

**THE USE OF ENGLISH SONG LYRICS THROUGH MUSIXMATCH
TO IMPROVE LISTENING SKILLS
IN SMK N 1 BANDAR LAMPUNG**

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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UNIVERSITY OF LAMPUNG**

2026

ABSTRACT

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Listening comprehension remains a challenging skill for Indonesian EFL learners, particularly in understanding spoken English in real-time contexts. The objective of this research is to examine whether there is a significant improvement in students' listening skills after the students had been taught using English song lyrics with synchronized text through Musixmatch. Twenty-nine eleventh-grade students from class XI TJKT 2 at SMK N 1 Bandar Lampung participated in three treatment sessions over three weeks, using selected English songs with synchronized lyrics displayed through Musixmatch. Data were collected using a 30-item listening comprehension test administered before and after the treatment. The results showed a significant improvement in students' listening skills, with the mean score increasing from 73.83 (pre-test) to 82.28 (post-test), representing a gain of 8.90 points. The Wilcoxon Signed-Rank Test revealed a statistically significant difference ($p < .001$), with 96.55% of students showing positive improvement. The normalized gain score of 0.3129 indicated medium effectiveness of the treatment. The findings demonstrate that using English song lyrics through Musixmatch significantly enhances students' listening comprehension skills. This media offers an engaging and effective alternative for EFL teachers to improve listening instruction in classroom settings.

Keywords: *EFL learners, English songs, listening skills, Musixmatch, synchronized lyrics.*

ABSTRAK
**THE USE OF ENGLISH SONG LYRICS THROUGH MUSIXMATCH
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IN SMK N 1 BANDAR LAMPUNG**

Oleh
Nisya Amanda Putri

Kemampuan menyimak (*listening comprehension*) masih menjadi keterampilan yang menantang bagi pembelajar Bahasa Inggris sebagai bahasa asing (EFL) di Indonesia, khususnya dalam memahami bahasa Inggris lisan secara real-time. Penelitian ini bertujuan untuk mengkaji apakah terdapat peningkatan yang signifikan pada keterampilan menyimak siswa setelah diajar menggunakan lirik lagu berbahasa Inggris dengan teks tersinkronisasi melalui aplikasi Musixmatch. Sebanyak dua puluh sembilan siswa kelas XI TJKT 2 SMK N 1 Bandar Lampung berpartisipasi dalam tiga sesi perlakuan (*treatment*) selama tiga minggu, menggunakan lagu-lagu berbahasa Inggris pilihan dengan lirik tersinkronisasi yang ditampilkan melalui Musixmatch. Data dikumpulkan melalui tes menyimak sebanyak 30 butir soal yang diberikan sebelum dan sesudah *treatment*. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menyimak siswa, dengan rata-rata skor meningkat dari 73,83 (pre-test) menjadi 82,28 (post-test), atau mengalami peningkatan sebesar 8,90 poin. Uji Wilcoxon Signed-Rank menunjukkan perbedaan yang signifikan secara statistik ($p < 0,001$), dengan 96,55% siswa menunjukkan peningkatan positif. Skor N-Gain sebesar 0,3129 menunjukkan efektivitas *treatment* pada kategori sedang. Temuan ini membuktikan bahwa penggunaan lirik lagu berbahasa Inggris melalui Musixmatch secara signifikan meningkatkan keterampilan menyimak siswa. Media ini menawarkan alternatif yang menarik dan efektif bagi guru EFL untuk meningkatkan pembelajaran menyimak di kelas.

Kata Kunci: pembelajar EFL, lirik lagu berbahasa Inggris, keterampilan menyimak, Musixmatch, lirik tersinkronisasi.

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**ENGLISH EDUCATION STUDY PROGRAM
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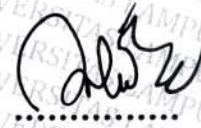
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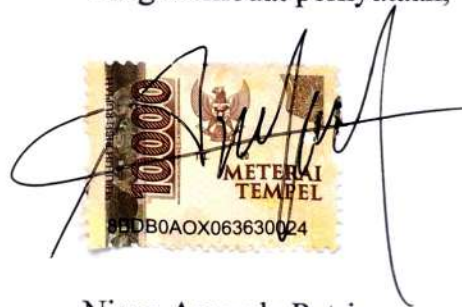
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 3 Juli 2026

Yang membuat pernyataan,

A handwritten signature in black ink is written over a yellow revenue stamp. The stamp features the number '10000' in large red digits, the text 'METERAI TEMPEL' in black, and a unique alphanumeric code '9HDB0AOX063630024' at the bottom. The signature is fluid and extends across the stamp.

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CURRICULUM VITAE

Nisya Amanda Putri was born in Bandar Lampung on September 18, 2003. She completed her primary and secondary education in Jakarta and Tangerang, attending SDN Pegadungan 03 Pagi Jakarta Barat, SMPN 2 Tangerang, and SMKN 2 Tangerang, before returning to Bandar Lampung to pursue her undergraduate degree in English Education at the Faculty of Teacher Training and Education, Universitas Lampung.

During her time on campus, she dedicated two years to SEEDS FKIP Unila. She also served as PLP coordinator for the KKN/PLP 2025 program, an experience that brought her many meaningful memories and valuable lessons.

DEDICATION

This thesis is dedicated to my beloved parents, who never stopped believing in me even when I doubted myself. To me, for choosing to continue when giving up felt easier.

MOTTO

“Make the best use of what is in your power, and take the rest as it happens.”

— Epictetus

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Finally, the writer hopes that this thesis will be a useful contribution to the field of English language teaching and to the readers. Therefore, any suggestions and criticisms are very welcomed for the improvement of this work.

Bandarlampung, 1 May 2026

The Researcher

Nisya Amanda Putri

LIST OF TABLES

Table 3. 1 Test Specifications and Scoring System.....	33
Table 3. 2 Difficulty Level	37
Table 3. 3 Reliability Test Result	39
Table 3. 4 Test Specification of the Final Instrument.....	40
Table 3. 5 Normality Test Statistics Using SPSS	41
Table 4.1 Frequency Distribution of Students' Pre-test Score	49
Table 4.2 Frequency Distribution of Students' Post-test Score	50
Table 4.3 Gains of Students' Listening Skills Improvement from the Pre-test and Post-test	52
Table 4.4 The Improvement of Students' Listening Skills in Pre-test and Post-test	52
Table 4.5 Normalized Gain Descriptive Statistics.....	53
Table 4.6 Wilcoxon Signed-Rank Test - Ranks	54
Table 4.7 Wilcoxon Signed-Rank Test Statistics	55

LIST OF FIGURES

Figure 3. 1 Histogram of Pre-test	42
Figure 3. 2 Histogram of Post-test.....	42

TABLE OF CONTENTS

COVER.....	i
ABSTRACT	ii
CURRICULUM VITAE	viii
DEDICATION.....	ix
MOTTO	x
ACKNOWLEDGEMENTS	xi
LIST OF TABLES	xiv
LIST OF FIGURES.....	xv
TABLE OF CONTENTS	xvi
I. INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Research Question	3
1.3. Research Objectives	3
1.4. Uses of the Research.....	3
1.5. Scope of the Research.....	4
1.6. Definition of Terms	5
II. LITERATURE REVIEW	6
2.1. Previous Study.....	6
2.2. Listening Skills.....	8
2.2.1. Definition of Listening Skills	8
2.2.2. Aspects of Listening	9
2.2.3. Types of Listening	11
2.2.4. Difficulties in Listening	13
2.2.5. Teaching and Improving Listening Skills	16

2.3 Digital Tools and Songs in Language Learning.....	18
2.3.1 Benefits of Using Songs in ELT.....	18
2.3.2 Song Lyrics and Listening Comprehension	19
2.3.3 Teaching Tools and Media in Language Learning.....	19
2.3.4 Musixmatch Advantages and Disadvantages.....	20
2.4. Procedure of Teaching Listening Using English Song Lyrics	23
2.4.1 Criteria for Song Selection.....	26
2.5 Theoretical Framework.....	27
2.6 Theoretical Assumptions	29
2.7 Hypotheses	29
III. METHOD.....	25
3.1. Design of the Research	25
3.2. Variables	31
3.3. Population and Sample	32
3.4. Instruments of the Research.....	33
3.5. Scoring System.....	33
3.5.1. Test Specifications and Scoring System.....	33
3.6. Quality of Research Instruments	34
3.6.1. Validity	34
3.6.2. Reliability.....	36
3.6.3. Difficulty Level	36
3.6.4. Discrimination Power	38
3.7. Try Out Result of the Instrument	38
3.7.1 Test Specification of the Final Instrument.....	39
3.8. Data Analysis	40
3.8.1. Normality Test.....	40
3.8.2. Descriptive Statistics.....	43
3.8.3. Gain Score Calculation	45
3.9. Hypothesis Testing	45
IV. RESULTS AND DISCUSSIONS	41
4.1. The Result of Research	41
4.1.1. The Result of Pre-test	41

4.1.2. The Result of Post-Test.....	50
4.2. The Hypotheses Testing.....	51
4.2.1. The Gain Score of Pre-test and Post-test	52
4.2.2. Normalized Gain (N-Gain) Score of Pre-test and Post-test	53
4.2.2. The Statistical Analysis of Wilcoxon Signed Rank.....	54
4.2.2. Hypothesis Decision	56
4.3. The Implementation of English Songs (Treatments).....	56
4.4. Discussion	60
V. CONCLUSIONS AND SUGGESTION	48
5.1. Conclusions.....	48
5.2. Suggestions	68
5.2.1. Suggestions for English Teachers	68
5.2.2. Suggestions for Future Research	68
REFERENCES	69
APPENDICES	73

I. INTRODUCTION

This chapter discusses theories about the background of the study, research question, objectives, uses, scope, and definition of terms.

