

## **CHAPTER I**

### **INTRODUCTION**

This chapter researcher discusses about background of the research, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, importance of the research and definition of key terms. The complete explanation can be read on the following content of the research

#### **A. Background of The Problem**

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. As stated by Ramelan (1992: 10), language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments.

English has become an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. The Indonesian government has chosen English as the first foreign language to be taught in the schools.

As a foreign language, English has four skills: reading, listening, writing, and speaking that have to be mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine (Mee, 1990).

Based on the researcher's small observation to the first grade students of at SMPN 3 Rambah, the researcher found that it is very difficult for the students to understand English through listening. Listening activities are not common for the students. When they come to junior high school, they cannot adjust their study habits very quickly. They still rely on their eyes instead of their ears to learn English.

Usually, in the lab, the students feel at a loss when they listen to some new text. Over 50% of the students could not understand the meaning of the material of listening practice such as English conversation or songs played by the teacher. Expecting them to understand the material, the teacher often gives them some instructions and to play the tape again, at least three times. Still, at least 20% of students might not understand it. Then, the teacher sometimes has to stop the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. Students' difficulties in following the listening exercises can be seen on their scores which are still low.

Then, students cannot understand the listening material because they do not understand the spoken English. Students have lack of motivation in learning listening that is why teachers sometimes get difficulties to find the suitable method to stimulate students in learning listening. So, this is a serious problem because some students cannot understand the whole text after listen it for three times in the class.

Furthermore, the students might gradually lose their self-confidence. They are afraid to go to the lab to listen to English again. When they are face to face with listening material, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

Beside of that, the teachers are difficult to find the suitable method or technique to stimulate students in learning listening. If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students (Ross, 2006). The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students have to hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached.

In order to overcome those problems, it is better to look for good method in teaching listening. We can use some activities that can stimulate the students to improve their listening skill. The activities such as watching

a film, listen to news report, and listen to English songs. In watching a film, we can cover the subtitle with a piece of paper for a few minutes and try to predict what is going to happen. In listen to news report, we can choose the topic that interests us such as about sport, fashion, or education. When listening, we can write the vocabularies that appear on the particular topic. In listening English songs, we can listen to the pronunciation of words and sing along with the songs.

Listen to English song is felt more interesting from the other activities. English songs are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. One way in teaching listening is through songs. Sevik (2012) says that songs are excellent means through which children have fun and at the same time acquire language. Songs can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005). Using songs in the classroom is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process though to make the listening activities more effective.

One of the reasons the use of English songs from Indonesian musicians as a tool in teaching listening is because those songs are familiar enough because most of those songs are often played and listened by most

of the students. It means that the students trained enough to predict the vocabularies consist in the lyrics of those songs.

Therefore, the researcher tries to reduce the problems of the students' listening comprehension and intends to find out what can be done to help them improve their listening skill. So, in this research the researcher is interested to do a research about the use of English songs from Indonesian musicians, for example a song from Ten 2 Five "I will fly" as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

## **B. Setting of the Problem**

Based on the background of the problem above, there are some problems in teaching and learning listening. The problems can be found such as: listening activities are not common for the students because most students are from different junior high schools which there are no language labs to train their listening skills. Students have little confidence in their listening comprehension skill when they are face to face with listening material.

Then, students cannot understand listening material because they do not understand the spoken English. Students have lack of motivation in learning listening that is why teachers sometimes get difficulties to find the suitable method to stimulate students in learning listening.

### **C. Limitation of the Problem**

To make this research more effective, the researcher will limit the problem in the research only to see the effect of the use of songs to the students' listening skill.

### **D. Formulation of the Problem**

The Problem of this study can be formulated as the following questions:

1. Is there any significant difference in listening skill at first grade students of SMPN 3 Rambah?
2. Is there any significant effect of using English songs from Indonesian musician toward students' listening skill on the first grade students of SMPN 3 Rambah?

