

**THE EFFECT OF ENGLISH SONGS IN IMPROVING STUDENTS'  
LISTENING SKILLS IN SMP NEGERI 1 BANDAR LAMPUNG**

**By:**

**Evi Apriyanty**

**2113042024**

**Advisors:**

**Lilis Sholihah, S.Pd., M.Pd.**

**Dian Shafwati, S.Pd., M.Pd.**

**Examiner:**

**Prof. Dr. Patuan Raja, M.Pd.**



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

**2025**

**ABSTRACT**  
**THE EFFECT OF ENGLISH SONGS IN IMPROVING**  
**STUDENTS' LISTENING SKILLS IN SMP**  
**NEGERI 1 BANDAR LAMPUNG**

**By**  
**EVI APRIYANTY**

The aim of this study was to determine whether there is an improvement in students' listening skills through the use of English songs as a learning medium for eighth-grade students of SMPN 1 Bandar Lampung. The population of this study involved eighth grade students of SMPN 1 Bandar Lampung. The total number of participants in this study was 27 students. The treatment session carried out was to capture vocabulary related to material in the songs provided and implement it in the dialog text. The overall post-test score was 2089 points, an increase of 440 points from the pretest score of 1649 points. The results of the paired sample t-test showed that the mean difference between the pre-test and post-test scores was 16.33. The t-value was 5.204, which was well above 2.056 of the t-table. The significance level (2-tailed) was 0.001, which was significantly lower than the alpha level of 0.05. In conclusion, English songs help students to focus more on listening, and the research shows that English songs as learning media significantly improve listening skills in eighth grade students of SMPN 1 Bandar Lampung.

*Keywords : English Songs, Listening Skills, Improving, Teaching Media*

**THE EFFECT OF ENGLISH SONGS IN IMPROVING STUDENTS'  
LISTENING SKILLS IN SMP NEGERI 1 BANDAR LAMPUNG**

**By:**

**Evi Apriyanty**

**2113042024**

**Undergraduate Thesis**

**Submitted in a Partial Fulfillment of**

**The Requirements for S1 Degree**

**In**

**The Arts and Language Education Department**

**Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF ARTS AND LANGUAGE EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**LAMPUNG UNIVERSITY**

**2025**

**Research Title** : **The Effect of English Songs in Improving Students' Listening Skills in SMP Negeri 1 Bandar Lampung**

**Student's Name** : **Evi Apriyanty**

**Student's Number** : **2113042024**

**Study Program** : **English Education**

**Department** : **Arts and Language Education**

**Faculty** : **Teacher Training and Education**



**Advisor**

**Co-Advisor**

**Lilis Sholihah, S.Pd., M.Pd.**  
**NIP 198605052019032022**

**Dian Shafwati, S.Pd., M.Pd.**  
**NIP 198909132019032012**

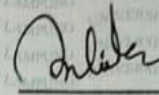
**The Chairperson of**  
**The Department of Language and Arts Education**

**Dr. Sumarti, S.Pd., M.Hum.**  
**NIP 19700318 199403 2 002**

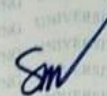
**ADMITTED BY**

**1. Examination Committee**

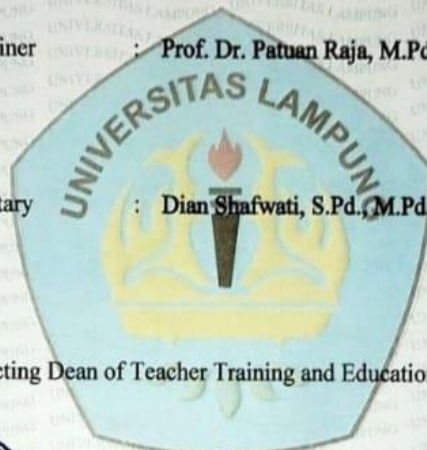
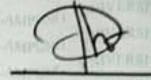
**Chairperson** : Lilis Sholihah, S.Pd., M.Pd.



**Examiner** : Prof. Dr. Patuan Raja, M.Pd.



**Secretary** : Dian Shafwati, S.Pd., M.Pd.



**2. The Acting Dean of Teacher Training and Education Faculty**



**Abet Maydiantoro, S.Pd., M.Pd.**  
NIP. 19870504 201404 1 001

**Graduated on: July 9<sup>th</sup>, 2025**



## LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Evi Apriyanty  
NPM : 2113042024  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Pendidikan Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
Judul Skripsi : The Effect of English Songs in Improving  
Students' Listening Skills in SMP Negeri 1  
Bandar Lampung

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa 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, 13 Agustus 2025

Yang membuat pernyataan,



Evi Apriyanty

2113042024

## **CURRICULUM VITAE**

Evi Apriyanty, the third child of Miryadi and Yeti Sukmayati, was born on April 19, 2003, in Bandar Lampung. She began her education at SD Negeri 1 Kota Baru and graduated in 2015. She continued her studies at SMP Negeri 1 Bandar Lampung and graduated in 2018, followed by SMA Negeri 1 Bandar Lampung, from which she graduated in 2021.

