

**THE USE OF ENGLISH SONGS IN IMPROVING STUDENTS'
LISTENING COMPREHENSION OF DESCRIPTIVE TEXT AT
TENTH GRADE STUDENTS IN SWADHIPA SENIOR HIGH SCHOOL**

(Undergraduate Thesis)

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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UNIVERSITY OF LAMPUNG
2025**

ABSTRACT

THE USE OF ENGLISH SONGS IN IMPROVING STUDENTS' LISTENING COMPREHENSION OF DESCRIPTIVE TEXT AT TENTH GRADE STUDENTS IN SWADHIPA SENIOR HIGH SCHOOL

By:

Masyudha Fernanda

The objectives of this study are to find out whether there is an improvement in students' listening comprehension of descriptive text after being taught using English songs. This research was conducted at Swadhipa Senior High School with thirty-three students of the X.3 class. The research employed a quantitative approach using a one-group pretest-posttest design. Students were given a pretest, treated with listening lessons using selected English songs for 3 meetings, and then assessed through a posttest. The results showed a significant improvement in students' listening comprehension, evidenced by the increased posttest scores after being taught using English songs. This study concludes that English songs are an effective tool for developing students' listening skills, particularly in understanding descriptive texts. The findings support the integration of music into language learning curricula to foster more interactive and effective teaching strategies.

Keywords: *English songs, listening comprehension, descriptive text.*

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**By
Masyudha Fernanda**

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**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

**In
The Language of Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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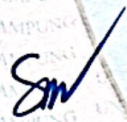
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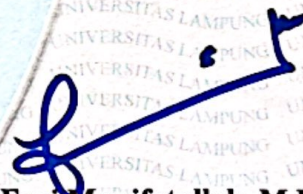


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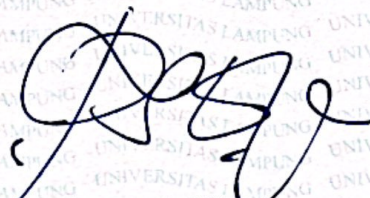
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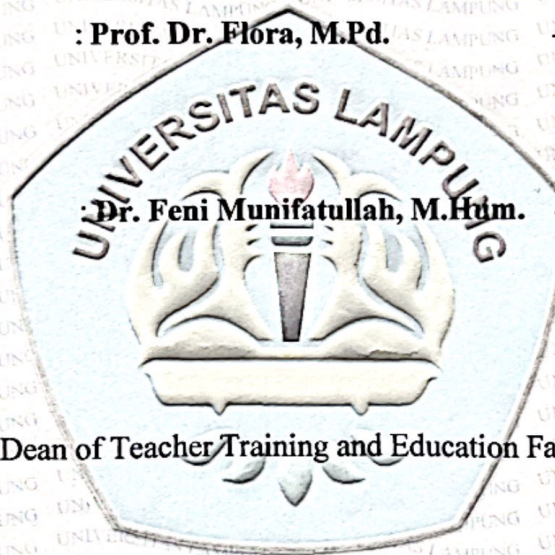
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti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

Bandar Lampung, 10 November 2025

Yang membuat pernyataan,



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CURRICULUM VITAE

Masyudha Fernanda was born on 1st May 2002 in Rejosari, Natar, South Lampung. He is the youngest of four children in the family of Sumpeno and Maryati. He has 2 brothers named Andes Andala & Dias Tatan, and one sister named Lintang Rahayu.

He started his education at SDN 2 Rejosari and graduated in 2014. Then, he continued his junior high school at SMPN 1 Natar and graduated in 2017. She registered and continued his senior high school at SMA Swadhipa Natar and graduated in 2020. Not accepted by both SNMPTN and SBMPTN, he chose to help his father at work. One year later, He was accepted as an English Department student in the Faculty of Teacher and Training Education, University of Lampung through the selection of SBMPTN. While in college, the researcher joined a University Organisation named English Society Unila (ESo). This organisation was the place where the writer grew, along with a great students across the faculty. The writer took part in teaching practices in the Teaching Practice Program (PLP) at MTs Kesuma Sumber Sari and Kampus Mengajar at SMP Daarul Ma'arif. He has learnt and gained so much experience during his college life.

DEDICATION

This undergraduated thesis is proudly dedicated to:

The Almighty, Allah SWT

The writer's beloved father, Sumpeno

The writer's mother, Maryati

The writer's siblings, Andes, Lintang, & Dias

The writer's friends who always support the writer

The writer's beloved almamater, University of Lampung

MOTTO

“You are not the opinion of someone who doesn’t know you.”

~ Taylor Swift ~

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The writer would like to say the greatest praise and gratitude to Allah SWT., because of his grace and guidance, the researcher could finish this undergraduate thesis. Shalawat and salam will always be given to our Prophet Muhammad SAW., all his family, friends, and fellow Muslims.

This undergraduate thesis, entitled "*The Use of English Songs in Improving Students' Listening Comprehension of Descriptive Text at Tenth Grade Students in Swadhipa Senior High School,*" is the requirement for a bachelor's degree. The writer would not be able to finish this without support and encouragement from so many good people around the writer.

Therefore, the writer would like to express his gratitude to:

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The writer hopes that this research will be helpful for the educational field and can be a reference for future researchers who want to conduct research in a similar field. The writer realizes that this script is still far from perfect; there's a mistake or error made. Therefore, the writer is open to valuable criticism, comments, and suggestions.

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I. INTRODUCTION

In this chapter, researcher will discuss things related to background, research questions, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms.

1.1 Background

There are four basic skills that are very important to be mastered. Those skills are listening, speaking, reading, and writing. To learn a new language as a foreign language, listening skill is one of the important skill. Listening is one of the language skills that play an essential part in the in-person communication process. By mastering listening skills, people can communicate with other people simultaneously and acquire information from what the speakers are saying. Additionally, listening skills can help in improving other skills such as speaking skills significantly (Darti & Asmawati: 2017).

