denoted by the symbol X or variables that explain or influence.[100]

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[99]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (CV ALFABETA, 2020).

[100]Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2015).

While dependent variables, according to Sugiyono, Dependent Variables are often referred to as output variables, criteria, and consequences.[101] The dependent variable is the variable affected or is the result because of the independent variables. The symbol Y usually denotes the dependent variable. The independent variable in this study is teaching listening.

From the description above, the variable is the object of research which is the focus of the research. The dependent variable (variable X) in this study is the rap and pop genre songs (X1). The independent variable (variable Y) in this study is teaching listening.

5. Operational definitions of variables

The operational definition is to give meaning to a variable by providing or specializing in the activities needed to measure this variable.[102] While the operational definition of research variables, according to Sugiyono, is an attribute, characteristic, or value of an object or activity that has certain variations determined by researchers to be

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[101]Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2019).

[102]Moh Nazir, *Metode Penelitian* (Bogor: Ghalia Indonesia).

studied and then draw conclusions.[103] The operational definitions of each variable that will be used in this meletian are: pop song genre, rap song genre.

a. Research Indicators

The definition of indicators are variables that can show or indicate to the user about a specific condition so that they can be used to measure changes that occur, while the meaning of indicators, according to KBBI, is something that can provide (become) instructions or information.[104]

The indicator is an indirect measure of an event or condition. Lawrence Green Indicator is one of the variables that can show or indicate to its users about specific conditions so that it can be used to measure changes that occur. Based on the description above, researchers can conclude that indicators are measuring tools to achieve the research objectives.

Indicators in this study include:

[103]Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods).*

[104]'Arti Kata Indikator - Kamus Besar Bahasa Indonesia (KBBI) Online' <https://kbbi.web.id/indikator> [accessed 25 January 2023].

a. Ability to remember listening skills and subject matter

b. the ability to understand the listening skill lesson material

c. Feelings during listening skill learning

d. Timely listening to songs when learning listening skills

e. The effect of playing songs when learning listening skills

6. Data collection techniques

Sugiono says this technique is the most strategic step in research, with the primary objective of research being to obtain data.[105]

Data collection techniques in this study were carried out in stages. Several stages in this research are experimental tests.

The stages of the experimental test in this study are:

a. Pre-test

Students are asked to work on questions with material related to the song that the researcher has prepared. First of all students are given a

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[105]Sugiyono, 'Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D', 2013, 153.

questionnaire and material questions that must be done by students before the song is heard. The material provided is in the form of questions related to the song.

List of the Pre – test question :

1. How do you describe the genre of the music that in your mind right now?

2. Have you ever heard the song ―Red‖ by Taylor Swift and ―Godzila‖ by Eminem?

3. What song is now on your mind right now? Do you think about Taylor Swift or Eminem?

4. What is the lyric by the singer that you thinking right now?

5. How do you know that the song you heared is a trending songs?

6. What is the musical instruments commonly used by singer Taylor Swift and Eminem?

7. How is the look of singer Taylor Swift and Eminem while on stage?

8. What do you think about taylor swift's pop song and Eminem's rap song? Does everyone like it?

9. Can you give an idea about the rhythm of the pop and rap songs?

10. What's in your mind when the trending song is played?

b. Post-test

Students are asked to work on the questions again with different question, but it still related with the song played.

List of the Post – test Question :

1. After you hear the song above, what is the title of this song?
2. After you hear this song, what is the topic of this song?
3. How do you take the essence of this song?
4. Write down a sentence from a song you have heard!
5. How do you feel after listening to this song?
6. Do you agree with the opinion of the lyricist of this song?
7. What did the lyricist of this songwriter expect?
8. For whom is the song sung?
9. What does the phrase "I rose up from the death" —they cannot tame or placate mean?

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10. Continue with one sentence of the song lyrics the you remember!

c. Questionnaire

Students were asked to fill out a questionnaire provided by the researcher in the form of a Google form and fill it out online. This scoring or assessment uses a Likert scale. *he Likert scale* is a rating scale used to measure respondents' opinions, attitudes, or behavior to specific questions.[106] In distributing questionnaires to measure respondents' perceptions, a Likert Scale was developed by Rensis Likert. The Likert scale uses 5 rating points, namely:

1) Strongly agree (SA) with a score of 5.
2) Agree (A) with a score of 4.
3) Neutral (N) with a score of 3.
4) Disagree (D) with a score of 2.
5) Strongly disagree (SD) with a score of 1.

This figure is a comparison scale so that it can be quantified for statistical analysis.

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[106]Sugiyono, *METODE PENELITIAN KUALITATIF* (CV ALFABETA, 2017).

7. Data Analysis Techniques

Data analysis techniques are activities after collecting data from all respondents (population/sample).[107] Data analysis techniques in this study used several tests, including:

a. Instrument Test

1. Validity test

namely testing the accuracy between the data that occurs on research objects and data that researchers can report.[108], Validity is the degree of accuracy/feasibility of the instrument used to measure what is being measured.[109]

To test the validity, the Product Moment Correlation test is used with thefollowing test criteria:

a) If the rcount > rtable and the significance value is <0.05, it can be said that the indicator is valid.

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[107]Sugiyono, *Metode Penelitian Kuantitatif*.

[108]Sugiyono, *Statistika Untuk Penelitian*.

[109]Zainal Arifin, *Penelitian Pendidikan : Metode Dan Paradigma Baru* (Bandung: Remaja Rosdakarya, 2011).

b) If the rcount value is < rtable and the significance value is > 0.05, it can be said that the indicator is invalid.

c) Data from SPSS can obtain the following information: r table = 0.207 (N = 86, α = 0.05)

Table 3. 1
Given Variable Validity Test (X1)

items	r count	r table	information
X^1	0.658	0.207	Valid
X^2	0.598	0.207	Valid
$X1^3$	0.536	0.207	Valid
$X1^4$	0.637	0.207	Valid

Processed primary data sources, 2023

Table 3.1 Given Variable Validity Test (X1)

From table 3.1, it is known that all rcounts of statements/items $X1^1$, $X1^2$, $X1^3$, and $X1^4$ are more significant than the rtable (N = 86) of 0.207, so all data is declared valid.

Table 3. 2
Understanding Variable Validity Test (X2)

items	r count	r table	Information
$X2^1$	0.689	0.207	Valid
$X2^2$	0.654	0.207	Valid
$X2^3$	0.698	0.207	Valid
$X2^4$	0.771	0.207	Valid

Processed primary data sources, 2023

Table 3.2 Understanding Variable Validity Test (X2)

From table 3.2, it is known that all rcounts of statements/items $X2^1$, $X2^2$, $X2^3$, and $X2^4$ are greater than the rtable (N = 86) of 0.207, so all data is declared valid.

Table 3. 3
Feeling Variable Validity Test (X3)

items	r count	r table	Information
$X3^1$	0.630	0.207	Valid
$X3^2$	0.768	0.207	Valid
X33	0.653	0.207	Valid
$X3^4$	0.762	0.207	Valid

Processed primary data sources, 2023

Table 3.3 Feeling Variable Validity Test (X3)

From table 3.3, it is known that all rcounts of statements/items $X3^1$, $X3^2$, $X3^3$, and $X3^4$ are more significant than the rtable (N = 86) of 0.207, so all data is declared valid.

Table 3. 4
Test the validity of the time variable (X4)

items	r count	r table	Information
$X4^1$	0.592	0.207	Valid
$X4^2$	0.636	0.207	Valid
$X4^3$	0.610	0.207	Valid
$X4^4$	0.615	0.207	Valid

Processed primary data sources, 2023

Table 3.4 Test the validity of the time variable (X4)

From table 3.4, it is known that all rcounts of statements/items X41, X42, X43, and X44 are more significant than the rtable (N = 86) of 0.207 so that all data is declared valid.

Table 3. 5
Effect Variable Validity Test (Y1)

Items	r count	r table	Information
$Y1^1$	0.737	0.207	Valid
$Y1^2$	0.679	0.207	Valid

Y1^3	0.633	0.207	Valid
Y1^4	0.764	0.207	Valid

Processed primary data sources, 2023

Table 3.5 Effect Variable Validity Test (Y1)

From table 3.5, it is known that all rcounts of statements/items Y11, Y12, Y13, and Y14 are more significant than the rtable (N = 86) of 0.207, so all data is declared valid.