In the same year, she was accepted into the English Education Study Program, Faculty of Teacher Training and Education, at the University of Lampung. During her time as a student in the English Department, she was actively involved in student organizations, including serving as a member of the Religion Division of SEEDS in 2022 and a member of the Education Division of SEEDS in 2023. Through these roles, she further developed her communication skills and gained valuable insights into educational engagement and teamwork.

Her academic journey culminated in conducting research for her undergraduate thesis, which focused on the effectiveness of English songs in improving students' listening skills.

## **MOTTO**

“If it’s means to be, it will be”

J.M. Barrie

“If you smile more, then there will be more things that will happen for you to smile  
about”

Kim Jonghyun



## **DEDICATION**

This undergraduate thesis is dedicated to my big family, especially my parents, my brother, my sister, my sister-in-law, and my beloved niece, who have always showered me with love, affection, support, advice, encouragement and motivation.

## ACKNOWLEDGEMENT

Praise and gratitude are due to Almighty Allah for His grace and guidance, through which the writer has successfully completed this thesis as one of the requirements to obtain a Bachelor's degree in English Education at the University of Lampung, under the title "*The Effect of English Songs in Improving Students' Listening Skills at SMP Negeri 1 Bandar Lampung.*"

The writer realizes that the completion of this thesis would not have been possible without the help, guidance, and support of many parties. Therefore, the researcher would like to express sincere thanks to all those who contributed to the completion of this thesis.

The researcher wishes to convey her sincere appreciation to the following people:

1. Lilis Sholihah, S.Pd., M.Pd. as the first supervisor who has provided positive guidance, feedback, patience, and support throughout the research and thesis preparation process. Her expertise and support were crucial in impacting the research and its outcome.
2. Dian Shafwati, S.Pd., M.Pd. as the second supervisor, who has provided direction, encouragement, and patience throughout the process of preparing this thesis. Her intelligent advice and support are greatly appreciated by the researcher.
3. Prof. Dr. Patuan Raja, M.Pd. as the examiner who provided valuable evaluation, critical feedback, and insightful ideas that significantly improved the quality of this research; his guidance and expertise were greatly appreciated in the final stages of this research.
4. The lecturers and administrative staff of the English Department for their technical assistance and knowledge.
5. The English teacher of SMP Negeri 1 Bandar Lampung, Ma'am Cici Mintasari, S.Pd., and students of class 8.6, who have accepted the researcher during the research.

6. My most cherished parents, Miryadi and Yeti Sukmayati, for their support, love, and prayers. Their support, prayers, and their encouragement throughout the process helped me to complete this major.
7. My precious brother and sister, Rendi Rinaldy and Heni Kurniawati, my sister-in-law, Balkis Helmathea Almega, and my beloved niece, Floryn Chalondra P. Rinaldy, for their support and motivation throughout the process.
8. My very beloved friends, Jemina Dayinta Helau, Sylvi Alfa Centauri, Desi Camelia Putri, Anindya Putri Dewanti, and Intan Apriyani who have been with the writer since junior high school until this moment. Thank you for always being present and accompanying the writer with prayers and positive support.
9. My two dearest friends, Aulia Fidela Rimau and Salsabila Zanetta Aurelia who have accompanied the writer's days since high school. Thank you for being there and always providing support and motivation.
10. Jelita Ramadha, who is always there as a friend to discuss things with, a source of encouragement, and a supporter.
11. My wonderful friends from the Cobaan Hidup's group, Diana, Azizah, Evi Permata, Esti, and Januar for their advice, motivation, support, and affection throughout this process. They made the writer's college journey more memorable.
12. My beloved friends from English Department, class of 2021, for all memories and laughter this journey.
13. My quiet muse, 948, for his role as a source of inspiration, motivation, consistency, and ideas.
14. The baristas, who through friendly conversations and the comfort of a well-made cup of coffee, offered moments of relief and motivation that greatly supported me during the writing of this thesis.
15. SHINee, Super Junior, TVXQ, ONEWE Band, and Cup of Joe, whose presence through art and performance contributed to a sense of balance, calm, and consistency during the writing of this thesis.
16. Thank you to those who cannot be mentioned one by one for their love and support, which makes this journey more enjoyable.

