CHAPTER IV
RESULTS OF RESEARCH AND DISCUSSION

A. Research Results
1. Overview of the Research Object
   a. History of Assalam

   The establishment of Ponpes – MTs – MA NU ASSALAM Tanjungkarang Jati Kudus is inseparable from the majlis ta'lim in Undaan Kidul village which is held every Sunday night and Wednesday night by Romo KH. Ma'ruf Sidiq, Lc. He is an alumnus of the Islamic University Madinatul Munawaroh and Darul Ulum Makkah Al Mukarromah Saudi Arabia. He founded the majlis ta'lim council in 1416 H/1995 Masehi.

   Then when performing Hajj in 2002 Masehi, he was in touch with Syeikh Hamzah Hasan Abdussalam. Syekh Hamzah Hasan Abdussalam was the one who provided shelter to Romo KH. Ma'ruf Sidiq, Lc. for nine years studied in Makkah and Medina. Syekh Hamzah considered Romo Kyai as part of his own family.

   In the meeting, there was a discussion between the father and son who had not seen each other for a long time. Because they hadn't seen each other for a long time, the two talked about each other's activities. Syeikh Hamzah asked about Romo Kyai Ma'ruf's activities in the country during his return from Saudi Arabia. From the discussion came Syeikh Hamzah's request that Romo Kyai establishes an Islamic boarding school. From there then stood the Islamic boarding school with the name "ASSALAM" which was taken from the family name Abdussalam. After Hajj, the majlis ta'lim which was originally centered in Undaan Kidul village was indeed developed into a Pondok Pesantren and Madrasah Tsanawiyah (MTs) in 2003 centered in Tanjungkarang village.

   b. Vision and Mission of Mts NU Assalam

   Vision

   "Towards students with noble character, wise, creative, innovative, and insightful of science and technology"

   Mission

   1) Optimize the learning process by using an active learning approach

2) Develop the academic potential, interests, and talents of learners through guidance and counseling services and extracurricular activities

3) Familiarize Islamic behavior in the madrasah environment

4) Improve academic and non-academic achievement of students in the field of arts and sports through championships and competencies

5) Realizing good madrasah management

2. Data Analysis
   a. Test Instruments
      1) Validity Test

Table 4.1
Validity Test

Statement,	$r_{calculate}$	r_{table}	Information
1	0,456	0,361	Valid
2	0,473	0,361	Valid
3	0,393	0,361	Valid
4	0,468	0,361	Valid
5	0,416	0,361	Valid
6	0,441	0,361	Valid
7	0,613	0,361	Valid
8	0,427	0,361	Valid
9	0,411	0,361	Valid
10	0,407	0,361	Valid
11	0,424	0,361	Valid
12	0,413	0,361	Valid
13	0,395	0,361	Valid
14	0,430	0,361	Valid
15	0,365	0,361	Valid
16	0,460	0,361	Valid
17	0,455	0,361	Valid
18	0,396	0,361	Valid
19	0,368	0,361	Valid
20	0,406	0,361	Valid

Instrument tests are carried out to ensure that before the research is carried out, the instruments used have met the criteria for validity tests and reliability tests. Instrument tests were conducted on 30 non-respondents.

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Validity tests are used to ensure statement items and describe symptoms that researchers want to know about. The table above shows that all statement items in the questionnaire have met the validity test.

2) Reliability Test

Table 4.2
Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.761	20

Reliability tests are carried out to measure the constraints of numbers that are consistent in measurements. It can also be used to measure the test repeatedly with the same results. In order words, reliability shows the consistency of a measuring instrument in measuring the same symptoms.[43] The table above shows a Cronbach Alpha value of 0.761, this number is more than the minimum Cronbach Alpha criterion of 0.60. So the questionnaire in the study has been reliable.

b. Data Description

1) Control Class Value Data

Table 4.3
Description of Pretest Scores of Control Class Students

Value	Category	Number of Students	Percentage
0-20	Very Lacking	0	0

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[43] Nurul Zuriah, *Metodologi Penelitian Sosial dan Pendidikan,* (Jakarta: Bumi Aksara), 2007, p.192

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Value	Category	Number of Students	Percentage
21-40	Not Good	0	0
41-60	Good enough	13	39,4%
61-80	Good	20	60,6%
81-100	Excellent	0	0

The table above shows that in the control class before conventional learning was given, as many as 13 students or 39.4% of all students got grades in the good enough category and as many as 20 students or 60.6% of all students got good grades. This description shows that the *pretest* scores of the majority of control classes are in a good category.

Table 4.4
Description of Postest Grades of Control Class Students

Value	Category	Number of Students	Percentage
0-20	Very Lacking	0	0
21-40	Not Good	0	0
41-60	Good enough	6	18,2%
61-80	Good	27	81,8%
81-100	Excellent	0	0

The table above shows that in the control class after being given conventional learning, as many as 6

students, or 18.2% of all students got grades with a fairly good category and as many as 27 students or 81.8% of all students got scores with good categories. This description shows that the posttest value of the majority of control classes is in a good category.