1.1. Background of the Study

Listening is one of the most essential skills that students need to develop before they can effectively learn other language skills (Abdulrahman et al., 2018). As a receptive skill, listening serves as the primary way students acquire new vocabulary and linguistic patterns from spoken language. When it comes to receptive abilities, listening and reading do not require language production. Instead, they focus on comprehension (Syafirna et al., 2023). This foundational role is evident in the development of natural language, where the ability to listen typically develops before the ability to speak (Nation and Newton, 2009).

What makes listening particularly challenging is its real-time nature. Unlike other language skills, listening requires students to process real-time auditory information, interpret unfamiliar accents and speech patterns, and extract meaning from contexts they cannot control or replay (Brown, 2006 as cited in Thanh Tu et al., 2023). However, listening is not merely a passive activity. Effective listening involves actively connecting new auditory information with students' existing knowledge and experiences (Brown, 2006). This active meaning-making process positions listening as a critical cognitive skill that supports overall second language development (Bently & Bacon, 1996, as cited in Bozorgian & Pillay, 2023).

However, it is worth noting that the process of listening is more challenging than reading. This is because spoken words are more difficult for people to recognize

than written ones (Syafirna et al., 2023). Furthermore, when engaging with text through reading, individuals possess the capacity to revisit and review a specific passage. Conversely, when listening, individuals only have a single opportunity to comprehend the material effectively. A significant number of young people, especially students, encountered difficulties with this auditory problem (Syafirna et al., 2023).

This challenge was particularly evident at SMK N 1 Bandar Lampung. During the pre-observation session conducted in September 2025 in class X Busana 1, it was observed that students faced difficulty comprehending their teacher's pronunciation. The teacher often had to repeat the same words three to four times before students grasped the meaning. This repetition process took up a lot of class time. Students needed a lot longer to understand spoken explanations than they did written text. Even after explaining things many times, many students still did not understand what was being talked about. This shows that they need to improve their listening skills. These difficulties showed that we need for more effective methods to develop students' ability to process and understand spoken English.

To help overcome these challenges, especially the lack of replay or clarity in spoken input, a wide range of digital applications have been made available to students in recent years to improve their listening skills (Bozavlı, 2024). One effective and enjoyable method is the use of English songs. Songs, which combine music and lyrics, have a wide range of qualities. They can be expressive, dependable, and therapeutic. Therefore, they are a useful tool for language learning (Shen, 2009). There are many advantages to using music to teach listening skills. Songs are very memorable and relatable to learners. They can improve their learning, especially when using popular songs that young people are familiar with. Songs often contain repetition, which helps students memorize words (Syafirna et al., 2023).

While the advantages of music in language education have been recognized, there is an identifiable gap in research about the use of digital tools like Musixmatch. This tool synchronizes English song lyrics with audio playback, facilitating visual-auditory integration. Existing studies rarely explore how these digital platforms

might improve learners' ability to understand and remember spoken English through interactive lyric engagement. This gap suggests an opportunity to investigate how modern technological solutions can improve traditional language learning methods and expand the range of effective listening resources for educators and students.

Addressing this gap, this study aims to explore the use of English song lyrics as a medium to enhance students' listening skills. The researcher used Musixmatch, an application that displays lyrics in sync with the audio, to help students better associate spoken words with written text. This method is intended to support students' comprehension by making listening activities more engaging and accessible. Senior high school students are the focus of the study because they are expected to develop more advanced receptive skills in preparation for academic and communicative demands. A pre-test and post-test were conducted to determine if integrating song lyrics via Musixmatch significantly improves students' listening performance.

1.2. Research Question

Based on the background of the problem of this research, the researcher identified the research question as follows:

“Is there any significant improvement of students' listening skills through English song lyrics with Musixmatch application?”

1.3. Research Objectives

Based on the research question above, the objective of this study is to investigate whether there is any significant improvement of students' listening skills through English song lyrics with Musixmatch application.

1.4. Uses of the Research

The researcher expects that the uses of this research result in the following points as follows:

1) Practically

- a. Students' listening skills were expected to improve through a more engaging and enjoyable method.
- b. This research is expected to provide teachers with an alternative media (English songs with synced lyrics) to enhance their students' listening comprehension.

2) Theoretically

- a. The result of this research is expected to support previous theories related to teaching listening skills using audio-visual media, especially English songs.
- b. This research is also expected to strengthen the theoretical foundation for using synchronized lyric applications, such as Musixmatch, in enhancing students' listening comprehension.
- c. This research is expected to become a reference for further studies related to the use of digital applications and music in English language learning.

1.5. Scope of the Research

This research focuses on improving students' listening skills through the use of English songs with synchronized lyrics using the Musixmatch application. The media used in this study is Musixmatch, which provides real-time lyrics while playing songs. The learning objective is for students to be able to understand spoken English more effectively by associating what they hear with the written lyrics.

The material for listening activities was based on selected English songs that align with students' proficiency levels and contain common vocabulary and everyday expressions. The songs were played during class while the lyrics appeared on screen in sync with the audio. At the end of the lesson, students were expected to demonstrate improved comprehension by completing listening tasks such as filling in missing words, answering comprehension questions, and identifying specific information from the lyrics.

1.6. Definition of Terms

To prevent any potential misinterpretations among readers, several key terms used in this study are defined as follows:

1) **Listening Skill**

This refers to the ability to receive, process, and understand spoken language in real time. This skill involves identifying sounds, interpreting meaning, and responding appropriately.

2) **English Song Lyrics**

English song lyrics are the written words of English songs that convey meaning, emotion, and messages. In this study, they serve as the main learning material to support listening comprehension.

3) **Musixmatch**

Musixmatch is a digital application that provides synchronized lyrics displayed in real time as the song plays. In this study, it is used as a learning tool to connect audio input with visual text.

II. LITERATURE REVIEW

This chapter explains about the theories used in this research, such as the previous studies, definition of listening skill, aspects of listening skill, types of listening, the difficulties in listening, teaching and improving listening skills, benefits of using songs in ELT, song lyrics and its relation to listening comprehension, theoretical framework, theoretical assumptions, and hypotheses.

2.1. Previous Study

Several studies have explored the integration of English songs in language learning. For instance, Septaviani et al. (2023) investigated the relationship between students' English song listening habits and listening comprehension achievement. They conducted a correlational study comparing students who regularly listened to English songs with those who did not. Their study revealed that students who regularly listened to English songs had better listening comprehension. The researchers found that students who regularly listened to English songs performed better than their peers. This suggests that students' listening comprehension can be enhanced through regular English song listening.

Similarly, Kolin et al. (2019) conducted a study comparing the effectiveness of using songs in teaching listening skills to English language learners. The experimental group, where songs were used, demonstrated significantly better performance in understanding and following instructions, with most students able to comprehend and execute tasks correctly. In contrast, the control group without song integration showed considerably lower performance levels. The researchers concluded that integrating songs as a pedagogical tool in teaching listening skills significantly enhances students' listening comprehension and instruction-following abilities compared to traditional teaching methods without musical elements. This

study provides strong evidence supporting the effectiveness of songs in improving English language learners' listening skills and their overall ability to process and respond to spoken instructions.

These findings have further support from research examining the fundamental properties of songs as learning tools. Songs can impact learners greatly because of their multimodal characteristics, which allow them to connect with language in many ways. Learners are often eager to learn songs, which helps teachers incorporate them into their classroom routine and create a positive and engaging atmosphere. Their research has proven that songs can support language acquisition and enhance motivation. This is true no matter what type of song representation or activity teachers choose (Džanić, 2016).

In addition to traditional audio materials, such as songs, video-based content has demonstrated significant potential in improving listening comprehension. YouTube videos can greatly improve students' listening comprehension abilities in English language learning. The study used a pre-experimental design with pre- and post-tests among undergraduate students at the University of Lampung. The results revealed significant improvements in listening scores after implementing YouTube videos. Students demonstrated measurable academic gains and positive perceptions of the learning experience. The majority reported that YouTube videos made listening classes more engaging and helped them better understand English conversations through real-life examples. The audio-visual nature of YouTube content is particularly effective because it allows students to observe speakers' gestures and facial expressions while hearing the dialogue, creating a more comprehensive learning experience than traditional audio-only methods. These findings suggest that incorporating YouTube videos as a pedagogical tool can effectively address the common challenge of making listening instruction more interactive and meaningful for English language learners (Shafwati et al., 2021).

Building on the effectiveness of audio-visual content in language learning, incorporating songs from the Spotify app into English learning activities can significantly enhance students' listening abilities. The platform's widespread use

among students, diverse music library, and practical features, such as synchronized lyrics, make it an effective and engaging supplementary tool for language learning. Students reported improved vocabulary acquisition, pronunciation, and comprehension through consistent exposure to authentic English materials. Spotify also motivated students by providing a fun and relaxed environment for listening practice (Ayun & Wahyuni, 2024).

However, while many studies focused on using only Spotify, YouTube audio-visual songs, and some do not mention which specific application was used beyond just playing the songs, limited research has investigated lyric applications such as Musixmatch in the classroom. Specifically, none of these studies have utilized song lyrics as a primary learning tool through the Musixmatch application.