Listening comprehension is undeniably a crucial component of language acquisition. As Brown (2021) stated that listening is the major component in language learning and teaching, because in the classroom learners do more listening than speaking. In addition, Gilakhjani and Sobouri (2016) stated that having good listening comprehension is one of the most crucial aspects of learning a language. Listening comprehension involves various processes including interpreting and comprehending spoken language.

However, many students still faced obstacles in comprehending listening materials. One big problem is the fact that “the pronunciation of the words may differ greatly from the way they appear in print” (Bloomfield et al, 2010, p.3). Another problem in listening comprehension is vocabulary. Many students have not

mastered vocabularies and background knowledge to support their listening skills. According to Ali (2020), the problem is that listening is not covered adequately in the curriculum, and more time and attention should be given to teaching listening skills. Additionally, not all schools have supporting facilities like a language lab, loudspeaker, or headphones. The students tend to feel bored when listening to classes that always propose the same kind of audio material.

Therefore, educators should continually seek innovative media to enhance students' listening skills. A teacher wisely recommends having a variety of methods for teaching listening comprehension to make students comfortable and enjoy while in the listening class. One such method that has gained attention is the integration of English songs into language learning. Songs have the potential to engage learners, expose them to authentic language use, and promote enjoyable learning experiences. As a universal language, songs possess unique qualities that make them an ideal tool for language educators.

Previous studies have shown that songs can improve students' listening comprehension by exposing them to various accents, vocabulary, and pronunciation patterns. In the past 5 years (2019-2024), researchers have found quite a few articles that discuss this topic. Eventually, from those articles that the researcher found, no one has explored the benefits of incorporating English songs into listening comprehension in descriptive text. One of the Previous studies from Siahaan et.al. that focuses on the 8th grade of Junior High School. Another previous study is the research from Afriyunanda and Oktaviani (2021) that focuses on University English students, and Ali (2020), which focused on young learners with ages ranging between 7 and 10. Based on those articles, researchers tend to focus on several key points, such as similarities and results.

A previous study from Afriyunanda and Oktaviani (2021) stated that the objective of the research was to determine the use of English songs to improve students' listening skills. This study emphasizes the importance of listening skills in language acquisition and education, concluding that English songs are effective

in improving students' listening skills. This was proven by a positive relationship between the use of English songs and listening skills. On the other hand, a study from Ali (2020) also dives into the role of listening comprehension in language acquisition. Ali's findings also indicate that integrating English songs into language learning can have a positive effect on students' listening comprehension. The other previous study was from Siahaan et.al. (2022), which explores the use of English songs as an effective medium for improving students' listening skills, demonstrating that songs can engage students and create a more enjoyable learning environment. The result of this study showed that the effect of the English Kids' Song is more significant than the lecture method on the ability of listening comprehension of grade VIII students at SMP Negeri 1 Dolok Perdamean on Descriptive Text.

This quantitative research has successfully fulfilled the existing research gap found in previous studies. Earlier research by Afriyunanda and Oktaviani (2021), Ali (2020), and Siahaan et al. (2022) mainly examined the use of English songs to improve listening comprehension in general, without connecting it to any specific text type. In contrast, this study specifically focused on descriptive text, particularly those describing a person, which had not been explored before. Moreover, while previous research involved participants from elementary, junior high, and university levels, this study focused on senior high school students as the research subject. Therefore, this study not only extends the scope of participants but also contributes a new perspective by integrating English songs into the teaching of listening comprehension in senior high school within the context of descriptive text.

The researcher notices that the objectives of the research from previous studies are to investigate and determine the use of songs in improving students' listening skills. This research has examined that songs are a good medium to use in teaching listening. Unfortunately, there is limited research conducted to analyze the use of songs in improving students' listening skills in descriptive text. Therefore, the researcher aims to dig into more specific matters with a focus using descriptive text. Therefore, the researcher intends to do the research on the topic of "The Use

of English Songs in Improving Student Listening Comprehension of Descriptive Text”.

1.2 Research Question

According to the justification given above, the researcher identified the research question as:

Is there any improvement in senior high school students' listening comprehension of descriptive text after being taught using English songs?

1.3 The Objective of The Research

Referring to the issues and research questions mentioned above, the purpose of the research is:

To find out whether the use of English songs can improve senior high school students' listening comprehension of descriptive text.

1.4 The Uses of The Research

The theoretical underpinning of this research lies in its intention to contribute to the existing body of knowledge on the subject. Theoretically, it seeks to inform and guide educational development by exploring the impact of incorporating English songs into language education.

Practically, this research addresses the immediate needs of teachers, providing actionable insights that can be directly applied in the classroom setting. By using quantitative research methods, this study aims to bridge the gap between theory and practice. The practical implications of the findings will be invaluable for educators and curriculum designers, offering tangible strategies for optimizing the integration of songs in language learning. This dual focus on theoretical contributions for educational development and to seek deeper about the use of

English song in improving students listening comprehension especially in descriptive text.

1.5 The Scope of the Research

The scope of this research encompasses the 10th grade of Senior High School in Swadhipa Senior High School Natar. It will explore the use of songs in improving students' listening skills in Descriptive Text. The songs that will be used in this study are Style by Taylor Swift, You Belong With Me by Taylor Swift, Back to December by Taylor Swift, Prom Queen by Beach Bunny, and Just The Way You Are by Bruno Mars. The researcher chose those songs because they include a description of a person and contain language feature of descriptive text in the lyrics. The researcher is only focusing on descriptive text about a person as the material. Before and after the treatment, the researcher will measure students' listening comprehension in Descriptive Text by using several aspects of listening according to Tyagi (2013), which are: Recognizing Literal Meaning, Understanding Vocabulary, Determining Purpose, Identifying Main Ideas, Finding Evidence, and Making Inferences.

1.6 Definition of Terms

To build a solid understanding of the important ideas in this study, it's crucial to explain specific terms that are fundamental to our research on whether using songs in language education is effective. These definitions help make things clear about how we use songs practically, the statistical details of correlation, the aspects of listening skills, and the wide range of musical compositions used as teaching tools.