## CONTENTS

<b>ABSTRACT .....</b>	<b>ii</b>
<b>CURRICULUM VITAE .....</b>	<b>vii</b>
<b>MOTTO .....</b>	<b>viii</b>
<b>DEDICATION .....</b>	<b>ix</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>x</b>
<b>TABLE OF CONTENTS .....</b>	<b>i</b>
<b>LIST OF TABLES .....</b>	<b>iii</b>
<b>I. INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Research .....	1
1.2 Research Question.....	4
1.3 Research Objectives .....	4
1.4 Uses of The Research.....	5
1.5 Scope of The Research.....	5
1.6 Definition of Term .....	6
<b>II. LITERATURE REVIEW .....</b>	<b>8</b>
2.1 Previous Research Overview .....	8
2.1 Listening.....	10
2.2 Process of Listening .....	12
<b>III. METHODS.....</b>	<b>24</b>
3.1 Design .....	24
3.2 Variables .....	25
3.3 Data Sources (Population and Sample).....	25
3.4 Instrument .....	25
3.5 Validity and Reliability .....	26
3.5.1 Validity.....	26
3.5.2 Reliability.....	29
3.5.3 Level of Difficulty.....	33
3.5.4 Discrimination Power.....	34
3.6 Data Collection Procedure .....	35
3.6.1 Procedure of Pre-Test.....	36
3.6.2 Procedure of Post-Test .....	37
3.7 Data Analysis .....	37

3.8 Data Treatment.....	37
3.9.1 Normality Test .....	37
3.9 Hypothesis Testing.....	38
<b>IV. RESULT AND DISCUSSION .....</b>	<b>39</b>
4.2 The Student's Listening Skill Improvement after Being Taught using ..... English Songs.....	41
4.2.1 The Result of Pre-Test .....	41
4.2.2 The Result of Post-Test.....	43
4.3 Data Analysis (Normality Test) .....	44
4.4 The Improvement Students' Listening Skill from the Result of Pre-Test and Post-Test.....	45
4.5 Discussion .....	47
<b>V. CONCLUSION AND SUGGESTION.....</b>	<b>50</b>
5.1 Conclusion .....	50
5.2 Suggestion.....	50
5.2.1 Teachers .....	50
5.2.2 Researchers .....	51
<b>REFERENCES.....</b>	<b>52</b>
<b>APENDICES.....</b>	<b>55</b>
Appendix 1: Try Out Instrument.....	56
Appendix 2 : Lesson Plan meeting 1 .....	62
Appendix 3 : Lesson Plan Meeting 2 .....	72
Appendix 4 : Lesson Plan meeting 3 .....	84
Appendix 5: Upper and lower try out test tabulation.....	94
Appendix 6: Analysis of level of difficulty and discrimination power .....	95
Appendix 7: Try Out Test Tabulation.....	96
Appendix 8: Reliability Try Out test.....	97
Appendix 9: Instrument .....	99
Appendix 11: Post-test Tabulation.....	105
Appendix 12: Improvement Students' Vocabulary .....	106
Appendix 13: Distribution of Frequency in Pre-test and Post-test .....	107
Appendix 14: Documentation of pretest .....	110
Appendix 15: Documentation of post-test .....	112
Appendix 16: Documentation while treatment .....	115
Appendix 17: Students' Worksheets.....	116
Appendix 18: Letter of Research Permission .....	119

## LIST OF TABLES

Table 3. 1 Specification of Pre-Test and Post-Test.....	29
Table 4. 1 Frequency Distribution of Students Pre-test Score .....	42
Table 4. 2 Frequency Distribution of Student Post-test Score .....	43
Table 4. 3 Normality Test Statistics Using SPSS2 .....	44
Table 4. 4 Gains of Students' Vocabulary Improvement from the Pre-test and Post-test .....	45



## **I. INTRODUCTION**

This chapter will be divided into six parts of the discussion which deals with several points i.e., background, identification of the problem, formulation of the problem, objective of the research, limitation of the research, uses of the research, scope of the research, and also the definition of term in order to provide explanation of this research.