2. Reliability test

Measur**es** the extent to which measurement results using the same object will produce the same data.[110]Reliability is an index that shows the extent to which a measuring instrument can be trusted or relied on. If one measuring instrument is used to measure the same symptoms and the measurement results are relatively consistent, then the instrument is reliable.

According to Ghozali, a questionnaire is reliable if one's answers to the questions are

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[110]Sugiyono, *Metode Penelitian Kuantitatif*.

consistent or stable from time to time.[111] reliability measurement is carried out using one-shot or measurement only once with the SPSS Cronbach Alpha statistical test tool with the following test results criteria:[112]

1) If the calculated Cronbach Alpha value is > 0.6, it can be said that the research variable is reliable.

2) If the calculated Cronbach Alpha value is <0.6, the research variable is unreliable.

Table 3. 6

Reliability Test

NO	Variable	Cornbach Alpha	Nunnally Guide	Information
1.	Remember	0.777	0.60	Reliable
2.	Understand	0.827	0.60	Reliable

[111]Imam Ghozali;, 'Desain Penelitian Kuantitatif Dan Kualitatif Akuntansi, Bisnis Dan Ilmu Sosial Lainnya', 2005 <//fud.iain-surakarta.ac.id/akasia/index.php?p=show_detail&id=5306&keywords=> [accessed 16 February 2023].

[112]Ghozali;

3.	Feeling	0.828	0.60	Reliable
4.	Time	0.764	0.60	Reliable
5.	Song Effects	0.853	0.60	Reliable

Source: Processed primary data, 2023

Table 3.6 Reliability Test

b. Model feasibility test

This feasibility test is used to test whether the regression equation model is feasible or not suitable for use in this study by testing:

1. Statistical Test F

According to Ghozali, the F test is used to determine the levelthe significance of the effect of the independent variables jointly (simultaneously) on the dependent variable.[113] In this research, the hypothesis used is as follows:

Ho: The independent variables, Rap and pop song genres have no effect on the listening class of the Texmaco Vocational High School Semarang students

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[113]Ghozali;

Ha: The independent variables, Rap and pop song genres have an effect on the listening class of the Texmaco Vocational High School Semarang students.

According to Ghozali, the basis for making a decision is by using a significant probability number,[114] namely:

a. If the significance probability > 0.05, Ho is accepted, and Ha is rejected.

b. If the significance probability <0.05, Ho is rejected, and Ha is accepted.

2. Partial Hypothesis Test (t-test)

According to Sugiyono, the hypothesis is a temporary answer to the formulation of the research problem where the research problem's formulation has been stated as a question.[115] The t-test shows how far the influence of an explanatory variable individually in explaining the dependent variables.[116] the criteria used are as follows:

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[114]Ghozali;

[115]Sugiyono, *Metode Penelitian Pendidikan : (Pendekatan Kuantitatif, Kualitatif Dan R & D)*.

[116]Sugiyono, *Metode Penelitian Pendidikan : (Pendekatan Kuantitatif, Kualitatif Dan R & D)*.

a. If the tcount > ttable or the significance value is <0.05, it can be concluded that the independent variables are statistically proven to affect the dependent variable.

b. If the count <ttable or significance> 0.05, it can be concluded that the independent variable is not statistically proven to have an effect to the dependent variable.

3. Coefficient of Determination (Adjusted R^2)

According to Ghozali (2005), the coefficient of determination (R2) measures how far it explains the dependent variables.[117] The coefficient of determination (R2) shows how much the ability of the model (independent variable) to explain the variation of the dependent variable. Where the value of R2 ranges from 0<R2<1, meaning:

a. If the value of R2 is getting closer to zero, it means that the ability of the independent variable to explain variations in the dependent variable is getting smaller.

[117]Ghozali;

b. If the value of R2 is getting closer to one, it means the ability of the independent variable in explaining that the variation in the dependent variable is getting bigger.

a. Simple Regression Analysis

According to Duwi Priyatno, the meaning of simple regression analysis is used to find out the relationship between two variables, namely to find out how strong the relationship is, find out whether the direction of the relationship is positive or negative, and whether the relationship is significant or not.

According to Sugiyono, simple linear regression analysis determines the effect of a linear relationship between an independent and dependent variable.[118]

From the two opinions above, simple linear regression analysis is to determine whether the pop song genre affects listening class.

The simple regression equation formula used in this study is:

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[118]Sugiyono, *METODE PENELITIAN KUALITATIF*.

$$Y = a+bX$$

Information:

Y = listening class

X = genre of rap and pop songs

a = constant

b = residue / error

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research result

1. Description of Research Respondents

a) History of Establishment of SMK Texmaco Semarang

SMK Texmaco Semarang was established in 1997 with a decree from the Head of the Regional Office of the Ministry of Education and Culture of Central Java Province Number 1025/103/I/97 dated 12 June 1997. SMK Texmaco is the only school owned by a private company in Semarang, namely Texmaco Group. The purpose and objective of establishing the school were to supply employees with adequate skills, bearing in mind that at that time, the Texmaco company had many branches throughout Indonesia. However, it was unfortunate that in 1997-1998 the economic recession caused the Texmaco company to go bankrupt and was forced to close some of its subsidiaries.

At the beginning of its establishment, Texmaco Semarang Vocational School had three majors, namely: Industrial Electronics Engineering (TEI) It is a competency that studies engineering fields that focus

on learning all about electrical components and various semiconductor equipment. b. Weaving Techniques (TPT) It is competency expertise in the field of fabric manufacture c. Spinning Technique (TPM) It is competency expertise in the field of yarn manufacture

Along with the times and the collapse of the PT Texmaco Group, the Center for Science and Technology Development (YPPIT), as the owner of the Texmaco Group Vocational School, opened the required majors according to the times so that the graduates were produced by schools were able to compete for jobs.

In 2019 Texmaco Vocational High School experienced a golden age with the issuance of a Decree from the National Accreditation Board/Madrasah through Accreditation Certificate Number 032/BAN-SM/SK/2019 dated 15 January 2019 establishing Texmaco Semarang Vocational School as accredited "excellent" with a score of 97 and designating it as a Vocational High School with the best accreditation results in the province of Central Java.

b) Participant Respondents

In this study, researchers grouped respondents into 7 groups according to the majors of each respondent, shown in table 4.1 below:

Table 4. 1
Respondent Major

Major	The number of students
RPL	13
TKJ	13
TKR	12
TP	12
TPSB	12
TEI	12
TB	12
Total Students	86

Source: Processed primary data, 2023.

Table 4.1 Respondent Major

Table 4.1 shows that the number of respondents in this study were 13 students majoring in Software Engineering (RPL), 13 students majoring in Computer Network Engineering (TKJ),

12 students majoring in Light Vehicle Engineering (TKR), 12 students majoring in Mechanical Engineering (TP) students, 12 students majoring in Artificial Fiber Spinning Engineering (TPSB), 12 students majoring in Industrial Electronics Engineering (TEI) and 12 students majoring in Fashion Design (TB). Total of all respondents amounted to 86 students

c) **Age of Respondents**

In this study, researchers grouped respondents into two groups according to the age of each respondent, shown in table 4.2 below:

Table 4. 2

Age of Respondents

Age	The number of students
15 years	26
16 years	60

Source: Processed primary data, 2023.

Table 4.2 Age of Respondents

Table 4.2 shows the age of the respondents ranged from 15 years to 16 years

d) Gender of Respondents

In this study, researchers grouped respondents into 2 groups according to the gender of each respondent, shown in table 4.3 below:

Table 4. 3

Gender of Respondents

Gender	The number of students
Male	52
Female	34

Source: Processed primary data, 2023.

Table 4.3 Age of Respondents

Table 4.3 shows that the gender of the respondents was divided into two, namely 52 male students and 34 female students.