1. Listening: listening is the ability to catch what is spoken by others, where we can receive information in order to comprehend and retain the essential content, which is not only important for academic matters but personal and professional development.

2. Songs: In this research, "songs" refer to musical compositions with lyrics in the target language. This research uses English pop songs with descriptive lyrics to enhance language learning.
3. Descriptive text: Descriptive text is a type of written text that seeks to provide a detailed description of a person, location, object, or event. Description text is distinguished by sensory language, vivid imagery, and specific details that convey an impression of the subject being described. Descriptive texts frequently use literary devices like metaphors, similes, and personification to enhance the reader's experience and make it more immersive and engaging. This research focuses on descriptive text about a person.

II. LITERATURE REVIEW

This chapter will focus on the definition of listening, stages of listening, strategies of listening, aspects of listening, teaching listening, English songs, the use of English songs in teaching listening, procedure of teaching listening using English songs, advantages and disadvantages of teaching listening using English songs, theoretical assumption, and hypothesis.

2.1 Definition of Listening

Listening is universally acknowledged as one of four fundamental language skills alongside speaking, reading, and writing. It serves as the gateway to language acquisition and is a core component of effective communication. Proficient listening skills are essential not only in language learning but also in various professional and social contexts (Rost, 2002). The ability to understand spoken language is particularly vital in today's globalized world, where individuals from diverse linguistic backgrounds interact regularly.

According to Nurweni (2003), Listening is the ability to catch what is spoken by others and could understand the meaning conveyed through their utterances. Someone who has mastered listening skills will likely understand the information that has been said. Izzah in Schmitt (2010) said that listening is an ability that involves understanding spoken language, characterized by the process of recognizing the voice spoken by the speaker, perceiving the intonation pattern that is carried out, and the interpretation produced by the listener based on what is said by the speaker. To conclude, listening is the ability to catch what is spoken by others where we can receive information to comprehend and retain the essential

content, which is not only important for academic matters but personal and professional development.

According to Shipley (2010), the concept of listening is acknowledged as an essential component of effective communication by many disciplines. Listening is a skill that should be mastered by English learners. Listening skills were ranked as the most important communication skill for career competence. It involves actively receiving and processing auditory input to comprehend spoken language (Lynch, 1988). This process encompasses the recognition of phonetic patterns, the comprehension of vocabulary, the parsing of grammatical structures, and the extraction of meaning from spoken discourse (Brown, 2001). Moreover, effective listening is marked by cognitive engagement, including the ability to infer, evaluate, and critically analyze information conveyed through speech. The affective dimension of listening is also significant, as it involves empathetic understanding and the interpretation of nonverbal cues. Moreover, effective listening requires focused attention, engagement, and interaction with the spoken language (Morley, 2001).

Listening is a fundamental skill in the educational process. It is the active and attentive reception of information, ideas, and instructions provided by teachers, lecturers, or peers. Effective listening enables students to comprehend and retain the essential content being conveyed, which is related to academic matters. When students can actively listen, they can ask questions, engage in meaningful discussions, and demonstrate a deeper understanding of the subject matter. Furthermore, the ability to listen effectively is not only important for academic-related but also for personal and professional development. Listening also enables students to build stronger relationships with their peers and teachers, improve communication skills, and develop critical thinking skills.

2.2 Stages of Listening

Listening comprehension is a complex cognitive process that encompasses various aspects, each contributing to the overall understanding of spoken language. In the

listening process, there are five important stages (Tyagi, 2013), such as:

1. Hearing

In this stage, the listener responds to the sound because of the stimulation of the sensory nerves in the ear, or just enjoys the sound.

2. Understanding

In this stage, the listener has to analyze symbols, like the meaning of what the speaker said

3. Remembering

In this important stage, the listener not only understands but must remember the words in mind.

4. Evaluating

In this stage, the active listeners participate in sorting the facts from opinions and so on.

5. Responding

In this stage, the listener gives feedback, which means the sender is successful in conveying the message.

Each stage of the above plays a crucial role in effective communication. Hearing allows for the reception of sound, while understanding involves decoding meanings. Remembering is vital for retaining information, and evaluating helps listeners differentiate between facts and opinions. Finally, responding provides feedback that confirms successful communication. Mastering these stages enhances listening skills, facilitating better interactions in both personal and professional contexts.

2.3 Strategies of Listening

Listening comprehension is a complex cognitive process that encompasses various aspects, each contributing to the overall understanding of spoken language. To effectively enhance students' listening skills, it is crucial to investigate into these aspects:

1. Top-down strategies

According to Nisa, Izzah, & Hadi (2022), it involves the listener shifting from parts of the overall information or message that is heard. Listeners will use content, background knowledge, and prior experiences to interpret spoken discourse. Top-down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

2. Bottom-up strategies

Listeners use this process to collect messages or information from what is heard, listening from the beginning to listening to the whole message conveyed (Nisa, Izzah, & Hadi, 2022). Learners need to use their perceptions to involve greater hearing, namely hearing-phonetics, phonemics, syllables, lexical, syntactic, semantic, propositional, pragmatic, and interpretive (Field, 2003: 326). Based on Vandergrift (2007), bottom-up strategies include:

- Listening for specific details
- Recognizing words
- Parsing syntax
- Recognizing word-order patterns

The use of English songs, with their rich and diverse linguistic content, can be a valuable tool in addressing these aspects of listening and enhancing overall listening comprehension. Understanding these aspects of listening helps guide the process of improving students' listening comprehension more systematically.

2.4 Aspects of Listening

Listening is a fundamental skill that plays a crucial role in communication and comprehension. It is the psychological process of receiving, attending to constructing meaning from, and responding to spoken and/or non-verbal messages

(Tyagi, 2013). In educational contexts, understanding the various aspects of listening can significantly enhance both teaching and learning processes. According to Tyagi (2013), there are 6 aspects of listening that contribute to effective comprehension and engagement with spoken language:

1. Recognizing Literal Meaning

Recognizing literal meaning involves understanding the explicit content of spoken language. This aspect requires listeners to accurately interpret the words and phrases used by the speaker without inferring additional meanings. This includes questions about facts, details, or information explicitly stated in the audio.