### **E. Purpose of the Research**

Concerning to the previous problem skill in listening the researcher wants to find whether there is any significant difference in listening skill at the first grade students of SMPN 3 Rambah and there are any significant effect of using English songs from Indonesian musician toward students' listening skill on the first grade students of SMPN 3 Rambah

### **F. Significance of the Research**

The significance of this research is aimed for the students and the teacher. Those are can be stated as follows:

1. For the students : This research hopefully may help the students know their listening skill and they are able to encourage to learn to raise their listening skill in the following days
2. For the teachers: this research hopefully can give information to the teachers about the students' listening skill and the effect of using songs toward it.

### **G. The Definition Of The Key Terms**

To avoid the misunderstanding of some word in the research, it is important to give some explanation.

1. **Listening:** Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1990:1). In this research listening is one skill that must be learn by the students at SMPN 3 Rambah and the researcher can conclude that listening is the skill that need to develop with some active process for the listener who want to get information from they hear and capable to keep the word that will be explain with their own word.
2. **Songs:** According to Ratnasari in Hashemian (2014), songs are a kind of art work which intend to be sung either with or without instrumental accompaniments. Song according to encyclopedia is defined as apiece of music for accompanied or unaccompanied voice or voices. As for *nursery rhymes*, they are short and simple rhyming verses, songs or stories which are usually designed, told or sung for little children (Danielson, 2000).

In this research, English songs from Indonesian musicians are the songs with English language used as the lyrics but those are sung by the Indonesian singer or bands.



## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter researcher discusses about the first review of related theories consist of the nature of listening, teaching listening, the nature of song, teaching listening using song, the advantages teaching listening using song, the disadvantages teaching listening using song. The second is review of related findings, the third is conceptual framework that used researcher as literature review. The researcher puts some experts' theories related to the title of this research to support the strength of this research.

#### **A. Review of the Related Theories**

##### **1. The Nature of Song**

Manser (2005:395) said that song is poem set to music, intended to be sung. While Grenough in Ulfa (2006) explains that song means the act of art singing” In addition, Hornby (1993:133) says that song is a peace of music with word that sung. From the explanation above, we can conclude the song is consist of lyrics, act, art, and music that make a great song for listened and this is can be used in learning grammar.

According to Hapizah (2009:21) song can enter our brain in a different or printed things they go to different part of the brain and they often sink in their deeply. It means when people are listening to the song, people can feel the art of the song that come to their brain.

In addition, Ratnasari in Hashemian (2014) explains that songs are a kind of art work which intend to be sung either with or without

instrumental accompaniments. The free encyclopedia (2013) defines songs as a piece of music for accompanied or unaccompanied voice or voices. As for *nursery rhymes*, they are short and simple rhyming verses, songs or stories which are usually designed, told or sung for little children (Danielson, 2000).

Song is an excellent form of listening input for a wide range of comprehension tasks because they are normally short and in general, use simple natural language, and contain repetitions (Goh.2000:44) . Therefore Grenouh in Ulfa (2006) said that song has some purpose in teaching “develop listening and reading skill enjoyable. It means from the listening a song learner also can study about grammar and vocabulary because based the explanation above can make the listener easy to remember the word that they hear as a new vocabulary because there are any repetition and make the learner interest to know the whole of the song.

Based on the statements above, the researcher can conclude that songs are feeling expression from certain situation felt by the singer which is told by compiled of words and covered by the music to beautify it. The use of songs in many places really helps students to improve their skill especially the listening skill.

## **2. The Nature of Listening**

According to Hornby (2005:897) listening is to try hearing and pay attention. Meanwhile, Gartside (1982:119) states that listening is an

activity and purposefully process in which listener participate and make positive contribution by bringing their power concentration to hear what they hear. Because listening is the ability to identify and understand what other are saying, this involves understanding a speaker accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). It means to successful in listening process must take the meaning and pay attention to what we hear.

Moreover listening is strongly related to the speaks. However listening is considered as passive skill and speaking is an active skill. It is supported by Nation and Newton (2009) say that listening was traditionally seen as a passive by which the listener receives information sent by a speaker. It means, listening is manner to get something new like vocabulary, difficult word that we found when listener listen something and manner to produce and receive the information like a sounds, people talking, sign, and etc.

From that explanations, the researcher can conclude that listening is the skill that need to develop with some active process for the listener who want to get information from they hear and capable to keep the word that will be explain with their own word. For students, a good listening skill is able to give them easier way to comprehend the message delivered by the other speakers.