2) Experimental Class Value Data

Table 4.5

Description of Pretest Scores of Experimental Class Students

Value	Category	Number of Students	Percentage
0-20	Very Lacking	0	0
21-40	Not Good	0	0
41-60	Good enough	18	56,3%
61-80	Good	14	43,7%
81-100	Excellent	0	0

The table above shows that in the experimental class before being given the Islamic song application treatment, as many as 18 students, or 56.3% of all students got scores with a fairly good category and as many as 14 students or 43.7% of all students got a good category. This description shows that the pretest scores of the majority of experimental classes are in the fairly good category.

Table 4.6

Description of Postest Grades of Experimental Class
Students

Value	Category	Number of Students	Percentage
0-20	Very Lacking	0	0
21-40	Not Good	0	0
41-60	Good enough	0	0
61-80	Good	20	62,5%
81-100	Excellent	12	37,5%

The table above shows that in the experimental class before being given the Islamic song application treatment, as many as 20 students, or 62.5% of all students got good grades and as many as 12 students, or 37.5% of all students got very good grades. This description shows that the post-test scores of the majority of experimental classes are in a good category.

3) Control Class Questionnaire Data

Table 4. 7

Description of Control Class Questionnaire Score

Score	Category	Number of Students	Percentage
89-93	Very High	0	0%
84-88	Tall	0	0%

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Score	Category	Number of Students	Percentage
79-83	Quite High	0	0%
74-78	Keep	14	42%
69-73	Quite Low	11	33%
64-68	Very Low	8	24%

The table above shows 14 students in the control class gave moderate responses or as many as 42% of the total students, 11 students gave quite low responses, or as many as 33% of the total students, and 8 students gave very low responses or as much as 24% of the total. The majority of control class students gave moderate responses.

4) Experimental Class Questionnaire Data

Table 4. 8

Description of Experimental Class Questionnaire Score

Score	Category	Number of Students	Percentage
89-93	Very High	1	3%
84-88	Tall	9	28%
79-83	Quite High	14	44%
74-78	Keep	8	25%
69-73	Quite Low	0	0%

| 64-68 | Very Low | 0 | 0% |

The table above shows 1 student in the experimental class gave a very good response or as many as 3% of the total students, 9 students gave a good response, or as many as 28% of the total students, 14 students gave a fairly good response or as much as 44% of the total, and 8 students gave a moderate response or as much as 25% of the total students. The majority of experimental class students gave moderate responses.

c. Classical Assumption Test Analysis

   1) Normality Test Analysis

Table 4.9

Normality Test of Student Values

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Faktor	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre Kontrol	.147	33	.069	.963	33	.307
	Post Kontrol	.139	33	.103	.948	33	.120
	Pre Eksperimen	.140	32	.112	.953	32	.172
	Post Eksperimen	.115	32	.200[*]	.945	32	.104

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The normality test is a normal data distribution test. The normality test is a test that has a very wide scope to be carried out with parametric analysis because distributed normal data is a prerequisite for parametric testing.[44] The researcher used Kolmogorov-Smirnov Test for the normality test. If the normality test result exceeds the significance level (0.05), then the score will be normally distributed, so the data is normal. However, if the normality test is below the significance level (0.05). In the table above, it is known that the significant value in the control class pretest, control class posttest, experimental class pretest, and experimental class posttest shows values above 0.05. This proves that the data has met the normality test and can be tested hypothetically.

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[44] Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta), 2015, p.79

In addition to normality testing on grade data, normality testing was also carried out on student motivation questionnaire data. Here are the test results:

Table 4.10

Questionnaire Data Normality Test

Tests of Normality

	Faktor	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Kontrol	.147	33	.069	.950	33	.135
	Eskperimen	.102	32	.200[*]	.939	32	.071

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows that the questionnaire data of the control class and experimental class already have a sig value above 0.05. So it can be concluded that the questionnaire data of the control class and the experimental class have been distributed normally.

2) Homogeneity Test Analysis

Table 4.11

Value homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.580	3	126	.629
	Based on Median	.538	3	126	.657
	Based on Median and with adjusted df	.538	3	118.552	.657
	Based on trimmed mean	.550	3	126	.649

The homogeneity test is a test used to measure the difference between two or more populations. Population characteristics can differ from one population to another. In this study, researchers used a variance homogeneity test using (SPSS) to measure the homogeneity of the population. The homogeneity test aims to find out whether the population variance of the experimental class and the control class have similarities or are different. The test yielded a significance value (a) of -0.05. In the table, it is known that the value of Sig based on the mean is more than 0.05. So it can be concluded that the data has met the assumption of homogeneity and can continue testing the hypothesis. In addition to the homogeneity test on the value data, a homogeneity test was also carried out on

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the questionnaire scores of students in the control class
and experimental class.