2. Understanding Vocabulary

Understanding vocabulary is essential for effective listening comprehension. It encompasses the ability to recognize and interpret words within their context. A listener must not only know the meanings of individual words but also how they relate to one another in sentences. It includes questions about the meanings of words as they are used in the context of the audio.

3. Determining Purpose

This aspect of listening helps listeners discern whether the speaker aims to inform, persuade, entertain, or express an opinion. It can contain questions asking students to determine the purpose of the audio.

4. Identifying Main Ideas

Identifying main ideas is crucial for grasping the overall message of a spoken text. This aspect involves distinguishing between primary points and supporting details, allowing listeners to focus on what is most important. Students are asked to identify the central idea or gist of an audio.

5. Finding Evidence

Finding evidence refers to the ability to locate supporting information or examples that reinforce the main ideas presented by the speaker. This aspect enhances comprehension by enabling listeners to validate claims made during discourse. In this kind of question, students are asked to identify statements or details in an audio that provide evidence to support claims or conclusions.

6. Making Inferences

Making inferences involves drawing logical conclusions based on implied meanings or contextual clues rather than direct statements. This skill is essential for deeper comprehension as it allows listeners to engage with subtleties in communication. In this aspect of test, students are asked to make inferences as they listen to audio, interpreting what is said by going beyond the literal meaning.

These aspects of listening—recognizing literal meaning, understanding vocabulary, determining purpose, identifying main ideas, finding evidence, and making inferences—are integral to effective communication and comprehension. By developing these skills, individuals can enhance their listening abilities, leading to improved interactions and learning outcomes in various contexts.

2.5 Teaching Listening

Listening is the first skill that should be acquired in learning a new language. Research has shown strong evidence that listening comprehension and language acquisition are closely related to each other. Listening is the most frequently used language skill of the four language skills (Scarcella & Oxford, 1992).

Rivers (1981) suggested four stages for teaching listening skills in the elementary, intermediate, and advanced levels of language learning:

1. Identification: perception of sounds and phrases, identifying these directly and holistically with their meaning.

2. Identification and selection without retention: listening for the pleasure of comprehension, extracting sequential meaning without being expected to demonstrate comprehension through active use of language.
3. Identification and guided selection with short-term retention: students are given the same prior indication of what they are to listen for.
4. Identification, selection, and long-term retention: students demonstrate their comprehension, or use the material they have comprehended, after the listening experience has been completed.

By applying the stages for teaching listening as outlined by Rivers (1981), students will enhance their comprehension of spoken language, progressively develop their listening skills, and gain confidence in their abilities. Prioritizing listening in language education not only enhances comprehension but also supports the development of other language skills. By recognizing listening as the first skill to be mastered, educators can significantly improve learners' overall proficiency and confidence in using a new language.

2.6 English Songs

English songs have gained prominence as an innovative and enjoyable means of enhancing listening skills in language education. They offer a unique blend of linguistic and cultural exposure. Lyrics often contain colloquial expressions, idiomatic phrases, and cultural references that enrich learners' understanding of authentic language use (Zhang, 2011). Moreover, the rhythmic and melodic elements of songs capture students' attention, facilitating vocabulary retention and improving pronunciation (Hafiz & Tudor, 1989). English songs can be thoughtfully selected to align with specific language learning objectives, making them a versatile resource for enhancing listening comprehension, vocabulary acquisition, and cultural awareness (Schmitt, 2010).

English songs are useful in language learning because they contain vocabulary and expressions that students can easily remember thanks to repetition and melody. Murphey (1992) explains that songs can make students more

motivated and less anxious; therefore, the learning session becomes more enjoyable. Gilakjani and Sabouri (2016) state that listening to songs helps students improve their comprehension since they hear different accents, speech speeds, and cultural backgrounds. This shows that songs are not only enjoyable but also an effective teaching tool to support students' listening comprehension

The integration of English songs into language instruction goes beyond traditional approaches, as it fosters a positive and enjoyable learning atmosphere. Through this integration, students can develop their listening skills while immersing themselves in the cultural nuances of the English-speaking world. By exploring the impact of English songs on students' listening skills, this thesis aims to contribute to the evolving landscape of innovative language teaching methodologies. In summary, listening is a multifaceted skill crucial for language acquisition, and the use of media, including English songs, has emerged as an effective pedagogical tool to enhance listening skills. This literature review provides the foundation for investigating the impact of English songs on improving students' listening abilities in the context of language learning.

2.7 The Use of English Songs in Teaching Listening

Chotimah and Astiyandha (2021) stated that one way to create a free anxiety environment class is through interesting activities. Songs have long been recognized as a valuable tool for language learning due to their engaging and memorable nature. This study aims to explore the incorporation of songs into language learning, with a focus on enhancing students' listening comprehension. The selection of songs must be done the right way according to the levels of difficulty. Additionally, language design will involve activities and exercises that accompany the songs, such as writing descriptive text based on song lyrics, listening comprehension questions, and discussions, which will help reinforce listening skills and encourage active participation.

The use of songs as a media tool in teaching listening skills offers several advantages. It provides learners with authentic language exposure, enhances engagement and motivation, promotes cultural and contextual learning, diversifies listening materials, and integrates multimodal learning. These attributes make songs a valuable resource for educators seeking to improve students' listening skills, aligning well with the goals of your proposed thesis on the use of English songs to enhance listening proficiency.