### **3. Teaching Listening**

According to Lindsay Miller (2008), process for helping learners to develop their listening skill may be achieved with authentic material. It means using authentic material or media like radio, television, video and etc will help in teaching listening skill. Using media in learning listening process will helpful because with media will easy to practice everyday.

Furthermore, Harmer (1998: 98) said that main method of exposing students to spoken English is through the use of taped material which can exemplify such as poetry reading, song with lyrics, speeches, telephone and all manner of spoken exchange. It mean using this method beside to expose for spoken also appropriate with teaching listening because there are using media and manner that also can improving listening skill.

One way in teaching listening is through songs. Sevik (2012) says that songs are excellent means through which children have fun and at the same time acquire language. It is lined by Çakır (1999) songs that music can be a wonderful medium for natural language learning and songs are wonderful materials in this respect and song comprehensible, enjoyable, authentic and full of language we need in real life. It means that songs can be helpful for students in improving their listening skill.

From the explanation above, the researcher can conclude that teaching listening is an activity which is purposed to improve students' listening skill in order to they can understand what other people say.

#### **4. Common Strategies Used in Teaching Listening**

Listening strategies are techniques or activities that contribute directly to the recall of listening input. In the recent days, a number of listening strategies have been formulated to match with every different listening situation and because of this, in teaching listening skills, the language learners are facilitated in getting adjusted to their listening behavior to deal with a variety of situations, types of input, and listening purposes. Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies.

Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened.

Top-down strategies are for:

1. listening for the main idea
2. predicting
3. drawing inference
4. summarizing

On the other hand, Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to concentrate on specific details while listening recognize word-order patterns. But listening comprehension is not constrained either to top-down or bottom-up processing, but it should be an interactive,

interpretive process where listeners apply both their prior knowledge and linguistic knowledge in understanding messages. Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening. Metacognitive development can be described as conscious development in one's metacognitive abilities, such as the move to greater knowledge, awareness and control of one's learning, selecting strategies, monitoring the progress of learning, correcting errors, analyzing the effectiveness of learning strategies, and changing learning behaviors and strategies when necessary. The use of metacognitive strategies activates one's thinking and leads to improved performance in learning in general.

The metacognitive strategies train the language learner to cope with the demands of listening. It is quite evident that metacognitive strategies make their learning more effective, hence, they are able to maximize the information received and thus this can be used to improve their listening skills. Wenden (1998) argues that learners who use their metacognitive abilities seem to have the following advantages over the others:

1. Learners become more strategic.
2. Progress in learning is faster with improved quality and speed of their cognitive development.
3. They are confident in their abilities to learn and hence can provide
4. accurate assessments of why they are successful learners.
5. They think clearly about inaccuracies when failure occurs during an activity.
6. Their tactics match the learning task and adjustments are made to

reflect changing circumstances.

7. They perceive themselves as continual learners and can successfully cope with new situations.

From the theories above, the researcher can conclude that strategies used in teaching listening has some purposes such as to get a faster learning progress in listening, to make students become confident in their skill of listening and the teachers can be more strategic in teaching listening to the next students.

## **5. Teaching Listening Using Song**

There are many ways in teaching listening in the classroom. One of the commonly used is by using English songs. Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. Sevik (2012) states that using song in teaching listening is not only to teach singing skill, but to teach the target language. Based on the explanation above shows that song is a one of great media in learning process that interesting way and can make the listener understand well especially in learning listening.

Moreover Harrod in Hidayat (2013) states that songs are media in teaching and learning. By using song not only to help the teacher to teach listening but also provide and interesting way for the students to achieve the learning goals. It means that by using media like a song is a great way in learning process especially in listening.

However to make students more interesting in learning and not get confused a teacher should consider some categories in choosing the song in the classroom. Ersoz (2007) suggests that the way in choosing songs in the classroom:

- a). Contain simple and easily understood lyrics.
- b). Link with a topic or vocabulary that learners are studying in class.
- c). Contain repetitive lines
- d). Allow the learner to easily do actions to help emphasize meaning

In other words the teachers should choose the appropriate song for their classroom.