2.2. Listening Skills

2.2.1. Definition of Listening Skills

Listening is the natural precursor to speaking, with the early stages of language development in a person's first language being dependent on listening, and the same principle applies to the naturalistic acquisition of other languages (Nation & Newton, 2009). Language learning should focus on building a cognitive map of meaning in the mind rather than simply practicing speaking, with meaningful listening practice regarded as the most effective method for developing this thinking process, as speaking ability may indicate successful language acquisition but does not necessarily represent the ideal learning approach (Nord, 1980, as cited in Nation & Newton, 2009).

More recent models present a modern perspective on listening as a much more active and interpretive process in which the message is not fixed but is created in the conversation between participants. This process involves shaping meanings through context and constructing them through interpreting rather than receiving meaning unchanged (Lynch & Mendelsohn, 2002, as cited in Nation & Newton, 2009, p. 39).

2.2.2. Aspects of Listening

Listening comprehension involves multiple interconnected knowledge components, including phonological knowledge, lexical knowledge, syntactic knowledge, semantic knowledge, pragmatic knowledge, and general knowledge. These components form a comprehensive model of listening ability, with listening ability being a subset of general language ability (Rost, 2011).

1) Discriminating sounds (phonemes, intonation)

The foundation of listening comprehension lies in the ability to discriminate sounds in spoken language. This fundamental skill involves recognizing and distinguishing between different phonemes (the smallest units of sound) and intonation patterns. Phonological knowledge is essential in listening comprehension to segment the message into its component sounds (Flowerdew & Miller, 2006).

Learners start with phonemes, which are the smallest units of sound that distinguish one word from another. As they listen to the sounds around them, they learn to classify them into categories until they gradually recognize all sounds. However, the phonemes in any two languages are never quite the same. Therefore, when learning a new language, learners need to acquire a new set of phonemes (Flowerdew & Miller, 2006).

In addition to individual phonemes, listeners must process intonation patterns that provide crucial information about the structure of speech signals (Field, 2008). Intonation units usually comprise phrases or clauses and average two to three seconds in length, with these temporal units, bound by pauses, marking the speaker's rhythm for composing and presenting ideas (Rost, 2011).

2) Understanding vocabulary and grammar

Once learners can discriminate sounds, they must connect those sounds to meaningful linguistic units. The next critical step in the listening process is recognizing and understanding the words and grammatical structures used by the speaker. Language knowledge includes grammatical knowledge, such as vocabulary, syntax, and phonology. These components are essential to a learner's language ability, a widely shared view in the field of applied linguistics.

According to models of L2 listening comprehension, vocabulary knowledge serves as a means of interpreting spoken language (Vafaei & Suzuki, 2019, as cited in Wang, 2023). Similarly, grammatical knowledge includes understanding subject-verb agreement, tenses, articles, and word order (Qian, 2002, as cited in Hu et al., 2022). It was not until the late 1960s that enlightened teachers began to practice listening as a skill in its own right. Even then, the idea persisted for a while that an important function of the listening lesson was to reinforce recently taught grammar by using it in an example (Field, 2008)

3) Comprehension of meaning

Based on their ability to discriminate and linguistic knowledge, learners must understand the meaning of entire sentences or spoken messages. This represents a shift from processing individual components to constructing a coherent understanding. When it comes to language processing, comprehension is the ability to understand what is being said and how it relates to a person's own experiences or the world around them. It also involves recognizing how incoming language information either adds to or takes away from a person's current understanding.

Comprehenders (listeners, readers, or observers) first develop a map in which the concepts will fit, and then build a comprehension structure. As they listen, comprehenders place concepts representing new information into this map, but can only do this if the new information relates to previous information already in the structure (Rost, 2011).

4) Inference and prediction

The most sophisticated aspect of listening is the ability to infer meaning and predict what comes next based on context. This cognitive process goes beyond literal comprehension, involving active interpretation and anticipation, with inferences involving operations on a mental model produced by the listener while listening. For instance, if a singer says "I cannot sleep tonight," the listener might infer that the singer is worried or heartbroken because listeners use contextual clues and personal experience to create meaning based on the words that are spoken (Rost, 2011).

2.2.3. Types of Listening

As an input-providing skill, listening plays an important role in delivering instructional and real-life EFL materials. The process of listening instruction can take two distinct forms. Intensive Listening (IL) and Extensive Listening (EL). While these approaches serve different purposes in the learning process, it is essential to understand their distinctions since IL is a familiar approach, whereas EL may be a newer concept for many educators (Ahmadpour & Asadollahfam, 2018).

1) Intensive vs. Extensive listening

Intensive listening is defined as "listening closely for precise sounds, words, phrases, grammatical units, and pragmatic units." While this level of focus may not seem necessary in everyday situations, it is important for higher-level comprehension and overall listening proficiency. The ability to listen intensively when necessary, such as when listening for specific details or

attempting to identify particular words, is an essential component of listening competence (Rost, 2011).

In practice, intensive listening instruction usually involves students engaging deeply with spoken texts through repeated listening and detailed analysis. This approach involves either having students listen to a text several times or having teachers divide the text into manageable segments, such as paragraphs and sentences, to focus on each component individually. The teaching methods may also include word-by-word dictation exercises, with the ultimate goal being comprehensive understanding of every sentence within the listening passage (Ahmadpour & Asadollahfam, 2018).

In contrast to the attention to detail involved in intensive listening, extensive listening takes a broader approach to developing comprehension. In extensive listening instruction, students are not expected to understand every sentence or word but are encouraged to grasp the general meaning and overall message of the spoken input. This approach prioritizes content comprehension over linguistic precision, helping students develop the habit of understanding spoken language for its primary communicative purpose (Ahmadpour & Asadollahfam, 2018).

These two approaches serve complementary functions in the language learning process. Intensive listening focuses on building fundamental listening skills through detailed analysis and precise comprehension. Extensive listening, on the other hand, aims to develop functional, real-world listening ability (Ahmadpour & Asadollahfam, 2018).

2) Interactive Listening

Another important dimension of listening, beyond the traditional distinction between intensive and extensive listening, is interactive listening. Interactive listening is a type of conversational interaction in which listeners play an active role in understanding by providing feedback, asking questions, and supporting the speaker throughout the exchange (Rost, 2011).

One of the key benefits of interactive listening is the control it gives learners over the input they receive. Learners can control the speed, repetitions, and amount of explanations by interacting with the person providing the input (Nation and Newton, 2009). For example, learners can ask the speaker to slow down, repeat, clarify, or explain. This negotiation process can improve comprehension, facilitate learning, and help learners develop strategies for dealing with difficult input.

This interactive approach transforms listening from passive information reception into an active, collaborative process. However, although interactive listening offers advantages for language learning, not all interaction or collaboration guarantees effective learning outcomes or improved attitudes toward listening. The quality and structure of these interactions are very important in determining their educational value (Rost, 2011).

The concept of interactive listening connects to a broader understanding of how listening functions in different communicative contexts. A useful framework for categorizing listening based on its primary communicative purpose distinguishes two broad types of listening: one-way listening, which is typically associated with the transfer of information (transactional listening), and two-way listening, which is typically associated with maintaining social relations (interactional listening) (Nation & Newton, 2009).

2.2.4. Difficulties in Listening

Adult second language learners encounter multifaceted challenges in listening comprehension due to the specialized neural organization developed for their native language (Rost, 2011). These difficulties manifest across various interconnected areas that significantly impact learners' ability to process spoken English effectively.

1) Linguistic Barriers

a. Unfamiliar Vocabulary and Slang

One of the most fundamental challenges in listening comprehension is unfamiliar vocabulary and informal expressions. A limited vocabulary is a common challenge in independent learning, especially when students listen directly to native speakers through various media, which exposes them to many unfamiliar words (Sofyan et al., 2019). Research by Nadhira & Warni (2021) supports this finding, where five out of eight interviewees identified unfamiliar words as their primary challenge. Students reported encountering unfamiliar vocabulary in listening materials, such as songs and movies, which often contain idiomatic expressions and slang rarely taught in formal classroom settings.

b. Accent and Pronunciation Variations

Similar to vocabulary challenges, accent variations pose a significant obstacle to listening comprehension. Most students have difficulty understanding speakers with unfamiliar accents, and unclear pronunciation worsens this problem, especially when teachers create their own listening materials instead of using authentic recordings of native speakers. These issues highlight the importance of providing learners with access to a variety of accents and clear pronunciation models to improve their listening adaptability (Nadhira & Warni, 2021).

2) Speech Processing Challenges

a. Speed of Speech (Rate of Delivery)

The rapid pace of natural speech is challenging for language learners. Native English speakers on radio broadcasts, TV shows, movies, and songs typically speak at rates that exceed learners' processing capabilities. This creates a situation in which students panic and struggle to understand the message, especially when combined with limited vocabulary knowledge, with most students feeling overwhelmed by the rapid speech rates of speakers (Sofyan & Mushrihah, 2019; Nadhira & Warni, 2021).

b. Reduced Forms and Connected Speech

Adding to the complexity of speech rate, natural speech contains numerous phonological modifications that challenge learners' comprehension. The result of connected speech is allophonic variations that listeners must interpret as equivalent to their citation forms. These variations primarily involve consonant assimilation, consonant cluster reduction, and vowel reduction. This means that learners need to be able to recognize sounds in a way that goes beyond what they need for recognizing individual words (Rost, 2011)

c. Difficulty in Segmenting Sounds (Sound Discrimination)

At the phonemic level, learners often have difficulty discriminating between similar sounds. This confusion of similar phonemes is a fundamental difficulty that teachers often overlook. This challenge affects vocabulary comprehension and grammatical understanding because students may be confused by phonemic similarities that modify word meaning or grammatical categories (Sofyan et al., 2019).