Listening is a crucial component of language abilities; nevertheless, in English classrooms, lecturers tend to place a far greater focus on other aspects of language acquisition, such as reading, writing, and speaking (Kadarsih & Fitria, 2022). Here are a few theories about the use of songs in teaching listening:

1. Songs can improve young learners' listening, pronunciation, and speaking skills as well as their grammar (Murphey, 1992)
2. Activities through songs offer a great deal of advantages in promoting English, stimulating students' interest, and enhancing their involvement. (Lynch, 1998)

The incorporation of songs into language learning serves as an effective strategy to enhance students' listening comprehension while fostering an engaging and anxiety-free classroom environment. Research by Chotimah and Astiyandha (2021) emphasizes the importance of interesting activities in reducing anxiety, while Siahaan et al. (2022) demonstrate that English children's songs significantly improve listening skills compared to traditional teaching methods. Additionally, theories suggest that songs enhance not only listening but also pronunciation and students' grammar (Murphey, 1992). By selecting appropriate songs and designing related activities, such as writing descriptive texts and conducting listening exercises, educators can stimulate student interest and participation, ultimately enriching the language learning experience.

2.8 Procedure of Teaching Listening using English Songs

The procedure for teaching listening Activities using English Songs in this study involves several key stages as follows::

1. Pre-listening

In this stage, the researcher prepares students for the listening activity and activates their prior knowledge related to the topic. The activities include:

- Greeting the students and introducing the topic of the lesson.
- Asking several leading questions related to the theme of the song, such as *“What kind of words do you usually hear in songs that describe someone?”* or *“Can a song tell us about a person’s appearance or personality?”*
- Explaining the purpose, structure, and language features of descriptive text, focusing on how people are described using adjectives and descriptive expressions.
- Providing a short example of a descriptive text as a model to help students understand what to listen for.
- Explaining the learning objectives and informing students of the activities they will complete during the session.

2. While-Listening

During this stage, the researcher implemented the four stages for teaching listening skills proposed by Rivers (1981), which are identification; identification and selection without retention; identification and guided selection with short-term retention; and identification, selection, and long-term retention. These stages help students move step by step from recognizing sounds and words to understanding and applying what they hear.

- The researcher plays the selected English song that includes descriptive lyrics. Students listen attentively to recognize and identify

words or phrases that describe a person's physical appearance or personality.

- The researcher then plays the song for the second time, allowing students to listen for general comprehension and enjoyment without having to recall specific details.
- Before replaying the song, the researcher gives students a clear purpose for listening, such as identifying adjectives or descriptive expressions used in the lyrics. Students listen carefully and write down key words or phrases related to the person described in the song.
- The researcher facilitates a short discussion or asks guiding questions to help students recall and clarify what they have heard.
- Students demonstrate their comprehension by using the descriptive vocabulary and expressions from the song to describe a person orally or in writing. This allows students to retain the material and apply what they have learned in a productive way, reinforcing their understanding of descriptive text.

3. Post-listening

In the post-listening stage, the researcher evaluates students' comprehension and helps them apply what they have learned. The activities include:

- Giving students a short quiz or comprehension task based on the content of the song to assess their understanding.
- Asking follow-up questions such as *"Who is being described in the song?"* and *"How is that person described?"* to check their ability to identify descriptive details.
- Showing a picture of a person and asking students to describe her/his appearance using vocabulary or expressions they learned from the song.
- Concluding the session by summarizing the lesson and emphasizing how songs can support listening comprehension in descriptive text.

This procedure ensures that each stage of the listening activity contributes to students' overall comprehension of descriptive content, thereby enhancing their ability to process and understand spoken English texts that describe people. In conclusion, this study presents a comprehensive teaching procedure using English songs to improve students' listening skills, offering valuable insights into the effectiveness of songs as pedagogical tools in language education.

2.9 Advantages and Disadvantages of Teaching Listening using English Song

This section will explore the advantages and disadvantages of teaching listening using English songs as a pedagogical tool for improving listening skills.

The advantages of teaching listening using English songs include:

1. Fostering a positive and enjoyable learning environment.
2. Enhancing memory retention through repetitive melodies.
3. Free and easy to use.

On the other side, the disadvantages of teaching listening using English songs include:

1. Potential distractions caused by catchy tunes.
2. Songs do not always provide authentic pronunciation, since singers may modify word sounds, stress patterns, or rhythm to fit the melody.
3. Inefficient sound systems.
4. Varying accents in songs
5. Need a careful song selection to align with learning objectives.

2.10 Theoretical Assumption

Students' listening skills can improve using various teaching techniques. Not all techniques can be applied to listening skills. Teachers should seek suitable techniques that match the purpose of listening.

The theoretical assumptions underlying this study are rooted in cognitive psychology and language acquisition theories. It is hypothesized that the multisensory nature of songs, involving auditory perception and emotional engagement, can enhance language learning. The cognitive load theory suggests that songs can help reduce cognitive load during language processing, making it easier for learners to focus on comprehension. Moreover, the affective filter hypothesis posits that when learners are emotionally engaged, their ability to absorb and retain information, in this case, language, is heightened. These theoretical assumptions form the foundation for investigating the effectiveness of songs in improving students' listening skills.

2.11 Hypothesis

Considering the issue that was discovered in the preceding chapter of this study, the research hypothesis is formulated as follows:

H1: There is an improvement in senior high school students' listening comprehension of descriptive text after being taught using English songs.

H0: There is no improvement in senior high school students' listening comprehension of descriptive text after being taught using English songs.

This chapter already discusses listening, the concept of listening, features of teaching listening activities with descriptive text, media in teaching listening, English songs, the use of English songs in teaching listening, procedure of teaching listening using English songs, advantages and disadvantages of teaching listening using English songs, theoretical assumption, and hypothesis.

III. METHODS

This chapter outlines the research design, variables of the research, population and sample, data collection techniques, research instruments, validity and reliability of the instruments, scoring technique, as well as hypothesis testing.

3.1 Design

In this study, the researcher aims to examine the use of English songs to enhance students' listening comprehension. To achieve this, a research design is employed using quantitative approaches. The quantitative aspect involves numerical data collection through pre-test, post-test, and treatments. Therefore, the researcher uses a design as below:

$$G = T1 \times T2$$

- G : The group (one class)
- T1 : Pre-test for students' listening before getting any treatment.
- T2 : Post-test for students' listening after getting treatment.
- X : Teaching listening using English songs in a Descriptive text

This researcher used this design for the research question, which is to find out whether the use of English songs can improve students' listening comprehension.