2. Description of Research Variables.

The description of the variables from the research that has been carried out includes five aspects, namely remembering, understanding, feelings, timing, and the effects of listening to rap and pop genre songs on teaching listening from the use of songs with the following variables:

a. Remembering Indicator Variable (X1)

The remembering indicator variable in this study was measured through 4 questions that presented the indicators of that variable. The results of respondents' responses to individual characteristics can be seen in table 4.4

Table 4. 4

Respondents' Responses to Given Variables

No	a list of questions	SD	D	N	A	SA	TOTAL
		1	2	3	4	5	%
1	Listening to pop songs makes it easier for me to memorize English	6	8	15	40	17	86
		6.98	9.30	17,44	46,51	19.77	100
2.	Listening to rap songs makes me more enthusiastic about memorizing English	7	7	35	25	12	86
							100
		8,14	8,14	40,70	29.07	13.95	
3.	Listening to pop songs makes it easy for me to remember vocabulary in learning English because I listen to it repeatedly.	5	5	15	33	26	86
		5,81	5,81	17,44	38,37	32.56	100
4.	Listening to rap songs	7	10	21	33	15	86

makes me excited to remember vocabulary in learning English because I listen to them repeatedly.	8,14	11.63	24,42	38,37	17,44	100

Source: Processed primary data, 2023.

Table 4.4 Respondents' Responses to Given Variables

From table 4.4 it shows that the respondents who answered Agree "(A)" were very dominating so in conclusion the respondents at Texmaco Vocational School agreed that the use of rap and pop songs can affect the memory of lessons in listening class.

To find out the extent to which respondents' opinions were presented in the questionnaire presented, it can be seen in chart 4.1 below:

Chart 4. 1

Respondents' Responses in Remembering Lessons in Listening Class
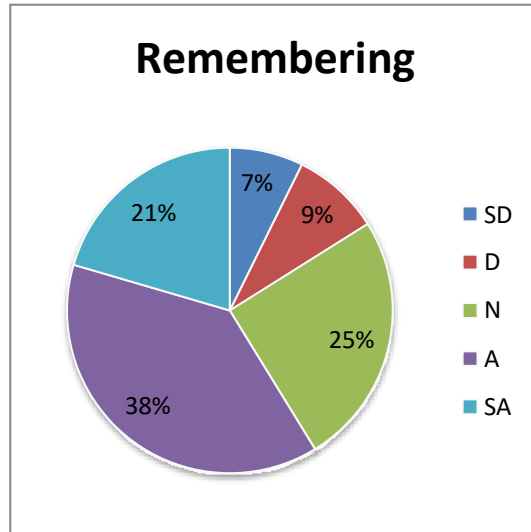
Source: Processed primary data, 2023.

Chart 4.1 Respondents' Responses in Remembering Lessons in Listening Class

Chart 4.1 shows that 21% of respondents answered strongly agree, 38% agreed, 25% answered neutral, 9% disagreed, while 7% answered strongly disagree. From chart 4.1 it shows that respondents who answered agree "(A)" and neutral "(N)" dominate so that the conclusion of the Texmaco Vocational High School Semarang respondents agrees that listening to music affects listening lessons from the aspect of remembering.

b. Understanding Indicator Variable (X2)

Understanding indicator variable in this study was measured through 4 questions that presented the indicators of these variables. The results of respondents' responses to individual characteristics can be seen in table 4.5

Table 4. 5

Respondents' Responses to Understanding Variables

No	a list of questions	SD	D	N	A	SA	TOTAL
		1	2	3	4	5	%
1	By listening to pop songs, it is easier for my brain to accept English learning material	5	15	24	28	14	86
		5,81	17,44	27,91	32.56	16,28	100
2.	By listening to rap songs, my brain is more excited to accept English learning material	8	11	34	16	17	86
		9.30	12.79	39.53	18.60	19.77	100
3.	By listening to pop songs, it makes it easy for me to understand the meaning of English itself.	3	8	25	34	16	86
		3.49	9.30	29.07	39,53	18.60	100
4.	By listening to rap	5	10	23	36	12	86

songs, it makes me more excited to understand the meaning of English itself	5,81	11.63	26,74	41.86	13.95	100

Source: Processed primary data, 2023.

Table 4. 5 Respondents' Responses to Understanding Variables

From table 4.5 it shows that the respondents who answered Agree "(A)" were very dominating so in conclusion the respondents at Texmaco Vocational School agreed that by using the genres of rap and pop songs students could easily understand lessons in listening class.

To find out how far the respondents' opinions are presented in the questionnaire presented, it can be seen in chart 4.2 below:

Chart 4. 2

Respondents' Responses in Understanding Lessons in Listening Class
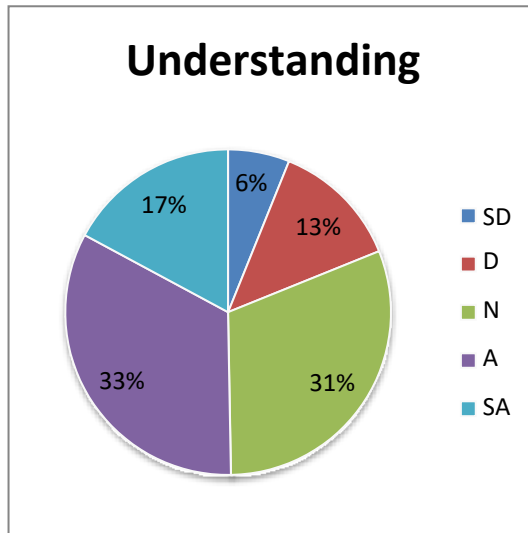
Source: Processed primary data, 2023.

Chart 4.2 Respondents' Responses in Understanding Lessons in Listening Class

From chart 4.2 it shows that 17% of respondents who answered strongly agree, answered agree by 33%, answered neutral by 31%, answered disagree by 13%, while those who answered strongly disagreed were 6%. From chart 4.2 it shows that respondents who answered agree "(A)" and neutral "(N)" dominate so that the conclusion of the Texmaco Vocational High School Semarang respondents agrees

that listening to music makes it easier to understand lessons in listening class.

c. **Feeling Indicator Variable (X3)**

The Feeling Indicator Variable in this study was measured through 4 questions that presented the indicators of that variable. The results of respondents' responses to individual characteristics can be seen in table 4.6:

Table 4. 6

Respondents' Responses to Feeling Indicator Variables in Listening Class

No	a list of questions	SD	D	N	A	SA	TOTAL
		1	2	3	4	5	%
1	Listening to pop songs makes me feel more relaxed in learning	3	8	11	31	33	86
		3.49	9.30	12.79	36.05	38,37	100
2.	Listening to rap songs makes me feel more enthusiastic about learning	7	11	22	26	20	86
		8,14	12.79	25.58	30,23	23,26	100
3.	Listening to pop songs makes my learning mood better because of the influence of these	5	4	10	37	30	86
		5,81	4.65	11.63	43.02	34.88	100

	pop songs					
4.	Listening to rap songs makes my learning mood more enthusiastic because of the influence of stomping rap songs	6	12	21	32	15	86
		6.98	13.95	84,42	37,21	17,44	100

Source: Processed primary data, 2023.

Table 4.6 Respondents' Responses to Feeling Indicator Variables in Listening Class

From table 4.6 it shows that the respondents who answered Agree "(A)" were very dominating so in conclusion the respondents at Texmaco Vocational School agreed that using the rap and pop song genres had an effect on students' feelings in the listening class.

To find out how far the respondents' opinions are presented in the questionnaire presented, it can be seen in chart 4.3 below:

Chart 4. 3

Respondents' Responses to Feelings in Listening Class
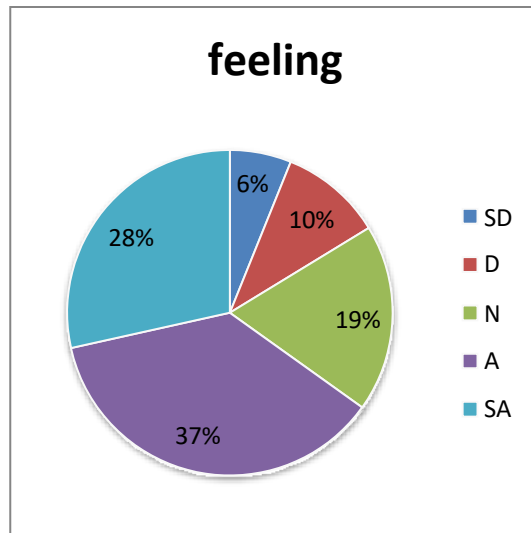
Source: Processed primary data, 2023.