**a. *The Advantages Teaching Listening Using Song***

Teaching listening by using song is helpful for students. According to Renough (1995: XII) that the advantages of using song in learn English is:

- a). To enjoy.
- b). To improve listening skill.
- c). To increase vocabulary.
- d). To improve speaking ability.
- f). To enliven knowledge and use of grammatical structures.
- g). To high memory.

Moreover according to Eken (1996:46) states that song can be used in learning process:

- a). To present a topic



- b). To practice a language point
- c). To provide a relaxed classroom atmosphere
- d). To encourage creativity and use of imagination.
- e). To encourage discussion of attitudes and feelings.

In addition, according to Millington (2011:134) states Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Murphey (1992) said that songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. And than Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). It means, there are many advantages of using song and also using song can develop some method and strategy in process of learning, because using song can embrace the skill like speaking, listening and writing.

#### ***b. The Disadvantages Teaching Listening Using Song***

Besides has advantages. Using song in the classroom also has disadvantages. There are some disadvantages of using song, the first is less vocabulary. The listener will confuse when the song is played and the listener not know the vocabulary it will be hard from the listener in the process of listening.

The second is the listener not concentrate when they study. This is some influence of student concentrate that make they not pay attention is

crowded outside. To be successful in listening something the listener must concentrate and pay attention.

## **B. Review of The Related Findings**

There are some related findings in this research. First, Sevik (2012) on his research paper *entitled "Developing Young Learner's Listening Skill Through Songs"* found that the repetitive nature of songs, the joy songs impose to the learning activity and the associative power between the melody and the content of the word reinforce the attainment of the language to be internalized. If an input is assimilated through songs, that input is stored with other co-occurring elements. So, the use of songs as listening activities will ease both internalization and retrieval processes of the phonological forms of the language. In the case of YLs, the fostering influence of songs doubles as YLs are keener to rhythm. Providing YLs with a sufficient amount of input and interaction, embedded in a range of intrinsically interesting cross-curricular activity is important. So, teachers of YLs may make an important contribution to YLs' early language education by introducing their classes to songs. Songs provide the occasion of real language in meaningful situations and they are comprehensible, enjoyable, authentic and full of language we need in real life.

Second, Millington (2011). The title of his research is *"Using Songs Effectively to Teach English to Young Learners"* stated that The first purpose in presenting this paper is to state a case for developing songs

from activities into language learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children's songs to better suit their teaching goals. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

Third, Ariani (2007) entitled "*The use of English songs in listening sound discrimination by the third year students at SMP Negeri 003 Pasir Penyau.*" The method used in this research is class action research and take 34 student as an object. The analysis found that the mean score on the pretest was 22.38 and the mean score on the posttest was 25.79. finally, based on the data findings, the use of English songs in listening sound discrimination was increase students ability.

Fourth, Panjaitan (2001) entitled "*Using English songs to increase the vocabulary mastery of the sixth grade students of SD Advnet Bangko Kiri*". The method used in this research is class action research that take from sixth grade students of SD Advent Bangko Kiri 17<sup>th</sup> of April 2011.