3.2 Variables of the Research

According to Setiyadi (2018), a variable is a noun that stands for variation within a class of objects, such as gender, achievement, motivation, behavior, and environment. There are two kinds of variables name the independent variable (X)

and the dependent variable (Y). Variables that the researcher uses in this study are described as follows:

1. The independent variable is the use of English songs in teaching students' listening ability.
2. The dependent variable is the students' listening skills, which are going to be investigated through a pretest and posttest.

3.3 Population and Sample

The sample of this study are students from the 10th grade of Swadhipa Senior High School. The researcher takes one class from the entire population to be used as a research sample

Before starting research, the researcher creates the teaching materials that will be used throughout the study. This includes selecting appropriate English songs that contain descriptive texts and are suitable for the student's age and proficiency levels. The chosen songs should have clear lyrics and engaging content that can help students understand descriptive language better.

3.4 Data Collection Procedures

In this research, the researcher has been gathered data using a quantitative approach. The following steps outline the procedures ensure effective data collection.

3.4.1 *Administering a Try Out*

Before implementing the main study, the researcher conducted a try-out. This involves testing the materials and methods on a small group of students who are similar to our target population. The purpose of this try-out is to identify any issues with the materials or procedures, allowing the researcher to make necessary adjustments before the actual research begins.

3.4.2 Administering a Pre-test

To measure the students' initial listening comprehension skills, the researcher administers a pre-test before the teaching intervention begins. This test consists of listening exercises related to descriptive texts, enabling us to establish a baseline for each students' understanding. The results help to determine how much improvement occurs after the treatment.

3.4.3 Conducting the Treatment

During this phase, the researcher taught descriptive texts using selected English songs as the primary medium. The lessons focus on how these songs illustrate descriptive language and enhance listening skills. The researcher aims to create an engaging learning environment where students can actively participate and enjoy the process of learning through music.

3.4.4 Administering a Post-test

After completing the treatment, the researcher conducted a post-test to evaluate any changes in the students' listening comprehension skills. This test is similar in format to the pre-test and assesses how well students can understand descriptive texts after being exposed to English songs during instruction.

3.4.5 Analyzing the Data

In this procedure, the researcher analyzes the data collected from both pre-tests and post-tests to determine the effectiveness of using English songs in improving students' listening comprehension of descriptive texts. Statistical methods are applied to compare results and draw conclusions about the impact of the teaching approach.

By following these structured procedures, the researcher aims to gather reliable data that reflects the potential benefits of using English songs in enhancing students' listening comprehension in descriptive text, especially describing a person.

3.5 Implementation

The implementation of the research was based on the created lesson plan. But while completing the research, the researcher found those that were not based on the plan that had been made. The explanation is covered in the below.

The first implementation is about the songs that the researcher used. As written in the lesson plan, the researcher use 5 English songs as a medium to teach descriptive text describing a person. Those songs are Style, You Belong With Me, and Back to December by Taylor Swift, Prom Queen by Bad Bunny, and Just The Way You Are by Bruno Mars. But turns out, they all finished being used in just two meets. Here, the researcher finds other songs that are suitable to be used as media for this research. The researcher found 2 songs that can be used in this research: there were Hands in My Pocket by Alanis Morissette and The Logical Song by Supertramp. Those songs contain many adjectives that are usually used in descriptive text, especially when describing a person. These two songs help students become familiar with the adjectives used in describing a person. Therefore, the total English songs used in this research is 7 songs.

The researcher found several advantages and disadvantages of the songs used in this research in relation to how their lyrics describe a person. Songs such as Style and You Belong with Me by Taylor Swift clearly describe someone's physical appearance and character, making them highly suitable for teaching descriptive text. Prom Queen by Beach Bunny and Hand in My Pocket by Alanis Morissette also contain adjectives and expressions that portray personal traits, helping students identify descriptive language. On the other hand, songs like Back to December by Taylor Swift and Just the Way You Are by Bruno Mars have several disjointed lyrics and don't fully focus on describing a person. Their lyrics centered more on feelings, memories, and admiration rather than detailed physical or personal descriptions. Despite this limitation, these songs still helped students practice recognizing literal meaning and emotional tone. Therefore, the researcher concluded that songs should be chosen carefully, considering not only their

popularity or rhythm but also how well the lyrics support the learning objective of describing a person.

Those songs can help students improve students listening comprehension, especially in few aspects of listening. All those 7 songs can help students to understand vocabulary. Style, Just the way you are, Back to December, and prom queen can help students recognize the literal meaning. You belong with me, back to December can help students determine purpose. Just the way you are, prom queen, and hands in my pocket can help students identify main ideas.

The researcher would also discuss the implementation of the treatments. As written in the schedule, the English class started at 1.00 PM until 3.00 PM. As the classes did not have a speaker or audio player, the researcher instructed them to use the language laboratory since they have a proper audio player that can be used for tryout, pretest, and posttest. Therefore, before the researcher starts the class, the researcher should instruct the students to go to the language laboratory. And that takes time that they should spend walking into the laboratory, that placed far from their class. The researcher loses about 10 minutes in every learning session just to condition the students into the laboratory.

3.6 Instruments

Instruments refer to the measuring tools that are intended to be used by the researcher to measure the variable items in the data collection process. The researcher utilizes a listening assessment, which contains a pretest and a posttest. A listening assessment test is designed to evaluate students' listening skills when exposed to English songs. This methodology aims to provide a comprehensive understanding of the impact of using English songs in improving students' listening skills. Quantitative data allow for a thorough analysis of the research objectives. The validity and reliability of the instruments were addressed during the data collection process to ensure the credibility of the findings.