Chart 4.3 Respondents' Responses to Feelings in Listening Class

From chart 4.3 it shows that 28% of respondents who answered strongly agree, answered agree by 37%, answered neutral by 29%, answered disagree by 10%, while those who answered strongly disagree were 6%. From chart 4.3 it shows that respondents who answered strongly agree "(SA)" and Agree "(A)" dominate so that the conclusion of the respondents at SMK Texmaco Semarang agrees that

listening to music has an effect on students' feelings in listening class.

d. Time Indicator Variable (X4)

The time indicator variable in this study was measured through 4 questions that presented the indicators of that variable. The results of respondents' responses to individual characteristics can be seen in table 4.7:

Table 4. 7

Respondents' Responses to Time Indicator Variables in Listening Class

No	a list of questions	SD	D	N	A	SA	TOTAL
		1	2	3	4	5	%
1	When studying at night I often listen to pop songs as a friend in studying	6	9	12	33	26	86
		6.98	10.47	13.95	38,37	30,23	100
2.	When studying during the day I often listen to rap songs as a friend while studying	7	15	20	27	17	86
		8,14	17,44	23,26	31,40	19.77	100
3.	To increase my vocabulary, I often listen to pop songs during recess at school.	3	11	22	34	16	86
		3.49	12.79	25.58	39,53	18.60	100

4.	To sharpen my English vocabulary, I prefer to listen to rap songs during recess at school	4	12	19	29	22	86
		4.65	13.95	22.09	33,72	25.58	100

Table 4.7 Respondents' Responses to Time Indicator Variables in Listening Class

From table 4.7 it shows that the respondents who answered Agree "(A)" were very dominating so in conclusion the respondents at Texmaco Vocational School agreed that students often used rap and pop song genres when learning listening.

To find out how far the respondents' opinions are presented in the questionnaire presented, it can be seen in chart 4.4 below:

Chart 4. 4

Respondents' Responses in Lesson Time in Listening Class

Timing

■	SD
■	D
■	N
■	A
■	SA

6%

14%

21%

23%

36%
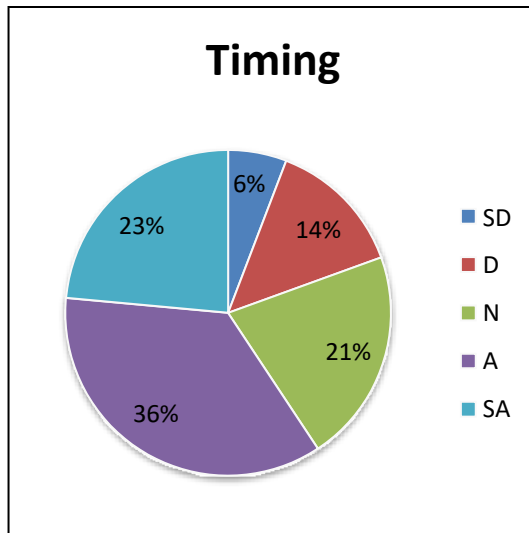
Source: Processed primary data, 2023.

Chart 4.4 Respondents' Responses in Lesson Time in Listening Class

Chart 4.4 shows that 23% of respondents answered strongly agree, 36% answered agree, 21% answered neutral, 14% disagreed, while 6% answered strongly disagree. From chart 4.4 it shows that respondents who answered strongly agree "(SA)" and agree "(A)" dominate so that the conclusion of the Texmaco Vocational High School Semarang respondents agrees that respondents often listen to music when learning listening

e. **Song Effect Indicator Variable (Y1)**

  The song effect indicator variable in this study was measured through 4 questions that presented the indicators of these variables. The results of respondents' responses to individual characteristics can be seen in table 4.6

Table 4. 8

Respondents' Responses to Effect Variables in Listening Class

No	a list of questions	SD	D	N	A	SA	TOTAL
		1	2	3	4	5	%
1	By listening to pop songs, it makes me feel more focused on learning English	4	12	19	29	22	86
		4.65	13.95	22.09	33,72	25.58	100
2.	By listening to rap songs, I feel more challenged to master English	8	8	29	26	15	86
		9.30	9.30	33,72	30,23	17,44	100
3.	By listening to pop songs, it makes me want to understand or translate English into Indonesian so that it makes learning easier	4	13	21	25	23	86
		4.65	15,12	24.42	29.07	26,74	100

	for me.						
4.	By listening to rap songs, it makes me want to understand or translate English into Indonesian so that it makes me study harder.	6	7	26	31	16	86
		6.98	8,14	30,23	36.05	18.60	100

Source: Processed primary data, 2023.

Table 4.8 Respondents' Responses to Effect Variables in Listening Class

From table 4.8 it shows that the respondents who answered Agree "(A)" were very dominating so in conclusion the respondents at Texmaco Vocational School agreed that using the rap and pop song genres influenced students in listening class learning.

To find out how far the respondents' opinions are presented in the questionnaire presented, it can be seen in chart 4.5 below:

Chart 4. 5

Respondents' Responses in Lesson Effects in Listening Class
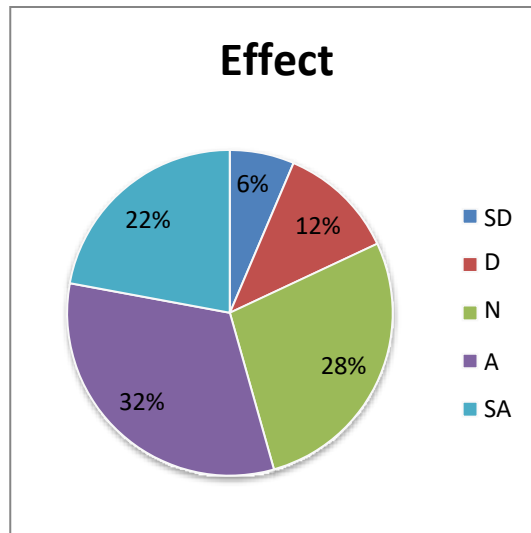
Source: Processed primary data, 2023.

Chart 4.5 Respondents' Responses in Lesson Effects in Listening Class

From chart 4.5 it shows that 22% of respondents who answered strongly agree, answered agree by 32%, answered neutral by 28%, answered disagree by 12%, while those who answered strongly disagreed were 6%. From chart 4.5 it shows that respondents who answered agree "(A)" and neutral "(N)" dominate so that the conclusion of the Texmaco Vocational High School Semarang respondents agrees

that the use of songs has an effect on students in listening class.

a. The Impact of using rap and pop song genres on listening learning

1) Pre – test

In this study, the researchers used the pre-test method to give students ten questions before playing the song. These questions are:

a) Have you ever heard the song ─Red‖ by Taylor Swift and ‒Godzila‖ by Eminem?

- Many students from Texmaco Vocational School answered that they had never heard the songs ─Red‖ by Taylor Swift or ─Godzilla‖ by Eminem. However, some students have ever heard of Taylor Swift or Eminem's songs but the title not ─Red‖ and ─Godzilla‖

b) What song is now on your mind right now? Do you think about Taylor Swift or Eminem?

- The answer "no" dominated the results of this question because they do not know about taylor swift's or Eminem's songs. Many students answered with their favourite song or favourite singer during this study.

c) How do you describe the genre of the music that in your mind right now?

- When answering this question, students answered with various genres of songs they were thinking about, pop, rock, rap, ballad, blues, and some even thought about dangdut songs.

d) What is the lyric by the singer that you thinking right now?

- When students answer this question, they correctly give the verse of the lyrics they are thinking about; they answer with a fragment of the lyrics they are thinking of.

e) How do you know that the song you heared is a trending songs?