Table 4.12

Questionnaire Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.767	1	63	.385
	Based on Median	.705	1	63	.404
	Based on Median and with adjusted df	.705	1	62.992	.404
	Based on trimmed mean	.787	1	63	.378

The table above shows that the control class
questionnaire and the experimental class have met the
homogeneity test criteria. So it can be concluded that the
questionnaire data of the control class and the
experimental class have passed the homogeneity test.

d. Hypothesis Test Analysis
   1) Paired Sample Statistics Test

Table 4.13

Output Paired Sample Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kont_Pre	64.48	33	8.818	1.535
	Kont_Post	68.97	33	7.618	1.326
Pair 2	Eks_Pre	59.63	32	10.025	1.772
	Eks_Post	78.88	32	8.515	1.505

Based on the table above, it is known that the
average score of the control class before
conventional learning was 64.48, and after
conventional learning was 68.97. This figure shows
an increase in student scores of 4.49. The students in
the experimental class had an average score of 59.63
and after being given the treatment of applying
Islamic songs showed that the average score of *the*
experimental class students rose to 78.88, meaning
that there had been an increase of 19.25.

Table 4.14

Independent T, Statistic

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Group Statistics

	Faktor	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Kontrol	33	72.24	4.671	.813
	Eskperimen	32	81.63	4.187	.740

Based on the table above, it is known that the average questionnaire score of the control class is 72.24, while the experimental class has a higher questionnaire score of 81.63.

2) Paired Sample T-Test Experimental Class Value Test

Table 4.15

Paired Sample T-Test *Test Output*

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Kont_Pre - Kont_Post	-4.485	12.197	2.123	-8.810	-.160	-2.112	32	.043
Pair 2	Eks_Pre - Eks_Post	-19.250	12.829	2.268	-23.875	-14.625	-8.488	31	.000

Based on the table above, it is known that the mean value of the control class is -4.485 or it can be said that the posttest value is greater than 4.485 than the pretest value. This difference is included in the significant category, this can be seen from the value of the $t_{calculated}$ t value greater than the t_{table} value of df 32 (-2.112 > -2.037) also clarified by the *sig* value smaller than alpha (0.043 < 0.05). The experimental class showed a mean value of -19.250, meaning that the posttest score was 19.25 greater than the pretest value. The difference in values included in the significant category can be seen from the $t_{calculated}$ value greater than the t_{table} value of df 31 (-8.488> -2.039) also clarified by the *sig* value smaller than alpha (0.043 < 0.00).

As for ensuring student motivation in the experimental class, it has a significant difference with the control of independent t-test testing on questionnaire scores. The test obtained the following results:

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Table 4.16
Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.767	.385	-8.519	63	.000	-9.383	1.101	-11.584	-7.182
	Equal variances not assumed			-8.533	62.622	.000	-9.383	1.100	-11.580	-7.185

The table above shows the difference in the average motivation of control and experimental class students of -9.282, meaning that the motivation of experimental class students is 9.383 higher than that of the control class. This difference is included in the significant category seen from the value of sig 0.000. So it can be concluded that students who get English Islamic song treatment have a significantly different and higher motivation than students who only receive conventional learning.

Based on the description above, the hypothesis in the study that reads "There was a significant difference in listening comprehension scores between students who were taught and those who were not taught using the Islamic song method in listening comprehension", is accepted.

B. Discussion

Mts NU Assalam Kudus has the desire to improve the success of their English learning, especially in the listening aspect. Student motivation is one of the many ways to increase the level of success. Efforts to increase it are carried out by applying Islamic songs.

The study was conducted on students in class VII, consisting of class A and class B, class A numbered 32 students acting as an experimental class, and class B numbered 33 students acting as a control class. The experimental class is a class that accepts Islamic song treatment to increase motivation and the control class is a class that does not accept Islamic song treatment to increase motivation. Before the research was carried out, the instrument was tested first with validity tests and reliability tests, after the two tests were carried out, the questionnaires used in the study were valid and reliable.

The results of the study found that the average pretest scores of students were in a good category, as well as the post-test scores were in a good category. As for the experimental class, the average pretest score of students is in the fairly good category and the posttest score is in the good category. It can be seen that the increase that occurred in the control class did not increase to the next category, but in the experimental class, the increase in grades was able to change the category of student grades from good enough to good.

To prove the hypothesis in this study accepted, researchers used t-test testing. Before the test is carried out, the data is tested for feasibility with a normality test and a homogeneity test. The data used has met both tests. The results of the t-test showed changes in students' scores before and after being given Islamic song treatment to increase motivation to enter the significant category, with an increase of 19.25.

The description above shows the treatment of Islamic songs to increase motivation effectively in improving students' English scores. This is reinforced by the average questionnaire score of experimental class students in the fairly high category, while the control class is in the fairly low category. The results of this study are in line with research conducted by Sri Ariani and Khairi Iswandi, a research entitled "The Use of English Pop Song to Enhance Student's Listening Ability". The results showed that the use of English pop songs was effective and significantly able to improve students' listening comprehension.