3) Cognitive and Attention Factors

Listening comprehension requires sustained mental effort and focused attention throughout the listening process. Concentration plays a vital role in listening comprehension, as meaningful interaction and overall text

understanding require students to maintain sustained attention to auditory input (Sofyan & Mushrihah, 2019). This cognitive demand can be especially challenging for learners with lower proficiency, as they may lack the necessary attention resources to process multiple linguistic elements at once. Lower proficiency learners may not be able to allocate adequate attention to all aspects of the listening task, suggesting that supplementary support, such as textual information, may be necessary to facilitate comprehension (Rost, 2011, as cited in Jiang, 2024)..

4) Practice and Exposure Limitations

Finally, a lack of practice opportunities significantly interferes with the development of listening skills. Most students admitted to having limited engagement with listening activities outside of the classroom (Nadhira and Warni, 2021). Many learners restrict their listening activities to school-based exercises, failing to extend their practice to the home or other contexts. Furthermore, teachers often provide insufficient listening practice in class, not prioritizing the development of listening skills as much as they should.

These interconnected difficulties demonstrate that challenges in listening comprehension arise from multiple sources. Therefore, comprehensive pedagogical approaches are required that address linguistic, cognitive, and practice-related factors equally.

2.2.5. Teaching and Improving Listening Skills

Effective listening instruction requires an understanding of how learners process auditory information and develop comprehension skills. Research has identified several key approaches that address different aspects of the listening process, ranging from basic sound recognition to higher-order thinking strategies (Field, 2003; Meng & Lan, 2023; Rost, 2011; Vandergrift, 2011).

1) Bottom-up Processing Strategies

These processes facilitate the listener's comprehension of the message by assembling it piece-by-piece from the speech sequence, moving from the parts to the whole. Bottom-up processing is the process of perceiving and interpreting speech at increasingly larger levels, beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive levels (Field, 2003, as cited in Nation & Newton, 2009).

2) Top-down Processing Strategies

In contrast, top-down processes involve the listener's engagement with the parts of a text, while maintaining connections to the whole, referred to as the listener's prior knowledge, content, and critical thinking processes. In other words, the listener relies on their knowledge of the context of communication to predict the content of the message and to use parts of the message to confirm, correct, or add to this prediction. The fundamental process in this case is inferencing (Nation & Newton, 2009).

3) Metacognitive Processing Strategies

Metacognitive strategies refer to enhancing awareness of language use conditions and processes, with learners at higher proficiency levels reporting using metacognitive strategies more often. This suggests that, as learners become more skilled, they naturally develop greater awareness of their learning processes and employ more advanced strategies to learn effectively. However, researchers have suggested that metacognitive strategy instruction should be implemented at all proficiency levels rather than waiting for strategies to develop naturally (Rost, 2011; Vandergrift, as cited in Rost, 2011).

Developing effective metacognitive strategies requires a diverse approach that includes institutional support, teacher guidance, and student initiative. Educational institutions can design optional courses, provide personalized listening guidance, form interest study groups, and increase the amount of

English listening instruction. Teachers can address students' needs by increasing listening input in the classroom, communicating with students in English, and creating effective learning methodologies. Students must also take the initiative by actively participating in class, communicating with teachers, and reflecting on their learning approaches (Meng & Lan, 2023).

These three processing strategies demonstrate that effective listening instruction must integrate multiple strategies. Bottom-up processing provides the foundational skills necessary for recognizing sounds and words. Top-down processing enables learners to construct meaning from incomplete input. Metacognitive strategies help learners control their listening processes. Successful listening pedagogy requires explicit instruction in all three areas, supported by coordinated efforts from institutions, teachers, and learners to develop technical skills and strategic awareness for effective comprehension.

2.3 Digital Tools and Songs in Language Learning

2.3.1 Benefits of Using Songs in ELT

Music and language are both universal systems found in all human cultures that use organized sequences of sounds for interpersonal communication, and both involve complex cognitive and motor processes (Pastuszek-Lipińska, 2025). Integrating English songs into language teaching offers advantages that go beyond conventional pedagogical approaches. Džanić's (2016) research highlights a key fact about children's ability to learn through music. Children love to sing, and teachers naturally use songs to teach concepts and language in a fun way. This attraction is the foundation of the key benefits that make songs effective learning tools.

Songs have unique characteristics that differentiate them from traditional teaching materials. Songs are fun and can keep students excited, creating an environment in which learning is an enjoyable experience rather than a boring task. This emotional engagement is crucial for language acquisition because it maintains sustained

student attention and reduces the anxiety often associated with learning a foreign language (Džanić's, 2016).

2.3.2 Song Lyrics and Listening Comprehension

Repetition is the most important feature of songs, as they contain language patterns and develop listening, pronunciation, and rhythm skills. This repetitive nature allows learners to encounter the same linguistic structures multiple times within a single song, which reinforces comprehension through repetitive exposure. Research findings also suggest that even if teachers play songs multiple times a day, most students probably will not get bored, highlighting their unique affinity for musical repetition compared to other language learning activities (Džanić, 2016).

Recent studies strongly support the pedagogical value of songs in listening instruction. Research reveals convincing evidence of student satisfaction and effective learning, with almost three-quarters of participants agreeing that incorporating songs into listening lessons creates a pleasant classroom atmosphere and makes it easier to understand the material (Afriyuninda & Oktaviani, 2021). Further research establishes that English songs help students improve their listening skills and pronunciation in a fun way, demonstrating how musical learning addresses multiple linguistic competencies simultaneously. This dual benefit makes songs efficient teaching tools because they target receptive (listening) and productive (pronunciation) skills in one engaging activity (Afriyuninda & Oktaviani, 2021).

These findings establish English songs as powerful pedagogical instruments that facilitate language learning through motivation, repetition, authentic input, and enjoyable practice.

2.3.3 Teaching Tools and Media in Language Learning

Educational media encompasses the tools, methods, and strategies used in the learning process to promote effective learning. This broad definition emphasizes the interconnected nature of tools and media within the educational ecosystem,

highlighting their collaborative role in facilitating knowledge transmission and skill development (Lubis et al., 2023).

The effective implementation of teaching tools and media requires following specific pedagogical principles. There are five critical principles that guide the selection and use of these tools and media (Lubis et al., 2023). First, the information sources used by teachers must be appropriate and oriented toward achieving learning objectives. Second, the media must be relevant to the subject matter. Third, teaching tools must align with students' interests, perseverance, and circumstances. Fourth, the media must focus on effectiveness and efficiency. Fifth, the support used must align with the teacher's capabilities. These principles ensure that technological integration serves educational goals rather than becoming an end in itself.

Teaching tools and media work well together. They have complementary roles in the learning process. Different cognitive learning outcomes result from a diverse set of teaching tools, suggesting that strategically combining various tools and media can simultaneously address multiple learning objectives. Instructors should select teaching tools, as well as course content, in-class activities, assignments, and assessment formats, based on the course's learning outcomes. This systematic approach ensures that the tools and media work seamlessly together to facilitate student learning and help them more efficiently achieve the desired learning outcomes (Edalati, 2016).

2.3.4 Musixmatch Advantages and Disadvantages

Musixmatch is a digital lyric platform and music application that provides real-time, synchronised lyrics for songs as they are played. In contrast to conventional lyric websites, which display static text, Musixmatch highlights each line of a song's lyrics in real time as the audio progresses. This enables learners to follow the written form of the language simultaneously with its spoken delivery. This synchronised feature positions Musixmatch as a potentially valuable tool in English language teaching, particularly for the development of listening comprehension skills.

2.3.4.1. Advantages of Musixmatch in EFL Learning

The primary pedagogical advantage of Musixmatch lies in its support for multimodal learning. By combining auditory input (the song audio) with simultaneous visual text (synchronized lyrics), the application directly activates both verbal and non-verbal cognitive channels, as described by Paivio's (1971) Dual Coding Theory. Research has repeatedly demonstrated that learners who process information through multiple sensory channels demonstrate stronger comprehension and retention than those relying on a single modality (Flowerdew & Miller, 2006).

Secondly, the real-time highlighting feature enables learners to precisely identify the correspondence between what they hear and what they see, thereby supporting phonological awareness and reducing the cognitive effort required to decode spoken English. This approach has the potential to be particularly advantageous for EFL learners, who often encounter challenges with connected speech, reduced forms, and rapid delivery. These aspects are recognised as common barriers to effective listening (Rost, 2011). Learners can simultaneously notice how words sound in natural speech and how they appear in written form, which supports both listening comprehension and accidental vocabulary acquisition.

Thirdly, Musixmatch is freely accessible across multiple devices, including smartphones, which are already widely owned by high school students in Indonesia. The interface is designed to be user-friendly, requiring minimal technical skill to operate, as such lowering the barrier to access for both teachers and learners. The application also supports a wide selection of English songs across multiple genres, providing teachers with flexibility in song selection according to proficiency level and learning objectives.

Fourthly, Musixmatch has been demonstrated to contribute to learner autonomy by allowing students to revisit lyrics independently outside of the classroom environment. The accessibility of songs and their synchronised lyrics on personal devices enables learners to extend their listening exposure beyond the scheduled lesson time (Nation & Newton, 2009).

2.3.4.2. Disadvantages and Limitations of Musixmatch in EFL Learning

Despite these advantages, Musixmatch also presents several limitations that teachers must consider when integrating it into their instructional design.