- Many of the students answered that they found out about the song through various social media such as Instagram, Twitter, Tiktok, or YouTube. Some answer because of suggestions from other people or played by a cafe or a supermarket. However, they need to find out who the real singer is.

f) What is the musical instruments commonly used by singer Taylor Swift and Eminem?

– Many students answered that they did not know about the instruments used by Taylor Swift and Eminem because there were still many who had never heard the songs of these two artists.

g) How is the look of singer Taylor Swift and Eminem while on stage?

– Students are more dominant in answering that they do not know because they only know the lyrics or the artist's name and have never seen the artist directly.

h) What do you think about taylor swift's pop song and Eminem's rap song? Does everyone like it?

– Most of the students answered that they did not know, because the reason was that people's tastes in music were different, so they did not know if they would like Taylor's or Eminem's songs.

i) Can you give an idea about the rhythm of the pop and rap songs?

– Students answer the description of a pop song is a soft rhythm, pleasant, varied tempo, and easy to remember. And rap music using the fast beat and fast pronunciation that make rap song hard to remember.

j) What's in your mind when the trending song is played?

  – Many of the students answered by singing along or joining in to enliven the song when the song was playing; some answered that they were just silent and enjoyed the song, and some answered by wanting to find the singer of the song.

2) Post – test

  After the song was played, the researcher again gave ten questions related to the song. The results of the student's answers can be summarized as follows:

a) After you hear the song above, what is the title of this song?

  – After listening to the two songs from the researcher, all students answered correctly the title of the song from Taylor Swift, namely "Red," and the title of the song from Eminem, namely "Godzilla."

b) After you hear this song, what is the topic of this song?

  – Students can correctly answer the essence of Taylor Swift and Eminem's songs. Namely, Taylor Swift's song describes love and Eminem's song about identity. Even though

some students still answered incorrectly, students who answered correctly dominated the results of the answers.

c) How do you take the essence of this song?

  − All students answered by listening carefully to the song they were listening to, then looking at the lyrics of the song, then clicking

d) Write down a sentence from a song you have heard!

  − When students were asked to say one sentence, they mentioned many of the song's chorus, while those who could only say one word of each song. This shows that students can remember what they have heard.

e) How do you feel after listening to this song?

  − All students answered with different answers; some described how happy, happy, and excited they felt when listening to pop genre songs, and they felt confused, excited, and stamina when listening to rap genre songs in class.

f) Do you agree with the opinion of the lyricist of this song?

  − Most students agreed about the opinion of the song's contents conveyed by Taylor Swift and

Eminem. However, some answered no or disagreed with the opinion of the songwriter for various reasons.

g) What did the lyricist of this songwriter expect?

    – Students answered with various kinds of answers; when asked about Taylor Swift, they answered that someone in love must have the courage to love someone. When answering Eminem's song, they answered that one must be brave, like a giant Godzilla that is difficult to destroy.

h) For whom is the song sung?

    – Texmaco high school students answered with various answers; they argued that the song created by Taylor Swift was intended for his fans; some answered for themselves, people who are in love, and people who are feeling insecure.

    i) What does the phrase "I rose up from the death" and "they cannot tame or placate mean?

    - Question number 9 defines the word that has been mentioned, many students have answered correctly, but not all of them are correct; there are still some students who

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mispronounced both, or only one of the two songs is correct.

j) Continue with one sentence of the song lyrics the you remember!

- Question number 10 is to continue the lyrics of the song; many Texmaco students have given the correct answer to this question because they listened to the song over and over again so they could remember parts of the lyrics from the two songs, but when the rap song question they had a little trouble because of the tempo a rap song that is so fast to listen to.

From the description above, the writer can express the opinion that learning by using songs for students makes it easier for students to understand vocabulary, and ways of learning are more varied. Besides that, learning by using song media makes the relationship between students and teachers more harmonious.

B. Data analysis

1. Model feasibility test

a) Statistical Test F

The F test is used to determine the significance level of the effect of the independent variable simultaneously on the dependent variable (Sugiyono,

2011), the basis for making a decision is by using a significance probability number, namely:

1. If the significance probability > 0.05 then Ho is accepted and Ha is rejected.
2. If the significance probability <0.05 then Ho is rejected and Ha is accepted.

   The results of calculating the parameters of the simple regression model are obtained in table 4.9 below:

Table 4. 9

Regression Analysis Results

ANOVAa						
Model		Sum of Squares	df	MeanSquare	F	Sig.
1	Regression	816343	1	816343	161,695	<.001b
	residual	424,087	84	5,049		
	Total	1240,430	85			
a. Dependent Variable: listening class						
b. Predictors: (Constant), Rap and Pop genre song						

Source: Processed primary data, 2023

Table 4.9 Regression Analysis Results

Tabel 1 Regression Analysis Results

Table 4.9 shows that the value of fcount = 161.695 > ftable = 3.95 (df = nk-1 = 86-1-1 = 84, α = 0.05) with a significance number = 0.001 <α = 0.05 (significant. The results of the F statistic test showed a value of 161.695. The significant value of F was 0.001 less than 0.05, thus Ho was rejected and Ha was accepted.The testers showed that the rap and pop song genres had an effect on the listening class of the Texmaco Vocational High School Semarang students.

b) **Partial Hypothesis Test (t test)**

The t test shows how far the influence of an explanatory variable individually in nature explains the dependent variables (Sugiyono, 2011) The criteria used are as follows:

a. If the tcount > ttable or significance value <0.05, it can be concluded that the independent variables are statistically proven to have an effect on the dependent variable.

b. If the tcount <ttable or the significance value <0.05, it can be concluded that the independent variables are not statistically proven to have an effect on the dependent variable.

This t test is used to determine the influence of rap and pop song genres on listening class, the

results of the analysis can be seen from table 4.10 below:

Table 4. 10

t test

		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	std. Error	Betas	t	Sig.
1	(Constant)	.260	1,114		.233	.816
	Rap and pop genre song	.243	.019	.811	12,716	<.001
a. Dependent Variable: listening class						

Source: Processed primary data, 2023

Table 4.10 t test

Tabel 2 t test

Table 4.10 shows that the tcount value of the influence of rap and pop song genre variables on listening class = 12.716 > ttable = 1.989 (df = nk-1 = 86-1-1 = 84, α = 0.05) with a significance number = 0.001 < α = 0.05 (Significance) the conclusion is:

H1: Rap and pop song genres have an effect on the listening class of Texmaco Vocational High School Semarang students.

c) **The coefficient of determination**

The efficiency of determination (R2) shows how much the independent variables (rap and pop song genres) are capable of explaining the dependent variable (listening class) where the value of R2 ranges from 0<R2<1 means:

1. If the value of R2 is getting closer to zero, it means that the ability of the independent variable to explain variations in the dependent variable is getting smaller.
2. If the value of R2 gets closer to one, it means that the ability of the independent variable to explain variations in the dependent variable is getting bigger.

The value of the coefficient of determination is determined by the value of R square as can be seen from table 4.9 the results of the analysis are as follows:

Table 4. 11

Determination Coefficient Results

Summary modelb				
Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.811a	.658	.654	2.24692
a. Predictors: (Constant), rap and pop genre song				
b. Dependent Variable: listening class				

Source: Processed primary data, 2023

Table 4.11 Determination Coefficient Results

Tabel 3 Determination Coefficient Results

Based on table 4.11 the R-Square value is 0.658, these results indicate that the genre of rap and pop songs is able to explain the influence that occurs in the listening class by 65.4% and the rest is the influence of other factors that are not observed at 34.2%, namely the influence other factors outside the variables examined.

d) Simple Aggression Analysis

Simple regression analysis is used to measure the effect of variable X (rap and pop song genre) on variable Y (listening class).[119]with the following systematic equation:

Table 4. 12

Simple Linear Regression Results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	std. Error	Betas		
1 (Constant)	.260	1,114		.233	.816
rap and pop genre song	.243	.019	.811	12,716	<.001
a. Dependent Variable: listening class					

Source: Processed primary data, 2023

Table 4.12 Simple Linear Regression Results

Tabel 4 Simple Linear Regression Results

Y = a+bX

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[119]Sugiyono, Quantitative Qualitative Research Methods and R&D (Alfabeta, 2011).

$$Y= 0,260 + 0,243X_1$$

Y = listening class

X = genre of rap and pop songs

a = constant

b = residue / error

1. A constant of 0.260 means that the constant value of the participant variable is 0.260

2. The regression efficiency X of 0.243 states that for every 1% addition in the value of the rap and pop song genre, the participation value increases by 0.243. The regression coefficient is positive, so it can be said that the influence of rap and pop song genres affect on the listening class of Texmaco Vocational High School students.