Table 3.1 Table of Specification

NO	Aspects of Listening	Number of Items	Pre-test	Posttest
			Item Numbers	Item Numbers
1.	Recognizing Literal Meaning	9 items	2, 6, 7, 12, 13, 14, 15, 18, 20, 23	2, 4, 5, 6, 8, 10, 16, 17, 21, 24
2.	Understanding Vocabulary	5 items	3, 9, 17, 19, 25	3, 9, 11, 18, 22
3.	Determining Purpose	3 items	1, 8, 16	1, 14, 25
4.	Identifying Main Ideas	3 items	11, 21, 24	7, 15, 20
5.	Finding Evidence	1 item	22	19
6.	Making Inference	3 items	4, 5, 10	12, 13, 23

3.7 Validity and Reliability of Instruments

A language test's reliability and validity are fundamental requirements for its use in educational research. Ensuring the validity and reliability of the instruments is critical to the research process. As stated by Setiyadi (2018), validity and reliability are important points to be considered in developing an instrument. Validity is the extent to which a test paper may satisfy the goal of the evaluation. It is all about correctly interpreting the scores on a purposeful basis. On the other hand, reliability refers to how consistent a test paper is, which means that external factors like time, proctors, and classrooms don't affect its results.

3.7.1 Validity

Muijs (2004) defines validity as probably the single most important aspect of the design of any measurement instrument in educational research. This research uses content validity and construct validity to measure whether the test has good validity.

a. Content Validity

According to Brown (2000), content validity includes any validity strategies that focus on the content of the test. The content validity of the listening assessment is determined by examining the degree to which the test matches the learning objectives stated in the syllabus. It is designed to measure the criteria set for exposition listening.

A pilot test has been conducted with a small group of students who were not part of the main research. This allowed the writer to gather feedback on item clarity and difficulty level, ensuring that each question effectively measures listening comprehension.

A content validity was ensured by aligning each item with specific learning objectives and listening comprehension sub-skills—such as recognizing literal meaning, understanding vocabulary, determining purpose, identifying main ideas, finding evidence, and making inferences.

Through pilot testing and alignment with educational objectives, the writer has established that the pretest and posttest instruments possess strong content validity. This ensures that the assessments accurately measure students' listening skills as intended.

b. Construct Validity

The reliability of the test is determined by whether it is actually aligned with the theory of listening because listening is emphasized during instruction. To achieve construct validity, this test was designed using the indicators of Basic Competence that have been formulated previously in syllabuses. The construct of listening comprehension is represented by Tyagi (2013): recognizing literal meaning, understanding vocabulary, determining purpose, identifying main ideas, finding evidence, and making inferences. Each test item in the pretest and posttest was developed to assess one of these aspects, ensuring that the test truly reflects the construct of listening comprehension being studied.

3.7.2 Reliability

Test reliability is defined as the extent to which a test delivers consistent results when administered under similar settings. Within certain limits, a test taker can get the same score regardless of how, where, or when they take the test. (Nurweni: 2003) The reliability of a test can be examined by three methods, namely,

test-retest, split-half, and interrater. Related to the design used in this study, the researcher uses the test-retest method.

In this research, the result of the reliability of the try-out test was 0.918. It could be inferred that the test had a high level of reliability in the range 0.90-1.00. The researcher used the Guttman Split-Half Coefficient Formula, and the result of the reliability was 0.918. It could be inferred that the test had a high level of reliability. Therefore, it can be concluded that the test was reliable. The result of the reliability analysis is shown in the table below.

Table 3.2 Reliability Statistics

Cronbach's Alpha	Part 1	Value	.819
		N of Items	13 ^a
	Part 2	Value	.795
		N of Items	12 ^b
	Total N of Items		25
Correlation Between Forms			.852
Spearman-Brown Coefficient	Equal Length		.920
	Unequal Length		.920
Guttman Split-Half Coefficient			.918

3.7.3 Discrimination Power of Instruments

A good test also has a discrimination power, that is, the assessment can discriminate good students from the poor ones (Nurweni: 2003). A good test will provide results according to the student's ability when administered to a group. Good students will achieve good scores, in contrast, poor students will achieve poor scores. Ebel in Alderson, Clapham, and Wall (1995: 274) explain how to calculate the discrimination index of a test item, as follows:

1. Rank students according to their total score.
2. Divide them into three groups, making sure that the top and the bottom groups have equal numbers of students.

3. Count how many students in the top group get an item correct, and how many in the bottom group.
4. Find the difference between the number of correct answers in the top group (RT) and the number of correct answers in the bottom group (RB). Divide this by the total number of people in the top group (NT)

$$\frac{RT-RB}{NT}$$

The researcher used a total of 30 questions in the tryout session. In accordance with the validity analysis, the result of the discrimination power analysis showed 5 items that did not fulfill the criteria for a good test. The researcher discarded those 5 items to be used in the pretest. Therefore, the total questions used in the pretest and posttest is 25 questions.

Table 3.3 Interpretation Discrimination Power Index

Item Number	Discrimination Index		Item Number	Discrimination Index	
	Value	Range		Value	Range
1.	0.62	Very good	14.	0.56	Very good
2.	0.37	Good	15.	0.31	Good
3.	0.43	Very good	16.	0.87	Good
4.	0.62	Very good	17.	0.81	Good
5.	0.23	Very good	18.	0.30	Good
6.	0.55	Very good	19.	0.42	Very good
7.	0.55	Very good	20.	0.43	Very good
8.	0.43	Very good	21.	0.24	Fair
9.	0.49	Very good	22.	0.21	Fair
10.	0.34	Good	23.	0.48	Very good
11.	0.42	Very good	24.	0.60	Very good
12.	0.67	Very good	25.	0.61	Very good
13.	0.30	Good			

3.7.4 Level of Difficulty of Instruments

A test difficulty level may be different from one to another. A test may belong to an easy test, a moderate test, or a difficult. A good test has to be at an appropriate difficulty level, that is, not too easy nor too difficult, so that it can discriminate between students who are academically good from the poor ones.