Firstly, internet connectivity is a significant practical consideration. In order to facilitate real-time functionality of the synchronised lyric feature, Musixmatch requires a stable internet connection. In educational institutions or regions characterized by limited or inconsistent internet access, a common challenge encountered in numerous Indonesian public vocational schools, this reliance can potentially disrupt the flow of lessons. In this study, this limitation was addressed by the distribution of pre-recorded MP4 screen recordings of Musixmatch sessions via WhatsApp group, which enabled students to access the materials easily on their personal devices.

Secondly, it should be noted that the availability of lyrics within Musixmatch is not guaranteed for all songs. While the application serves a wide lyric database, it is important to note that some songs, particularly those that are less mainstream or regionally produced may have incomplete, inaccurate, or missing lyrics. It is important for teachers to verify the accuracy of available lyrics before using them in instructional contexts. This is necessary to avoid exposing learners to incorrect written representations of the target language.

Thirdly, there is a risk of over-reliance on visual text support. Learners who habitually depend on the synchronised lyrics to facilitate their comprehension may find that the support intended to enhance their understanding actually limits their development of independent listening skills.

Fourthly, managing devices in the classroom may present practical challenges. When students use their own smartphones to access Musixmatch or access screen recordings, there is a risk that they will engage in off-task behaviour, such as switching to social media applications or messaging platforms during the learning activity. Therefore, effective classroom management strategies, such as structured

pair work and clearly defined time limits for each task, are essential to ensure that device use remains focused on the learning objectives.

Overall, the advantages and limitations of Musixmatch suggest that its effectiveness as an EFL learning tool depends on careful and structured pedagogical implementation rather than being part of the application itself. When used with clear instructional goals, appropriate song selection and task designs that balance visual support with independent listening practice, Musixmatch can be a powerful and accessible medium for developing listening comprehension in EFL classrooms.

2.4. Procedure of Teaching Listening Using English Song Lyrics

Teaching listening skills through English songs requires a systematic three-phase approach that integrates musical elements with listening activities (Field, 2008). This procedure follows the pre-listening, while-listening, and post-listening framework to support students in developing their listening comprehension skills through English songs.

1) Pre-listening Stage

The pre-listening phase prepares students mentally and linguistically for the musical material they will encounter. The teacher begins by carefully selecting English songs that are appropriate for the student's proficiency level and age group. Songs should be chosen based on their potential to engage students while containing vocabulary and grammatical structures that align with learning objectives (Džanić, 2016). The teacher writes the song title and artist on the board, asking students to predict the song's theme, genre, and possible vocabulary. This prediction activity not only activates prior knowledge but also creates anticipation for the listening experience.

This prediction activity creates expectations that students can verify during listening, making the experience goal-oriented and engaging. Essential vocabulary that appears in the song is pre-taught, focusing particularly on words crucial for understanding the main message, though not all

vocabulary is explained beforehand to maintain the natural listening experience (Field, 2008). Cultural preparation is also provided to help students understand the emotional and social context that influences the song's interpretation.

Following this, the researcher conducts a technical setup by ensuring students have downloaded the MP4 screen recording of the Musixmatch synchronized lyrics via WhatsApp group. Students are arranged in pairs and instructed to test their earphones and video playback before the activity begins. Essential vocabulary related to the song may also be briefly introduced to support comprehension during the listening activity

2) While-listening Stage

The while-listening stage is the main phase where students actively engage with the song through structured tasks. This stage is divided into two parts.

In Part A, students listen to the song without looking at the lyrics first. During this blind listening activity, students complete tasks such as gap-filling exercises, identifying minimal pairs, or detecting errors in highlighted words. This activity helps students practice sound discrimination and vocabulary recognition based purely on what they hear. After finishing individually, students compare their answers with their partners through pair discussion.

Students then access the Musixmatch screen recording on their personal devices to verify their answers against the synchronized lyrics. This step helps students connect what they heard with the written form of the words, which supports both auditory and visual learning (Flowerdew & Miller, 2006).

In Part B, students listen to the song again, this time focusing on meaning and comprehension. Students complete tasks such as picture matching, Multiple-choice questions, or true/false statements. Students work

individually first before sharing and discussing their answers with their partners or the whole class.

3) Post-listening Stage

The post-listening stage is the closing phase where students reflect on what they have learned. The teacher leads a whole-class discussion, asking students which sounds or words were most difficult and what strategies they used to understand the song. This reflection helps students become more aware of their own listening process and how to improve it (Field, 2008).

Teachers can replay specific verses or choruses containing difficult vocabulary and guide students to guess meanings from the surrounding lyrical context, musical mood, and visual elements if a music video is available. This process teaches students how to figure out word meanings independently while engaging with authentic cultural materials.

Teachers can give students the complete lyrics after the listening activities (Field, 2008). This allows students to clarify sections they may have missed and notice linguistic features they might have overlooked during the audio-only listening. Students can compare what they heard with the actual lyrics, learning from any differences and developing their phonological awareness.

Finally, the teacher then closes the lesson by connecting the grammar focus of the session to real-life communication and encouraging students to listen to the songs again at home using the distributed MP4 files. A short preview of the next week's topic is also given to maintain students' interest and continuity throughout the treatment sessions.

The systematic implementation of these three phases ensures that students receive comprehensive support throughout their listening experience while maximizing the unique benefits that English songs provide for language learning. The combination of musical engagement, visual support through Musixmatch, and structured

pedagogical activities creates an effective framework for developing listening comprehension skills in an enjoyable and meaningful context.

2.4.1 Criteria for Song Selection

The selection of appropriate songs is a critical step in designing effective listening instruction. It is important to consider that not all songs are equally suitable for use in English language teaching. Therefore, teachers must apply specific criteria when choosing musical materials. This will ensure that the selected songs contribute meaningfully to both linguistic and affective learning objectives.

First and foremost, content and message must be considered as the primary concern. The songs used in the classroom should carry positive, constructive, and age-appropriate messages that are suitable for the school. Džanić (2016) emphasises that the lyrical content of songs should be culturally sensitive and emotionally appropriate for the learner group, avoiding themes that may be offensive, vulgar, or inconsistent with educational values. Songs with themes of social awareness, friendship, perseverance, environmental care, or everyday human experience are particularly suitable, as they not only provide rich linguistic input but also offer opportunities for meaningful discussion and value formation. In the present study, songs such as "Heal the World" by Michael Jackson and "Lean on Me" were selected precisely because their messages of compassion, solidarity, and support align with constructive moral values and are emotionally resonant for adolescent learners.

Secondly, the selection of songs should be based on their linguistic accessibility. By this, it is meant the degree to which the vocabulary, grammatical structures, and speech rate match the learners' current proficiency level ($i+1$, following Krashen, 1985). It is recommended that songs be selected which exhibit clear enunciation, moderately paced delivery, and a reasonable proportion of familiar vocabulary, particularly for lower-intermediate learners. It has been demonstrated that songs which are characterized by an extreme tempo, idiomatic slang, or the presence of pronounced regional accents, may have a negative impact on comprehension.

Thirdly, repetition and musicality must be considered. Songs with repeated refrains and predictable rhyme schemes have been shown to be pedagogically beneficial (Murphey, 1992), due to the fact that they provide learners with multiple exposures to the same linguistic structures within a single listening session, improving vocabulary acquisition and phonological pattern recognition.

Finally, it is important to note that relevance and student interest play a significant role in the maintenance of motivation. The selection of songs that are familiar to or popular among the learner group, or that connect to themes relevant to their daily lives, has been demonstrated to help sustain engagement and lower affective barriers to participation (Krashen, 1982). However, while considering the relevance to students' interests, content appropriateness must be given due consideration and popular songs with inappropriate lyrical content must be excluded, regardless of their motivational appeal.

Finally, the selection decision must be guided by the alignment with learning objectives. It is important to select songs for classroom use that are clearly aligned with a specific pedagogical purpose, such as sound discrimination, vocabulary in context, grammar patterns, or inferencing. These objectives should be clearly defined in the lesson plan and assessment criteria.

2.5 Theoretical Framework

This study is supported by several theories in second language acquisition and learning psychology that provide a strong foundation for using English song lyrics to improve listening skills. These include Krashen's Input Hypothesis, the Dual Coding Theory, and the Affective Filter Hypothesis.

1) Input Hypothesis (Krashen, 1985)

Language is acquired most effectively when learners are exposed to comprehensible input, or input that is slightly above their current level of understanding ($i+1$) (Krashen, 1985). This relationship is illustrated by the notation $i+1$, where i represents the learner's current interlanguage, which is

defined as their existing internalised knowledge of the target language, and $i+1$ represents one level beyond that current competence. Input that is too far below the learner's level offers no acquisition opportunity, while input that is far too advanced becomes incomprehensible and becomes an ineffective teaching method. According to Krashen, the ideal input is located exactly one step beyond the level of proficiency of the learner, which is defined as $i+1$. This level is characterized by its ability to facilitate linguistic growth while maintaining comprehensibility for the learner, enabling them to extract meaning through context. In this study, English songs provide authentic listening materials that serve as comprehensible input. With the support of lyric applications like Musixmatch, learners are able to follow the lyrics while listening, which helps them connect the spoken and written forms of English naturally.

2) Dual Coding Theory (Allan Paivio, 1971)

Learning is more effective when information is presented in verbal and visual formats (Allan Paivio, 1971). In this study, combining audio (songs) and visual (displayed lyrics) elements supports students' understanding and retention of new vocabulary and structures. This multisensory approach engages both auditory and visual learning channels, helping to strengthen listening comprehension.