C. Discussion

The song genre plays a significant role in most learning, especially in listening class learning. This is related to the brain's work, which requires repetitive vocabulary to be absorbed optimally. A music genre is an essential component of learning listening because it makes students more productive with the help of music.

According the result of relevant studies before by Eicha Afriyunida and lulud Oktaviani on 2021.[120] The result of their

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[120] E Afriyuninda and L Oktaviani, 'The Use of English Songs to Improve English Students' Listening Skills', *Journal of English Language Teaching and*

study is that using english song as a teaching media can help improve student's listening skill, not only in listening skill but improving student's pronunciation and learn new vocabulary through English song.

This is evident from the tests carried out in this study, which showed that the rap and pop song genre hypothesis showed a tcount value of 12.716. The significance level of 0.001 is less than 0.05, which means that this study's hypothesis significantly affects the listening class. Thus Ha is accepted, and Ho is rejected. In conclusion, the rap and pop song genres affect the listening class of Texmaco Vocational High School Semarang students.

In addition, the influence of the rap and pop song genres has a very significant effect. This is evident from research through questionnaires distributed by researchers to respondents showing research on the variable remembering in chart 4.1 gives an overview of the influence of rap and pop song genres in the listening class with the details as follows: students who answered agreed as much as 38% and students who answered disagreed as much as 9% the rest of the students' answers to opinions strongly disagreed were 7%, students who answered neutrally were 25% while students who answered strongly agreed were 21%.

Regarding the understanding variable, students who answered agreed 33% and disagreed with 13%. The rest of the students'

answers opinions strongly disagreed 6%. Students who answered neutrally were 31%, while students who answered strongly agreed were 17%.

Regarding the variable feelings of students who answered agreed, as much as 37% and students who answered disagreed as much as 10%. The rest of the students answered opinions strongly disagreed 6%, students who answered neutrally 19%, and students who answered strongly agreed 28%.

Regarding the time variable, students who answered agreed 36% and disagreed 14%. The rest of the students' answers opinions strongly disagreed 6%. Students who answered neutrally were 21%, while students who answered strongly agreed were 23%.

Regarding the effect variable, students who answered agreed with 32% and disagreed with 12%. The rest of the students' opinions strongly disagreed with 6%, those who answered neutrally 28%, and those who answered strongly agreed 22%.

From the questionnaires presented by the researchers. those who gave agreed opinions is dominated, so it could be concluded that learning by using song media positively influenced listening class learning at Texmaco Vocational High School Semarang.

CHAPTER V
CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion in chapter IV, the following conclusions can be drawn:

1. The use of rap and pop song genres for the listening class of Texmaco Vocational High School students has a positive effect as evidenced by the rap and pop song genre variables = 12.716 > ttable = 1.989 (df = nk-1 = 86-1-1 = 84, α = 0.05) with significance number = 0.001 < α = 0.05 (Significance). This means that the use of rap and pop songs is above the significance level so that it can be concluded that the rap and pop song genres affect the listening class of Texmaco Vocational High School Semarang students.

2. From the two independent variables (rap and pop song genres) which were included in the regression model, the rap and pop song genre variable proved significant. SMK students' listening is influenced by the genre variables of rap and pop songs.

Suggestion

1. Teachers must be good at motivating students by giving tricks so that the lessons they want to convey can be mastered by

students, one of which is that the teacher must be good at choosing the genre of songs used in listening class lessons in accordance with the material being taught.

2. The teacher must motivate students to increase vocabulary through repeated sentences, one of which is using song media as a word reminder, understanding sentence by sentence, using time to play genres of songs while studying, listening to genres of songs according to the mood while studying, and effects of listening to genres song when teaching listening class as a teaching variation.

3. Teachers must be good at using song media as a tool to increase student creativity, as an entertainer for students, and also as a recreation place for the brain when it is bored in an English class.

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APPENDIXES

APPENDIX I

Research Data

Nama		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
Handaru Elang F	L	5	3	5	4	4	3	5	4	5	3	5	4	4	3	4	4	4	4	4	
Aditya Dwi Permana	L	4	3	4	4	3	3	3	4	5	4	4	4	4	4	4	3	3	3		
Attif Althair Kalefi	L	4	4	4	4	3	3	3	4	4	3	4	4	2	2	4	3	4	3	3	
Moch Fery Setiawan	L	4	3	3	3	3	3	3	3	4	3	4	3	4	3	4	3	3	3	3	
Niko Adyfiranshah	L	4	4	4	4	3	3	4	4	5	4	4	3	3	3	3	3	3	4	3	
Yola Armanda	P	2	4	5	2	2	3	4	3	3	2	3	2	3	2	4	2	2	3	2	
Sally Aulia Ramadhani	P	3	4	4	4	4	5	3	4	4	5	4	4	3	4	3	4	4	4	3	
Ardani Nugi Kuswari	L	2	3	2	3	3	2	2	2	2	2	3	2	5	5	5	5	2	2	2	
Muhammad Nur Dzakiy	L	5	4	5	3	5	4	5	4	5	5	5	5	5	5	5	5	5	4	5	
Jefinta Revalina Putri	P	5	5	4	5	5	5	5	5	5	5	5	5	3	5	4	5	5	5	5	
Ilham Priya A	L	4	3	4	3	3	3	4	4	2	3	4	4	4	4	3	3	3	3	3	
Widya Meinarsih	P	3	3	3	3	4	3	3	3	4	4	4	4	4	4	3	4	3	3	2	