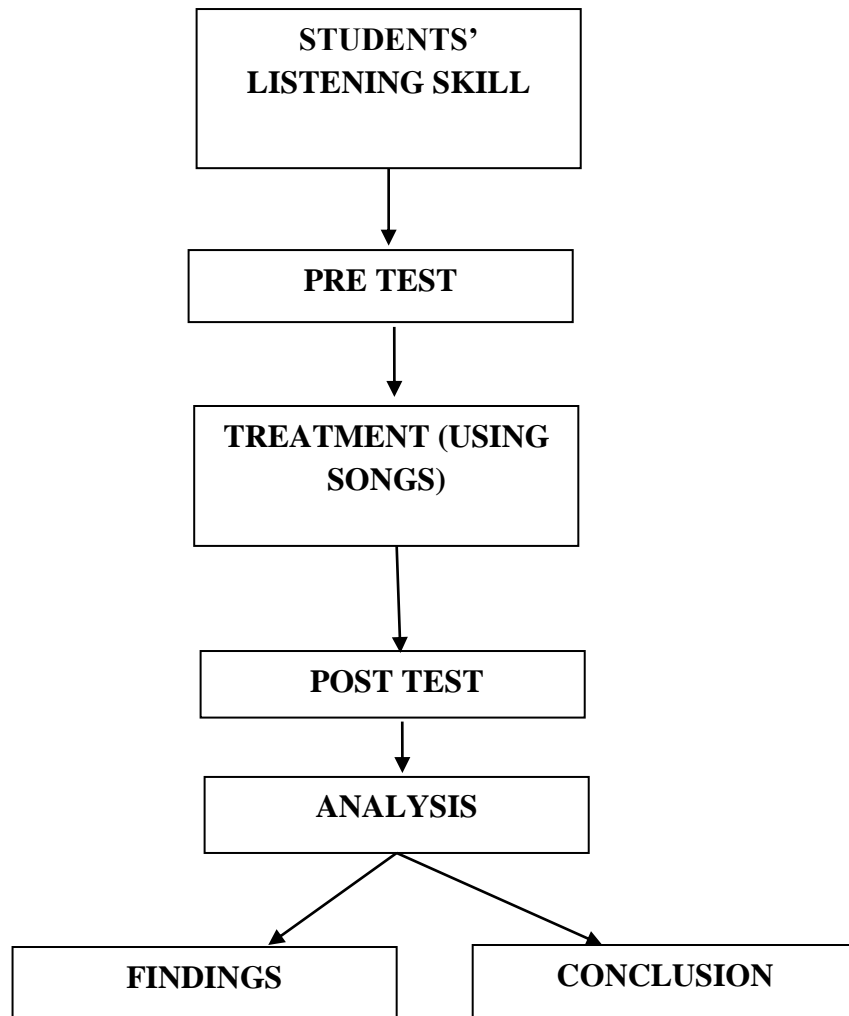
Based on the research result, the use of songs in teaching vocabulary is increase students mastery and made students more active and participative it showed by average score of post test in first cycle with 52.35 score and the average score of post test in the second cycle is 73.13 score.

From those previous studies, there are formerly discussed about listening, and using songs as a tool in teaching English. There are some differences among this research and the previous ones above. For example, the research belongs to Sevik has a purpose to develop students' listening skill through songs. Meanwhile, Millington's research was purposed to reach the goal of teaching English to the students because songs can improve students' listening skill and pronunciation. In addition, Panjaitan's research was purposed to see the improvement of students' vocabulary mastery through songs.

Based on the previous researches above, it can be seen that the main purpose of this research is quite different among them. It is caused by the researcher who only wants to see the effectiveness of using songs in teaching listening to the first grade students of SMPN 3 Rambah.

### C. Conceptual Framework

Figure 1. Conceptual Frameworks of the research



Related with the problem in conceptual framework of listening skill, there are several aspects that need more attention from the listener. Listening song by filling the lyrics is types of method in learning listening. The researcher analyzed the effect of the use of songs in teaching English toward students' listening skill.

## **A. Hypothesis**

Hypothesis is a supposition or explanation (theory) that is provisionally accepted in order to interpret certain events or phenomena, and provide guidance for further research. A hypothesis may be proven correct or wrong, and must be capable of refutation. The hypothesis of this research can be stated as follows:

*Hi:* There is a significant of students' listening skill at the first grade of SMPN 3 Rambah.

*Ho:* There is no any significant difference of students listening skill at the first grade of SMPN 3 Rambah.

*Hi:* There is a significant effect of using songs as a tool in teaching listening of listening at the first grades students of SMPN 3 Rambah.

*Ho:* There is no any significant effect of using songs as a tool in teaching listening of listening at the first grades students of SMPN 3 Rambah.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data taken at the first grade students of SMPN 3 Rambah. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data. The researcher also explains that in analyzing the data it will be helped by computer application program to find out homogeneity and normality data of the research.

#### **A. Research Design**

This research was designed as a quasi experimental research, because the researcher wanted to conduct an experimental research about the use of English songs from Indonesian musicians as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

#### **B. Setting of the Research**

This research was conducted at SMPN 3 Rambah which is located at Syekh Ismail Street, Rambah sub District of Rokan Hulu Regency on May 30<sup>th</sup>, 2016.