3) Affective Filter Hypothesis (Krashen, 1982)

Krashen's Affective Filter Hypothesis argues that emotional factors such as motivation, anxiety, and self-confidence can influence the success of language acquisition. A low affective filter allows better language intake. Music creates a relaxed and enjoyable atmosphere in the classroom, which lowers anxiety and increases students' willingness to engage with the listening materials. By using songs, students are more emotionally involved and motivated, which can enhance their listening performance.

2.6 Theoretical Assumptions

Based on the previous theoretical explanation, it can be assumed that using English song lyrics through Musixmatch to teach listening skills may improve students' listening comprehension. This includes the method's advantages and possible challenges. Using English songs as a medium, especially with synchronized lyrics, exposes students to meaningful and authentic input that naturally supports language acquisition. Additionally, students are likely to gain new vocabulary and a better understanding of pronunciation and intonation while enjoying a more engaging and emotionally connected learning environment.

2.7 Hypotheses

- **H1:** There is a significant improvement of students' listening skills through English song lyrics.

III. METHOD

This chapter discusses the design of the research, variables, data sources, instruments of the research, validity and reliability of the instruments, data collection technique, research procedures, data analysis, data treatment, and hypothesis testing.

3.1. Design of the Research

This study employed a quantitative research design using a pre-experimental approach with a one-group pre-test-post-test design. This design was chosen because it allowed the researcher to measure the impact of using English song lyrics through Musixmatch on students' listening skills by comparing their performance before and after the treatment. The researcher used a group pre-test and post-test design to determine whether there was an improvement in students' listening skills after being taught using English songs with synchronized lyrics through Musixmatch.

The researcher conducted a pre-test and a post-test. A pre-test was administered to measure the students' listening comprehension ability before treatment, and a post-test was administered to measure their improvement in listening skills after treatment. Students' improvement was determined by comparing the means (average scores) between the pre-test and post-test. The researcher used a sample classroom in which students received multiple treatment sessions and two tests.

The design can be illustrated as:

T1 X T2

Where:

- 1) T1: Test 1 or Pre-Test, is the test which was given before the researcher taught students using English songs through Musixmatch to measure the students' listening comprehension abilities before they were given the treatment.
- 2) X: Treatments given by the researcher through using English song lyrics with Musixmatch application in improving students' listening skills.
- 3) T2: Test 2 or Post-Test, was the test which was given after the researcher used English songs with Musixmatch and to measure students' improvement in listening skills after they got the treatment.

This one-group pre-test-post-test design is appropriate for this study because it allowed for direct comparison of students' listening performance before and after exposure to the innovative teaching method, providing clear evidence of the treatment's effectiveness.

3.2. Variables

In assessing the influence of the treatments in this research, variables are defined as dependent and independent variables. According to Hatch & Farhady (1982), they defined the independent variable is a major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observes and measures to determine the improvement of the independent variable.

This study involves two main variables:

- 1) X: English song lyrics through Musixmatch application as the independent variable.
- 2) Y: Students' listening skills as the dependent variable.

3.3. Population and Sample

The population of this study consisted of all eleventh-grade students at SMKN 1 Bandar Lampung in the academic year 2024/2025. The total population comprised 162 students from various majors including TJKT (Computer and Network Engineering), Busana (Fashion Design), and other vocational programs.

The sample was selected using a cluster random sampling technique. Class XI TJKT 2 was selected as the sample class from all available eleventh-grade classes. The class had 36 students. However, to ensure the validity and reliability of the statistical analysis, this study implemented strict inclusion criteria. All participants were required to complete three stages: first, complete the pre-test; second, attend all three treatment sessions; and third, complete the post-test.

During the three-week data collection period, seven students were unable to fulfill all requirements due to various absences (illness, school dispensation, family matters) that occurred during pre-test administration, treatment sessions, or post-test administration. As a result, the final sample that met the inclusion criteria consisted of 29 students, representing 80.6% of the class. This exclusion, based on data completeness, aligns with prevailing research practices for paired sample analysis, which necessitates complete pre-test and post-test data from each participant (Field, 2013).

The sample size of 29 students was considered suitable for a pre-experimental study design, allowing for meaningful statistical analysis while remaining manageable within the school's academic schedule and resources. The target population represented typical Indonesian vocational high school students learning English as a foreign language, making the findings potentially relevant to similar educational contexts.

3.4. Instruments of the Research

This study employed listening comprehension tests as the primary research instrument to measure students' listening skills before and after the treatment. The listening comprehension test was a standardized assessment designed to evaluate students' ability to understand spoken English through various listening tasks, including Multiple-choice questions, gap-filling tasks, true/false statements, and short answer questions. Students listened to audio clips and responded accordingly, demonstrating their comprehension through different response formats.

Supporting materials included high-quality audio equipment for clear sound delivery, the Musixmatch application for displaying synchronized lyrics during treatment sessions, selected English songs appropriate for high school students' proficiency level, and answer sheets. The listening test was administered twice: first as a pre-test to establish baseline listening abilities, and second as a post-test to measure improvement following the Musixmatch treatment.

3.5. Scoring System

3.5.1. Test Specifications and Scoring System

The listening comprehension test was designed to assess four key aspects of listening skills based on the theoretical framework outlined in Chapter 2. The test specifications and scoring system are detailed in Table 3.1 below.

Table 3. 1 Test Specifications and Scoring System

Listening Aspect	Test Type	Items	Item No.	%
Discriminating Sounds	Gap-filling (Multiple-Choice)	15	1-15	20%
Vocabulary & Grammar	Multiple-choice Question	15	16-18, 28-30, 40-42 52-54, 64-66	20%

Listening Aspect	Test Type	Items	Item No.	%
Inference & Prediction	Multiple-choice Question	20	24-27, 36-39, 48-51 60-63, 72-75	30%
Comprehension of Meaning	Multiple-choice Question	25	19-23, 31-35, 43-47 55-59, 67-71	30%
TOTAL		75		100%

3.6. Quality of Research Instruments

3.6.1. Validity

To ensure the validity of the listening comprehension test, several measures were implemented:

3.6.1.1. Content Validity

Content validity is defined as the measure of how well a measurement instrument comprehensively represents the domain being measured (Setiyadi, 2018). This validity type requires that all relevant aspects or domains of the measured construct are adequately covered by the instrument's indicators. To establish content validity, researchers must examine whether each component of the measurement tool accurately reflects the intended material. In the context of English language testing, content validity specifically relates to the alignment between test items and the existing curriculum, ensuring that the assessment covers the learning objectives and skills specified in the educational program (Setiyadi, 2018).

The content validity of the research was established through expert judgment. An expert in English language teaching, with a minimum of five years of experience instructing at the high school level, was asked to evaluate the instruments utilized in this study. The instruments that were validated included the lesson plan (RPP), instructional materials, and the selected English song lyrics that were used as learning media.

The expert evaluated the instruments using a structured validation form that examined several aspects, such as the alignment between the lesson plan and

learning objectives, the clarity of learning steps, the relevance of the materials to the curriculum, the appropriateness of the media, and the overall practicability of the learning instruments. Each component was evaluated using a four-point scale (*Sangat Baik, Baik, Cukup, and Kurang*), accompanied by a space for suggestions or comments.

The content validity evaluation was conducted only by the designated expert before the implementation of the instrument, and without the involvement of students. The students' involvement in the research process was limited to the try-out phase, which was conducted separately in order to assess the psychometric properties of the test items. The properties assessed included reliability, difficulty level, and discrimination power, as discussed in Sections 3.6.2, 3.6.3, and 3.6.4.

Based on the expert's evaluation, the instruments were deemed to be both appropriate and practicable for implementation in the classroom setting, with minor adjustments implemented according to the expert's suggestions.

3.6.1.2. Construct Validity

Construct validity is necessary for measurement instruments with multiple indicators of a single aspect or construct (Setiyadi, 2018). The listening comprehension test was developed to align with the key aspects of listening skills as identified in the literature review. According to the theoretical framework, listening comprehension involves several interconnected cognitive processes: discriminating sounds (phonemes and intonation), understanding vocabulary and grammar, comprehension of meaning, and inference and prediction (Flowerdew & Miller, 2006; Rost, 2011).

The test components were designed to measure these specific constructs:

1. Multiple-choice Questions: assessed students' ability to comprehend meaning and make inferences from audio content
2. Gap-filling Tasks: evaluated sound discrimination and vocabulary understanding

3. True/False Statements: measured comprehension of meaning and detailed information processing
4. Short Answer Questions: tested inference abilities and overall listening comprehension

Furthermore, the test content was adapted based on the specific educational context of the research. This included adjusting the content to match the proficiency level of 11th-grade students at SMKN 1 Bandar Lampung and aligning it with Indonesian EFL curriculum standards. The test items reflected both bottom-up processing (recognizing sounds and words) and top-down processing (using context and prior knowledge) strategies as outlined in the theoretical framework.

This design ensured that the instrument measured the many parts of listening skills in a way that was right for the target population and the research setting.

3.6.2. Reliability

Reliable means trustworthy. An instrument is said to have reliability when it is used repeatedly by the same researcher or different researchers and still yields the same results. An instrument can be considered reliable if, when tested on different respondents with varying knowledge. It still yields consistent results (Rakhmat, 1997).