Saputri																				
Galang Adi Wicaksono	L	3	3	3	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Aldo Juliano Cesar	L	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5
Pinky Aulya Setiawati	P	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
M Sukarno Putra	L	3	3	4	3	4	2	3	4	5	5	5	4	4	4	3	4	3	4	4	4
Raafi Al Hafidz Purnomo	L	4	2	3	2	3	1	3	2	4	1	5	2	5	1	1	1	4	1	3	1
Annisa Dwi Rahmawati	P	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Dimas Risky Herlianto	L	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Adelia Putri Maharani	P	5	5	5	5	4	4	4	4	4	4	4	4	4	2	2	4	4	5	5	
Kuni Aulia I	P	4	1	5	2	3	1	4	2	4	3	4	3	4	3	4	3	4	3	4	3
Daviz Rakha Alfianto	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Revani Armelita F	P	4	4	5	5	4	4	4	4	5	4	4	3	5	2	3	1	5	2	5	4
Fansisca Anggraini P.	P	4	3	5	2	4	3	4	2	5	4	4	3	5	3	4	2	5	3	5	3
M Haydar Aditya	L	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4
M.Raffy Bima Ananda	L	5	2	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Septia	P	4	3	5	4	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Name																				
Malikha Zahra																				
Ananda Rizky Amelia	P	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Ayu Trihapsari	P	4	3	2	4	3	3	3	2	3	2	3	4	3	4	2	3	3	4	2
Arif Maulana	L	4	3	4	5	2	3	4	3	4	2	4	2	4	2	3	3	2	2	2
Rajwa Amirudin Khoir	L	4	4	2	2	2	3	4	3	5	5	5	4	5	5	4	4	4	2	4
Habib Ali Gustafa	L	1	1	2	1	1	2	4	1	3	1	3	1	1	2	4	1	1	1	5
Nabila Meisya Aulia	P	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Azmi Fathan Mubina	L	4	2	5	2	5	2	5	3	5	2	5	2	5	2	4	1	3	3	2
Zhara Tri Hapsari	P	3	4	4	3	3	3	3	4	4	4	3	3	3	3	3	3	3	3	2
Dewa Gusti Anggara Putra	L	5	1	5	1	2	5	4	3	5	5	5	1	5	1	4	1	4	1	3
Agil Saputra	L	4	3	5	5	5	5	3	5	2	4	5	4	5	2	2	4	5	3	4
Rasya Hafizh Hizbullah	L	2	3	3	1	2	2	2	2	4	2	1	5	1	3	2	4	3	1	2
Agatha Jaukhan	P	4	3	4	4	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5
Angel Aurel Anggreaeni	P	4	3	5	2	4	2	3	1	4	3	4	2	4	1	2	1	2	3	4
Muhamad Haikal Burhan	L	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Name																					
Syahrul Romadhon	L	4	1	4	1	4	1	4	1	4	2	5	1	4	1	5	1	4	1	4	1
Natanael Ben Iriyanto	L	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Erick Arsheva Ibrahim	L	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Aditya Saputra	L	1	5	3	5	2	5	2	5	2	5	1	2	2	5	2	2	2	5	1	5
Thalita Arya Wulandari	P	2	2	3	3	1	3	3	3	3	2	2	3	2	3	2	4	2	2	3	2
Muhammad Haikal	L	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Risky Firmansyah	L	2	3	2	4	3	5	3	4	1	3	1	2	2	4	5	1	3	2	3	1
Slamet Nur Cahyo	L	3	3	3	3	4	3	3	3	4	3	4	4	2	2	2	2	2	2	2	2
Irfaaaaaaan	L	3	4	4	4	3	3	4	4	5	4	5	5	4	4	5	5	5	5	5	5
Hafizh Ghibran An Nafi	L	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Haidar Rifky Andrianno	L	4	3	4	3	2	1	4	3	4	3	4	3	4	3	2	2	4	3	4	3
Bagas Saputra	L	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Bahrul Uluum	L	3	3	3	3	4	2	3	3	5	4	5	4	2	2	2	2	3	3	3	3
Alfin	L	2	3	3	4	3	3	4	3	3	1	5	3	2	3	3	4	3	4	3	3
Fleming Erlangga Sang	L	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Guntur Basudewo	L	4	4	3	4	3	4	3	3	4	5	4	4	4	5	4	4	5	5	5	4
Alief Yudi	L	3	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5

Name																				
Ramadhan																				
Anggun Eka Praditya	P	2	5	5	3	2	1	1	2	2	2	3	1	1	2	3	4	4	3	2
Rahmat Fajar Maulana	L	4	4	4	4	4	3	4	4	5	4	5	4	5	4	5	4	4	4	4
Muhammad Maulana Ardiansyah	L	5	3	5	3	5	3	5	3	5	4	5	5	5	4	5	2	5	2	5
Sahrul Romadhon	L	3	3	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	4
Rio Belly Saputra	L	4	2	3	4	3	4	4	4	2	3	4	2	4	2	4	4	4	4	4
Muhammad Gifarly Arrosyid	L	4	4	5	3	5	3	5	4	5	4	5	4	5	3	4	3	4	3	4
Annisa Putri Prameswari	P	4	3	5	3	4	3	2	3	4	4	4	3	4	3	3	2	2	1	2
Nugroho Tri Prayogo	L	5	5	5	5	4	4	4	4	5	5	5	5	5	5	5	5	4	3	3
Farellino Arfiansah	L	4	4	4	4	3	4	4	4	5	5	4	4	4	4	4	4	4	4	4
Khoshi Bintang Pratama	L	5	3	5	4	4	3	5	4	5	3	5	4	3	3	4	4	4	4	4
Alifia Abibatul Qoiriah	P	4	3	4	4	3	3	3	4	5	4	4	4	4	4	4	4	3	3	3
Alex	L	4	4	4	4	3	3	3	4	4	3	4	4	2	2	4	3	4	3	3
Naufal Alif Rihhadatul A	L	4	3	3	3	3	3	3	3	4	3	4	3	4	3	4	3	3	3	3
Sevita Sari K	P	4	4	4	4	3	3	4	4	5	4	4	3	3	3	3	3	3	4	3
Nur	P	2	4	5	2	2	3	4	3	3	2	3	2	3	2	4	2	2	3	2

Name		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Khasanah																					
Maulida Sofroul Laiyinah	P	3	4	4	4	4	5	3	4	4	5	4	4	3	4	3	4	4	4	3	4
Natanael Ben Iriyanto	L	1	3	1	4	2	5	2	4	2	4	2	4	1	5	3	5	2	4	1	4
Putri Alicia	P	5	2	5	2	5	1	4	2	5	1	5	2	5	1	3	1	5	3	5	3
Tektona Grandis Syamar Husnan	L	4	3	4	3	3	3	4	3	4	3	4	3	5	3	3	4	5	3	5	3
Irdiana Patria U	P	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5
Dina Meila Azalia	P	3	3	1	5	1	2	3	4	5	1	2	3	5	4	3	2	1	3	5	2
Vincentya Jasmine A	P	4	3	4	4	2	2	3	3	4	3	5	3	5	2	3	2	4	3	4	3
Chika Febila	P	3	3	3	3	4	3	3	3	4	3	4	3	4	3	3	3	3	3	3	3
Bunga Rhizma Oktafiani	P	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Septi Mei Frida	P	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Laila Lindung	P	4	2	4	3	2	3	2	3	2	3	2	3	2	4	2	4	2	4	2	4
Nailla Umi Qulsum	P	3	3	4	2	2	3	3	3	3	2	4	3	3	2	3	3	2	4	3	3
Laila	P	5	3	5	4	5	3	5	4	5	3	5	4	5	3	3	3	5	3	4	3

Appendix I Research Data

APENDIX II

QUESTIONNAIRE

THE IMPACT OF USING RAP AND POP GENRE SONG ON TEACHING LISTENING: Case Study In Vocational High School Texmaco Semarang

Herewith, I request the willingness of students to fill out a list of questionnaires provided as research material. The information provided by the students was beneficial for me in completing this research. For the help, I say thank you.

Respondent Identity

Name   :

Age   :

Gender   :

Major   :

Charging instructions

a. Answer this question honestly and correctly.
b. Please read the questions carefully before you start to answer them.
c. Choose one of the available answers by marking (√) the one you think is the most correct.
   Put a tick (√) in the column that best fits your choice. Each respondent is expected to choose only one answer
   Assessment Score Description:
   5 = Strongly Agree (SS)
   4 = Agree (S)
   3 = Undecided (RR)

2 = Disagree (TS)
1 = Strongly Disagree (STS)

No	Statement	SD	D	N	A	SA
Remember						
1	Listening to pop songs makes it easier for me to memorize English.					
2	Listening to rap songs makes me more enthusiastic about memorizing English.					
3	Listening to pop songs makes it easy for me to remember vocabulary in learning English because I listen to them repeatedly.					
4	Listening to rap songs makes me excited to remember vocabulary in learning English because I listen to them repeatedly.					
Understand						
1	By listening to pop songs, it is easier for my brain to accept English learning material.					
2.	By listening to rap songs, my brain is more excited to accept English learning material.					
3.	By listening to pop songs, it makes it easy for me to understand the meaning of English itself.					
4.	By listening to rap songs, it makes me more excited to understand the meaning of English itself.					
Feeling						
1.	Listening to pop songs makes me feel more					

	relaxed in the learning.					
2.	Listening to rap songs makes me feel more enthusiastic about learning.					
3.	Listening to pop songs makes my learning mood better because of the influence of these pop songs.					
4.	Listening to rap songs makes my learning mood more enthusiastic because of the influence of stomping rap songs.					
Time						
1.	When studying at night I often listen to pop songs as a friend in studying.					
2.	When studying during the day I often listen to rap songs as a friend while studying					
3.	To increase my vocabulary, I often listen to pop songs during recess at school.					
4.	To sharpen my English vocabulary, I prefer to listen to rap songs during recess at school.					
The Effects						
1	By listening to pop songs, it makes me feel more focused on learning English.					
2	By listening to rap songs, I feel more challenged to master English.					
3.	By listening to pop songs, it makes me want to understand or translate English into Indonesian so that it makes learning easier for me.					
4	By listening to rap songs, it makes me want to understand or translate English into Indonesian so that it makes me study harder.					