To see the level of difficulty, the researcher used:

$$LD = \frac{R}{N}$$

Where :

LD = Level of Difficulty

R = The number of students who answer correctly

N = The total number of students who participated in the test

Table 3.4 Interpretation Level of Difficulty Index

Item Number	Level of Difficulty Index			Item Number	Level of Difficulty Index		
	Value	Range	Average Score		Value	Range	Average Score
1.	0.56	Average	0.59375	14.	0.69	Average	0.71875
2.	0.66	Average	0.65625	15.	0.72	Easy	0.75
3.	0.66	Average	0.65625	16.	0.50	Easy	0.34375
4.	0.56	Average	0.59375	17.	0.53	Average	0.4375
5.	0.97	Easy	0.53125	18.	0.56	Average	0.34375
6.	0.53	Average	0.5625	19.	0.47	Average	0.4375
7.	0.53	Average	0.5625	20.	0.56	Average	0.34375
8.	0.63	Average	0.65625	21.	0.72	Easy	0.4375
9.	0.53	Easy	0.53125	22.	0.66	Average	0.34375
10.	0.22	Very hard	0.21875	23.	0.47	Average	0.4375
11.	0.47	Average	0.46875	24.	0.34	Average	0.34375
12.	0.38	Average	0.375	25.	0.44	Average	0.4375
13.	0.63	Average	0.625				

The researcher used a multiple-choice test consisting of 25 questions in a tryout test. Try out results showed that 5 items were categorized as easy test, 19

items were categorized as average test, and 1 item was categorized as hard test. The researcher used all those 25 multiple-choice questions for pretest and posttest.

These methodological procedures are intended to make sure that the instrument is good, effective, and reliable in measuring students' listening skills. Those are how the researcher gathers the data to be tested for the research.

3.7.5 Normality Test

This research used a normality test to determine whether the data were normally distributed or not. The data were tested by using the One-Sample Kolmogorov-Smirnov Formula to test the normality of the data. The result showed that the significance value for the pretest was 0.127 and for the posttest was 0.200. According to the Kolmogorov-Smirnov test criteria, a significance value greater than 0.05 suggests that the data are normally distributed. In this case, both the pretest and posttest significance values exceed the 0.05 threshold, indicating that there is no significant deviation from normality for either data. Therefore, the researcher can conclude that both the pretest and posttest items are normally distributed and required for further analyses.

Table 3.5 Normality Test Analysis

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pretest	.136	33	.127
Posttest	.106	33	.200*
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

3.8 Scoring Technique

The percentage score is utilized to determine the students' test results. The scoring range is going to be 1-100. The following formula is used to determine the score. The score is be calculated using the format as follows:

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

S : Score of the test

R : Total right answer

N : Total items

3.9 Hypothesis Testing

After collecting the data, the researcher analyzes the data to explore the relationship between the use of songs and students' listening skills. The hypothesis testing for this research question was analyzed by using a paired sample t-test of Statistical Package Social Science (SPSS) Windows version 26. To determine whether the first hypothesis is accepted or rejected, the following criteria are for acceptance:

H0: There is no improvement in senior high school students' listening comprehension of descriptive text after being taught using English songs.

H1: There is an improvement in senior high school students' listening comprehension of descriptive text after being taught using English songs.

Those are all that need to be covered in this chapter: design, population and sample, variables, data collection techniques, procedures, instruments, validity and reliability of the instruments, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter will focus on the conclusion of the research and the suggestions for both the teacher and future researchers.

5.1 Conclusion

This research offers strong proof that using English songs in language learning curricula improves students' listening comprehension abilities. The results of the study show that, as assessed by the pre-test and post-test, students who were exposed to English songs significantly improved their listening comprehension and interpretation of descriptive texts. This implies that songs are a useful teaching tool for building students' listening comprehension.

The study demonstrates many advantages of using English songs in the classroom. Songs give students real-world exposure to language by exposing them to a variety of vocabulary, dialects, and colloquial expressions that are frequently used in everyday conversations. This exposure helps students understand the nuances and complexity of language, which is especially beneficial for improving listening comprehension in descriptive text. The researcher also realizes that songs must be selected carefully to match the concept of describing someone. Choosing songs that contain clear descriptive language ensures that the material supports the learning objectives effectively.

5.2 Suggestions

From the conclusion above, the researcher would like to give a few recommendations as follows:

5.2.1 For English Teachers

1. Songs can be a perfect medium to improve students' listening skills; therefore, the teacher should consider using songs in order to improve students' listening comprehension. Songs not only provide authentic material but also can create an engaging and anxiety-free classroom environment. Teachers should choose the right songs that are suitable for the material so that the students can achieve the learning objectives of the lesson. Suitable songs are those that contain clear descriptive language related to the lesson focus, such as adjectives and expressions describing a person's appearance.
2. The seven aspects of listening were measured using test items, but none of them were introduced or explained to students during the treatment. This might have influenced their performance on specific sections of the exam, particularly those that required higher-order thinking abilities like reasoning or making inferences. The teacher should consider explaining all of the aspects to the students in the learning session.
3. Since song lyrics sometimes change the natural pronunciation of words to fit the rhythm or melody, teachers should provide additional pronunciation support when using songs in listening activities. One effective way to overcome this issue is to play the spoken version of the lyrics or model the correct pronunciation of key words before or after listening to the song. By comparing the sung and spoken forms, students can enjoy the motivational benefits of songs while still learning accurate pronunciation and natural speech patterns.

5.2.2 For Further Researchers

1. The research did not pay attention to external factors that may have impacted student performance, such as personal interest in music, prior acquaintance with the songs, or variations in baseline language competency. These uncontrolled variables may have influenced the test outcomes and should be explored in future studies.

2. Future research should consider increasing the number of test items to at least 30 or more in order to obtain a more comprehensive assessment of students' listening comprehension. A larger set of questions would not only provide broader coverage of the listening aspects being measured but also enhance the reliability and validity of the test results.

These are suggestions from the researchers that are expected to contribute to further research and in the educational area, especially in English.

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