In this research, the split-half method (Spearman-Brown correlation) was used to make sure the instrument being used was reliable. The split-half reliability method involves evaluating the reliability of an instrument by dividing it into two parts and subsequently connecting them using the Spearman-Brown correlation formula. If the correlation analysis result is ≥ 0.80 , it indicates that the instrument is considered reliable (Jonathan Sarwono, 2015).

3.6.3. Difficulty Level

The difficulty level indicates how challenging a test item is for students. It is calculated by dividing the number of correct responses by the total number of students. The result is interpreted as follows: items with an index below 0.30 are

considered difficult, those between 0.430 and 0.70 are a of medium difficulty, and those above 0.70 are considered easy.

Table 3. 2 Difficulty Level

No.	Number Item Test	Computation	Criteria
1.	6, 9, 10, 13, 20, 23, 32, 34, 37, 49, 60, 61, 64, 65, 67, 68, 70, 71, 74	> 0.7	Easy
2.	3, 5, 16, 21, 22, 24, 25, 26, 30, 38, 39, 46	0.30-0.7	Average

The distribution of difficulty levels, as presented in Table 3.2, indicates that the majority of the selected items are classified as "Easy" (19 items, 61.3%), while the remaining items are categorised as "Average" (12 items, 38.7%), without any "Difficult" items. The researcher acknowledges that this proportion does not align with the ideal distribution commonly recommended in educational evaluation, in which a well-balanced test instrument is expected to contain approximately 25% difficult items, 50% average items, and 25% easy items (Arikunto, 2010).

However, this distribution can be explained by three related factors. First, it is important to note that the results of this study reflect the actual proficiency level of the try-out population. The try-out was conducted with Class XI TJKT 1, the students of who had already developed foundational listening skills which was confirmed by the main sample's pre-test mean of 73.83, indicating moderate-to-good baseline ability.

Second, the absence of difficult items in the final selection can be attributed to the multi-criteria item selection process applied in this study. Each item was required to simultaneously meet acceptable thresholds for validity (Sig. < 0.05), reliability (Cronbach's Alpha ≥ 0.80), and discrimination power (index ≥ 0.20). In practice, items that were classified as difficult rarely met the discrimination power criterion, as items answered incorrectly by the majority of students tend to produce low discrimination indices regardless of their difficulty level. Consequently, such items were excluded from the final instrument, resulting in a selection that skews toward easier, yet more discriminating, items.

Third, the distribution in question is appropriate for the purpose of a pre-experimental study measuring improvement over time. The use of items accessible to the target population ensures the instrument's increased sensitivity to the kinds of minor gains that a three-week treatment is realistically expected to produce. The pre-test to post-test improvement of 8.90 points and N-gain score of 0.3129 indicate that the instrument was sufficiently sensitive to capture meaningful learning gains in this study.

Furthermore, although 31 items passed all selection criteria, the final instrument was reduced to 30 items to ensure proportional distribution across all four listening aspects. The excluded item was the one with the lowest discrimination index among qualifying items within its category, and its removal did not affect the overall reliability of the instrument (Cronbach's Alpha ≥ 0.80)

3.6.4. Discrimination Power

Discrimination power assesses an item's ability to differentiate between high-achieving and low-achieving students. This is an important feature because a good test item should be answered correctly by students who understand the material and incorrectly by those who do not. The discrimination index is usually interpreted as follows: 0.4 and above is considered good, 0.3-0.39 is acceptable, 0.2-0.29 is marginal, and below 0.2 is poor. Items with good discrimination power help ensure that the test can clearly distinguish between different levels of student performance.

3.7. Try Out Result of the Instrument

Based on the results of the try-out test administered to class XI TJKT 1, the researcher analyzed the quality of the instrument used for the pre-test and post-test. The try-out was conducted to determine whether the test items were appropriate and suitable to be used in the actual research.

The try-out test consisted of 75 multiple-choice questions. However, not all items met the required criteria. Therefore, only 30 items were selected for use in the pre-test and post-test. The selection of these items was based on several criteria, namely validity, reliability, level of difficulty, and discrimination power.

The selected items were those that fulfilled the standards of a good test instrument. Items with acceptable validity and reliability, moderate level of difficulty, and adequate discrimination power were chosen to ensure that the instrument could accurately measure students' listening skills.

The detailed analysis of each item, including the calculation results and the specific item numbers selected for the instrument, is presented in Appendix D.

1. Validity Test

From the validity test results, 30 selected items were valid, as their Sig. (2-tailed) values were less than 0.05, and their Correlation Coefficients ranged from moderate to high.

2. Reliability Test

The reliability test showed a Cronbach's Alpha of 0.889 for the 30 selected items, categorizing it as having very high reliability. This finding indicates that the test items demonstrated consistent and reliable performance in both the pre-test and post-test phases.

Table 3. 3 Reliability Test Result

Cronbach's Alpha	N of Items
.899	32

3.7.1 Test Specification of the Final Instrument

Based on the item selection process outlined above, 30 items were retained for the final instrument. The following table presents the test blueprint of the final instrument.

Table 3. 4 Test Specification of the Final Instrument

No.	Learning Objective	Listening Aspect	Test Type	Item No.	Total
1.	Students are able to discriminate sounds and intonation patterns in spoken English	Discriminating Sounds	Gap-filling (MC)	1, 2, 3, 4, 5	5
2.	Students are able to identify vocabulary and grammatical structures in spoken texts	Vocabulary & Grammar	Multiple-choice	6, 14, 22, 25, 26	5
3.	Students are able to make inferences and predictions based on context in English song lyrics	Inference & Prediction	Multiple-choice	11, 12, 13, 17, 18, 19, 21, 23, 24, 30	10
4.	Students are able to comprehend the overall meaning of spoken English in song lyrics	Comprehension of Meaning	Multiple-choice	7, 8, 9, 10, 15, 16, 20, 27, 28, 29	10
	Total				30

3.8. Data Analysis

3.8.1. Normality Test

Before conducting the hypothesis testing, researchers performed a normality test to determine whether the pre-test and post-test data were normally distributed. This test is essential for determining the appropriate statistical method for hypothesis testing, as parametric tests such as the paired sample t-test require normally distributed data (Field, 2013).

The normality test was conducted using the SPSS application with Kolmogorov-Smirnov and Shapiro-Wilk tests. The test criteria from Asymp. Sig. (2-tailed) are as follows:

1. If the significance (2-tailed) < 0.05 , it means that the data tested is not normally distributed
2. If the significance (2-tailed) > 0.05 , it means that the data tested is normally distributed

Table 3. 5 Normality Test Statistics Using SPSS

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.203	29	.004	.876	29	.003
Posttest	.244	29	<.001	.721	29	<.001

The table above presents the results of the normality test that was conducted. The Kolmogorov-Smirnov test showed a significance value of .004 for the pre-test data and a significance value of less than .001 for the post-test data. Similarly, the Shapiro-Wilk test showed significance values of .003 for the pre-test and less than .001 for the post-test. Given that all significance values are below 0.05, it can be concluded that the pre-test and post-test data do not meet the assumption of a normal distribution.

Figure 3. 1 Histogram of Pre-test

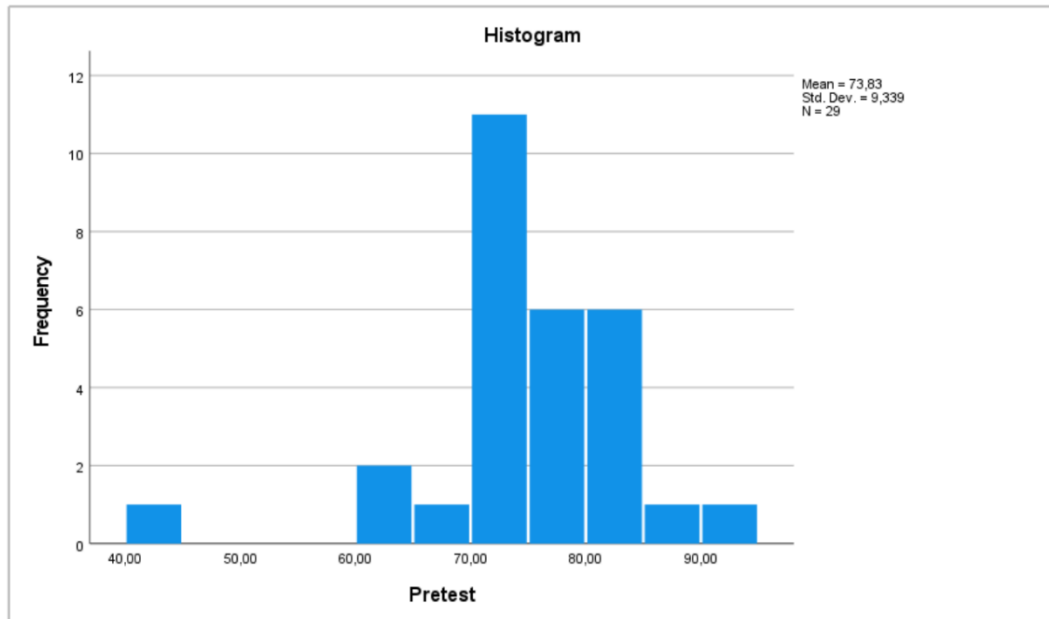
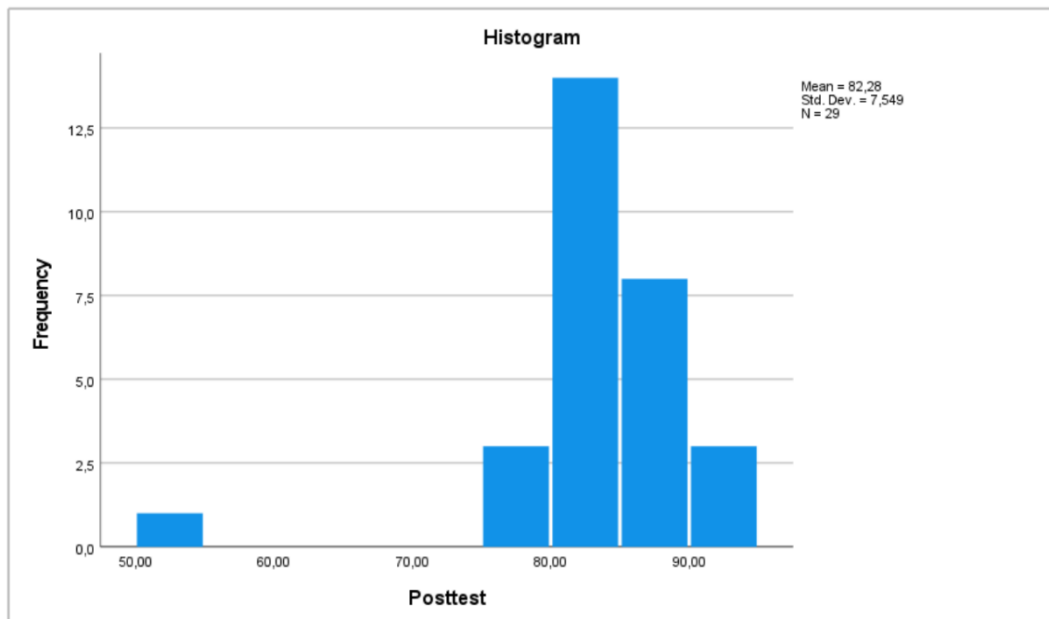