Appendix III QUESTIONNAIRE

APPENDIX III

REGRESSION TEST

Notes

Output Created		26-MAR-2023 07:41:54
Comments		
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	86
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Y /METHOD=ENTER X /SCATTERPLOT=(*SRESID ,*ZPRED) /RESIDUALS HISTOGRAM(ZRESID) NORMPROB(ZRESID).

Resources		Processor Time	00:00:03.83
		Elapsed Time	00:00:03.48
		Memory Required	2400 bytes
		Additional Memory Required for Residual Plots	896 bytes

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	genre lagu[b]	.	Enter

a. Dependent Variable: kelas listening
b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811[a]	.658	.654	2.24692

a. Predictors: (Constant), genre lagu
b. Dependent Variable: kelas listening

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	816.343	1	816.343	161.695	<.001[b]
	Residual	424.087	84	5.049		
	Total	1240.430	85			

a. Dependent Variable: kelas listening
b. Predictors: (Constant), genre lagu

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.260	1.114		.233	.816
	genre lagu	.243	.019	.811	12.716	<.001

a. Dependent Variable: kelas listening

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.1513	19.7182	14.0814	3.09904	86
Std. Predicted Value	-3.204	1.819	.000	1.000	86
Standard Error of Predicted Value	.242	.818	.325	.109	86
Adjusted Predicted Value	4.1744	19.7032	14.0773	3.10192	86
Residual	-4.90766	10.01114	.00000	2.23366	86
Std. Residual	-2.184	4.455	.000	.994	86
Stud. Residual	-2.199	4.529	.001	1.005	86
Deleted Residual	-4.97389	10.34363	.00408	2.28358	86
Stud. Deleted Residual	-2.251	5.178	.009	1.055	86
Mahal. Distance	.000	10.267	.988	1.734	86
Cook's Distance	.000	.341	.011	.039	86
Centered Leverage Value	.000	.121	.012	.020	86

a. Dependent Variable: kelas listening

Appendix IIII REGRESSION TEST

APPENDIX IV

REALIBITY TEST

Remembering Indicator Reliability

[DataSet1]

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.777	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbac Alpha if I Delete
X1	10.6395	7.174	.592	
X2	10.9419	7.350	.590	
X3	10.4070	7.327	.559	
X4	10.8140	7.071	.580	

Understanding Indicator Reliability

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.827	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X5	10.3372	7.732	.596	.809
X6	10.4302	7.119	.659	.782
X7	10.0930	8.156	.617	.799
X8	10.2326	7.286	.756	.737

Feeling Indicator Reliability

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.828	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X9	10.8837	8.057	.707	.761
X10	11.3721	7.907	.629	.797
X11	10.8837	8.504	.628	.795
X12	11.4070	8.079	.661	.781

Time Indicator Reliability

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0
	Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.764	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X13	10.2674	9.139	.366	.809
X14	10.6395	7.269	.683	.640
X15	10.4419	8.367	.623	.683
X16	10.6860	7.347	.614	.680

Song Effect Indicator Reliability

Reliability
Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	86	100.0
	Excluded[a]	0	.0

Total	86	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.853	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X17	10.4651	8.534	.705	.808
X18	10.7093	8.726	.661	.827
X19	10.5000	8.582	.675	.822
X20	10.5698	8.601	.738	.796

Appendix IV REALIBITY TEST

APPENDIX V
TABLE T AND TABLE F

Table t and table f

d.f	t0.10	t0.05	t0.025	t0.01	t0.005	d.f
79	1,292	1,664	1,990	2,374	2,640	79
80	1,292	1,664	1,990	2,374	2,639	80
81	1,292	1,664	1,990	2,373	2,638	81
82	1,292	1,664	1,989	2,373	2,637	82
83	1,292	1,663	1,989	2,372	2,636	83
84	1,292	1,663	1,989	2,372	2,636	84
85	1,292	1,663	1,988	2,371	2,635	85
86	1,291	1,663	1,988	2,370	2,634	86
87	1,291	1,663	1,988	2,370	2,634	87
88	1,291	1,662	1,987	2,369	2,633	88
89	1,291	1,662	1,987	2,369	2,632	89
90	1,291	1,662	1,987	2,368	2,632	90
91	1,291	1,662	1,986	2,368	2,631	91
92	1,291	1,662	1,986	2,368	2,630	92
93	1,291	1,661	1,986	2,367	2,630	93
94	1,291	1,661	1,986	2,367	2,629	94
95	1,291	1,661	1,985	2,366	2,629	95
96	1,290	1,661	1,985	2,366	2,628	96
97	1,290	1,661	1,985	2,365	2,627	97
98	1,290	1,661	1,984	2,365	2,627	98
99	1,290	1,660	1,984	2,365	2,626	99
Inf.	1,290	1,660	1,984	2,364	2,626	Inf

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94	1.91	1.89
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93	1.91	1.88
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93	1.90	1.88
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93	1.90	1.88
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92	1.89	1.87
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91	1.89	1.86

53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91	1.88	1.86
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90	1.88	1.85
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90	1.87	1.85
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89	1.87	1.84
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89	1.86	1.84
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88	1.86	1.83
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88	1.85	1.83
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.94	1.91	1.88	1.85	1.83
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88	1.85	1.83
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.85	1.82
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87	1.84	1.82
67	3.99	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87	1.84	1.82
68	3.99	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87	1.84	1.82
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.89	1.86	1.84	1.81
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81
71	3.9	3.1	2.7	2.5	2.3	2.2	2.1	2.0	2.0	1.9	1.9	1.8	1.8	1.8	1.8

	8	3	3	0	4	3	4	7	1	7	3	9	6	3	1
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86	1.83	1.81
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85	1.83	1.80
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.83	1.80
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85	1.82	1.80
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85	1.82	1.80
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.80
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85	1.82	1.79
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.82	1.79
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84	1.81	1.79
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84	1.81	1.79
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84	1.81	1.79
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.79
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84	1.81	1.78
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83	1.81	1.78
88	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.86	1.83	1.81	1.78

Appendix V TABLE T AND TABLE F

APPENDIX VI
RESEARCH DOCUMENTATION

Appendix IVI RESEARCH DOCUMENTATION

APPENDIX VII
RESEARCH PERMIT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024– 7615387
www.walisongo.ac.id

Nomor: 832/Un.10.3/D1/TA.00.01/03/2023   Semarang,14 Maret 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Mohamad Irfan Sahroni
NIM   : 1903046095

Yth.
Ibu Kepala Sekolah
di SMK TEXMACO Semarang

Assalamu' alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama
mahasiswa :

Nama   : Mohamad Irfan Sahroni
NIM   : 1903046095
Alamat   : UIN Walisongo Semarang
Judul skripsi : THE IMPACT OF USING RAP AND POP GENRE SONG ON
TEACHING LISTENING : Study Case In Vocational High School Texmaco
Semarang

Pembimbing :
1. Dr. Muhammad Nafi Annury M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan
izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut
diatas selama .... hari/bulan, mulai tanggal 19 Maret 2023. sampai dengan
tanggal 19 April 2023
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan
terimakasih.
Wassalamu' alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo (sebagai laporan)

Appendix VI RESEARCH PERMIT

CURRICULUM VITAE

A. Personal Data

1.	Name	:	Mohamad Irfan Sahroni
2.	Born	:	Tangerang, 26 Juni 2001
3.	Student's Number	:	1903046095
4.	Major	:	English Education Department
5.	Religion	:	Islam
6.	Address	:	Jl Marpoyoso II RT 5 RW 4 Kel. Tambakaji Kec. Ngaliyan Kota Semarang, Jawa Tengah
7.	Email	:	gromjeirfan666@gmail.com
8.	Phone	:	087802908932

B. Educational Background

1. TK Al – Hikmah Semarang
2. SDN Purwoyoso 01
3. MTS NU TBS Kudus
4. SMK TEXMACO Semarang

Semarang, 17 May 2023

Writer,

Mohamad Irfan Sahroni

NIM : 1903046095

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