### **C. Population And Sample**

According Sugiyono (2000), population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population of the study was the first grade students of SMPN 3 Rambah. The total population were 19 students where they were taken as the sample of this research.

*Table 1. Number of Sample of the Research*

<b>No</b>	<b>CLASSROOM</b>	<b>NUMBER OF STUDENTS</b>
1	VII A	19
	<b>TOTAL</b>	<b>19</b>

Based on the table above, there is only one class was tested as the sample of the research. The researcher used a total sampling method in determining the participant of the research which means that the total of population in this research was taken as the sample. It is caused by the small number of the population of its school, it means that in this research, the researcher used only one class as the object of the research.

### **D. Instrumentation of the Research**

In this research, the instrumentation was used to measure students' listening skill was a listening test. In this research, the researcher wanted to find out the students' listening skill before and after the use of English songs from Indonesian musicians to the first grade students of SMPN 3 Rambah. Instrumentation in this research are:



1. *Observation*: The researcher observed the class situation during the research activities.
2. *Listening Test*: The researcher gave pre-test, treatment of teaching listening using songs and post-test to measure students' listening skill and the effect of songs
3. *Documentation*: The researcher captured the research activity through camera or photos.

#### **E. Technique of Collecting the Data**

According Arikunto (2006:150) "The test is a series of questions or exercises and other tools used to measure skill, knowledge, intelligence, ability or talent possessed by an individual or group".

Data collection in this study was given in pre-test and post test. The researcher conducted a test before and after treatment. Pre-test was used to measure the students' listening skill before giving the treatment. Meanwhile, the post-test was conducted after the researcher gave treatment or use technique by giving English songs in teaching listening to the students. The purpose is to see whether there is significant difference between the result of the test before and after the treatment.

In collecting the data, the researcher asked the students to fill the blank lyrics of the songs which are taught during the treatment session previously. There were 20 empty lyrics that should be filled correctly by the students in the pre-test or post test activity

## **F. Technique of Analysis the Data**

. In this research, the researcher used the T-Test where it is a statistical examination of two population means. A two-sample t-test examines whether two samples are different and is commonly used when the variances of two normal distributions are unknown and when an experiment uses a small sample size. There were 2 things analyzed from the result of the test such as:

### **a. Normality Data**

Normality test aims to see whether the data are normally distributed or not, this is used to determine the slope formula. To know the variable X and Y distributed or not. So used the lilliefors test because the data is a nominal data. In this research will use the S= standard deviation with calculate opportunity  $F(z_i) = P(z \leq z_i)$ , calculate the more little of proportion or same with  $z_i$ . If the proportion is  $S(z_i)$ , so : calculate the difference  $F(z_i) - S(z_i)$  with absolutely. The bigger absolutely between the difference absolutely get, like the price is  $L_0$  equal with  $L_t(a, n)$  if the sample of population is normal so  $L_0 \leq L_t(a, n)$  (Sudjana, 2005 : 466).

### **b. Homogeneity Data**

Homogeneity test is used to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with the test, have the same basic skills. To find the same variance using the F test :  $H_0 : s_1^2 = s_2^2$  both have population The same variance.  $H_a : s_1^2 \neq s_2^2$  both have variance different population. (Sudjana, 2005:250).

### c. Hypothesis Testing

A hypothesis may be proven correct or wrong, and must be capable of reputation. The hypothesis of this research can be stated as follows:

*Hi*: There is a significant improvement of using English songs from Indonesian Musicians as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

*Ho*: There is no any significant improvement of using English songs from Indonesian Musicians as a tool in teaching listening to the first grade students of SMPN 3 Rambah.

In analyzing the result of the pre test and post test of this research, the researcher used the following formula:

After calculating the data of the research, the researcher classified it into good to excellent average to good poor to average poor using the following scales:

**Table 2. Scoring Rank of the Research**

<b>Percentage level</b>	<b>Letter Case</b>	<b>Criterion</b>
85 – 100	A	Excellent
70 - 84	B	Good
55 – 69	C	Fair
50 – 54	D	Poor
0 – 49	E	Very Poor

Arikunto (2002)

The researcher calculated deviation between pre-test and post-test of the class. To analyze the data, the researcher used the statistical test and the researcher will use the SPSS application to calculate the result of the test.