Figure 3. 2 Histogram of Post-test



The histogram of pre-test scores (Figure 3.1) shows that the data is not symmetrically distributed. The majority of students scored in the 70–80 range, with one student scoring considerably lower at around 40. This outlier at the lower end contributes to a slightly skewed distribution, suggesting that the data does not follow a normal pattern.

Similarly, the histogram of post-test scores (Figure 3.2) also indicates a non-normal distribution. Most students scored between 75 and 93, but one student scored as low as 50, which is notably lower than the rest of the group. This gap in the lower end of the distribution, combined with the concentration of scores in the higher range, reflects a ceiling effect — a common occurrence when most students perform well after treatment.

There are several reasons why this non-normal distribution occurred. First, the sample size of 29 students is relatively small, which makes it less likely to produce a perfectly normal distribution. Second, the pre-test scores were concentrated in the 70–80 range, resulting in a slightly skewed distribution. Third, the post-test data showed a ceiling effect, as a considerable number of students scored within the 81–100 range following the treatment.

Due to the violation of the normality assumption, the researcher employed a non-parametric statistical test as an alternative to the paired sample t-test. The Wilcoxon Signed-Rank Test was selected as it is the non-parametric test designed specifically for comparing two related samples without requiring the data to follow a normal distribution (Field, 2013). This evaluation method analyzes the statistical significance and direction of differences between paired observations by assigning them a rank, providing a robust way to detect significant changes in students' listening skills.

3.8.2. Descriptive Statistics

In analyzing the collected data, the researcher used some formulae by Arikunto. First of all, the researcher used the following formula in scoring the students' tests.

$$S = \frac{R}{N} \times 100$$

Where:

S: Score of the test

R: Right answer

N: Total of the items

After scoring the pre-test and post-test, the researcher calculated the average score of both the pre-test and post-test by using the formula below.

$$M = \frac{\sum X}{N}$$

Where:

M: Mean (average score)

X: The total of students' scores

N: Total number of students

To determine whether there is an improvement in students' listening skills after being taught by using English song lyrics through Musixmatch, the researcher uses the following formula.

$$I = M2 - M1$$

Where:

I: The improvement of students' achievement

M1: The average score of the pre-test

M2: The average score of the post-test

3.8.3. Gain Score Calculation

To measure the effectiveness of the treatment, the researcher calculated the gain score and normalized gain (N-Gain) following Hake's (1999) methodology. The N-Gain is a metric that calculates the actual improvement relative to the maximum attainable improvement, providing a standardized measurement of learning effectiveness.

The N-Gain is calculated using the following formula:

$$\text{N-Gain} = \frac{(\text{Post-test Score} - \text{Pre-test Score})}{(\text{Maximum Score} - \text{Pre-test Score})}$$

The N-gain score interpretation follows Hake's (1999) classification. If the N-gain value is greater than or equal to 0.70, it indicates high gain. If the value falls between 0.30 and 0.70, it indicates medium gain. If the N-gain value is less than 0.30, it indicates low gain. This classification helps researchers determine the level of effectiveness of the treatment in improving students' listening skills.

3.9. Hypothesis Testing

In the context of quantitative research, hypothesis testing is employed to determine whether the data support a specific assumption. A hypothesis is defined as an assertive statement that presents a prediction regarding the association between variables (Creswell, 2012). Hypothesis testing is a methodological framework that enables researchers to statistically evaluate the outcome of treatment. This evaluation is achieved by comparing data collected before and after the implementation of the treatment.

The objective of this study is to determine whether there was a significant improvement in students' listening skills after being taught using English song lyrics through Musixmatch application as an evaluation instrument.

To test this hypothesis, the researcher first conducted a normality test to determine the appropriate statistical method. According to Field (2013), the choice between parametric and non-parametric tests depends on whether the data meets the assumption of normal distribution.

If the data was normally distributed ($\text{Sig.} > 0.05$), a paired sample t-test would be employed, as it is commonly used to compare two related samples, such as scores from pre-tests and post-tests administered to the same group of participants (Ary et al., 2010). The t-test is an appropriate statistical method for data that meets the parametric assumptions, including normality, interval data, and independence of observations.

If the data was found to be non-normal ($p\text{-value} < 0.05$), the Wilcoxon signed-rank test would be used as a non-parametric alternative to the paired sample t-test. The Wilcoxon test does not require the assumption of normal distribution and is specifically designed for comparing two related samples when parametric assumptions are violated (Field, 2013). This test evaluates the differences between paired observations and determines whether the median difference is significantly different from zero.

The hypotheses for this study were formulated as follows:

$H_0 = \text{Sig.} > 0.05$	$H_1 = \text{Sig.} < 0.05$
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- Null hypothesis (H_0): There was no significant improvement in students' listening skills after being taught using English song lyrics through Musixmatch.
- Alternative hypothesis (H_1): There was a significant improvement in students' listening skills after being taught using English song lyrics through Musixmatch.

The rejection or acceptance of the null hypothesis was determined by the level of significance (α) established at 0.05. If the p-value (Sig.) obtained from the t-test is greater than 0.05 ($\text{Sig.} > 0.05$), the null hypothesis is accepted, indicating no

significant difference. Conversely, if the value is less than 0.05 (Sig. < 0.05), it can be concluded that the null hypothesis was rejected and the alternative hypothesis was accepted (Gay, Mills, and Airasian, 2012).

V. CONCLUSIONS AND SUGGESTIONS

This was the final chapter that evaluated and lasted overall of this research, including conclusion and suggestions towards the findings and discussions previously discussed.

5.1. Conclusions

Based on the research entitled "The Use of English Song Lyrics through Musixmatch to Improve Listening Skills in SMK N 1 Bandar Lampung" and its findings and discussions scientifically explained, this research concluded that the implementation of English song lyrics through Musixmatch showed a significant improvement in students' listening skills, as tested statistically through the Wilcoxon Signed-Rank Test ($Z = -4.644$, $p < .001$). The mean score increased from 73.83 in the pre-test to 82.28 in the post-test, with 96.55% of students demonstrating positive progress. The level of improvement gained was medium, with an N-gain score of 0.3129, which is considered a meaningful and acceptable outcome for a three-week intervention. These findings were supported by Krashen's Input Hypothesis (1985), Paivio's Dual Coding Theory (1971), and Krashen's Affective Filter Hypothesis (1982), which collectively explain how authentic audio-visual input through synchronized lyrics facilitates comprehension, retention, and motivation in language learning. Therefore, it could be concluded that the use of English song lyrics through Musixmatch resulted in a significant improvement with a medium level of effectiveness.

5.2. Suggestions

Regarding the conclusion previously stated, there were some suggestions related to the findings and discussions of this research.

5.2.1. *Suggestions for English Teachers*

Based on the findings of this research, the use of English song lyrics through Musixmatch is recommended as a supplementary medium in listening classes. Teachers are suggested to select songs that match students' proficiency levels and learning objectives, and to follow the pre-listening, while-listening, and post-listening phases to ensure structured learning. Using a projector or television is also encouraged so students can engage with the synchronized lyrics together as a class.

5.2.2. *Suggestions for Future Research*

Future researchers are encouraged to expand this study by using a quasi-experimental design with a control group, a larger sample size, and a longer treatment period to produce more generalizable findings. Future studies may also explore the use of Musixmatch-based instruction for other language skills such as speaking and vocabulary acquisition, given that song-based learning has been shown to support oral production and lexical retention (Murphey, 1992; Džanić, 2016).

Additionally, future researchers may consider comparing the effects of listening with and without synchronized lyrics, as each condition engages different cognitive processes (Field, 2008; Flowerdew & Miller, 2006). Examining long-term retention of listening gains beyond the immediate post-test.

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