### **1.1 Background of the Research**

In daily human interaction involves communication skills which include; listening, speaking, reading and writing. Listening is the most fundamental language skill as well as being crucial in everyday communication. Listening involves an active process of understanding and interpreting the meaning of what we hear. This skill is very important because it involves receiving and understanding information from the intended speaker. Listening is relevant to various fields, including the humanities and applied sciences, such as linguistics, education, and law. It is also connected to developmental investigations, natural sciences such as biology, chemistry, neurology, and medicine, as well as computer science and systems science studies. Additionally, it has implications for social sciences, including anthropology, psychology, and sociology (Michael Rost, 2011).

Therefore, it can be asserted that listening serves as one of the important components of spoken language. Moreover, Lynch and Mandelson (2010: 180) says that listening is better understood as a set of processes related to the recognition of the sounds spoken by the speaker, the perception of intonation patterns that indicate the focus of information, the interpretation of the relevance of what is said to the current topic, and so on, rather than as a single process. Furthermore, Brown (2006: 4) states that listening is a complex activity that helps a person understand what is heard by activating prior knowledge.

In language learning, listening is part of an ability that is as important and as

needed as other abilities. According to Tarigan (2008:31), in listening, someone will carry out the process rather than learning to receive, capture, interpret, evaluate, and respond to messages conveyed through speech or spoken language. Therefore, listening is also a form of communication because there will be activities to share ideas and information and capture the meaning of what someone has heard.

In relation to the importance of listening as part of communication, several researchers examined various levels to find problems and difficulties for students in mastering this skill. Haloho et al. (2022) in their research that is conducted in Kalam Kudus Christian Middle School Pematangsiantar, North Sumatra, discovered that the causes of students' difficulties in listening were lack of focus, native speaker's speaking pace, foreign terms, and a lack of effort to grasp each word. So, to overcome these problem the researcher suggest that focus and concentration while listening in class which includes concentrating on what is heard, taking notes of important things, finding the meaning of unfamiliar words, looking at the dictionary to find difficult words, memorizing vocabularies, reading English texts, listening to English audio, and familiarizing students with pronunciation to help them hear different forms of rapid natural speech and asking them questions by imitating native speakers' pronunciation. Moreover, Nadhira and Warni (2020) in their research about students' listening difficulties at secondary school and found that students' difficulties in learning listening skills are unfamiliar words, speed of speech, unfamiliar accents, unclear pronunciation which is caused because sometimes teachers do not use audio from native speakers, but they make their own listening materials, the recording quality is quite poor. The sound is not clear enough for the students to hear, and inadequate media and facilities. Furthermore, Zaki et al. (2024) investigated junior high school students' difficulties in listening skills in SMP Muhammadiyah Plus Batam. The results of this study found that there are two factors that cause difficulties in mastering listening skills, those are internal factors and external factors. In internal factors, the difficulties experienced by students include, students have difficulty in understanding the audio spoken because of their limited vocabulary, it is also difficult for them to capture the words spoken in the audio because some words

have similar sounds, audio media that are played too long so that students feel unenthusiastic and bored, different accents are also a problem because not all students understand the accents used. In addition, the speed of the speaker in the audio media used is also an obstacle especially if the audio media is not played back and the questions given are not paused. Subsequently, external factors that influence are environmental conditions such as weather and noisy surroundings.

Another relevant research conducted by Jaelani and Zabidi (2020), investigated 20 students from two schools in Bogor about difficulties faced by students during the learning English process in class. The results of this study show that many of the students have difficulty in listening because of their limited vocabulary and lack of confidence to dare to practice directly the knowledge they have gained.

Students' listening skills can be improved in many different ways by using a variety of media. These include attending language courses, watching movies or television shows, using software applications, listening to the radio, listening to audio dialogs, and listening to songs. These media help one gain practical experience, diversity of materials, and flexibility of time and place.

According to Solihat and Utami (2014), almost everyone enjoys music. Since ancient times, music has been an integral part of our lives. From lullabies as babies, nursery rhymes when we were young, to the musical rhythms of famous artists as teenagers. As adults, music is present in commercials, quirky shows, television, movies, theater, and the evening news. Music enhances our moods while exercising, working, playing, worshiping, or even when nearing the end of life. Moreover, Mailawati and Anita (2022: 64) say that songs provide opportunities for fun repetitive practice. Repetition in a chorus or verse aids learning and makes the music sound more familiar and comfortable to the listener. Using songs to improve listening skills is very effective because songs, especially favorable ones, can make us more excited and relaxed when listening to them.

Many of the young learners enjoy songs in their daily lives, including English songs. They stated that by listening to songs, they feel more relaxed and enjoy the atmosphere. Ridhani and Nasution (2023) found in their research that using English songs has a significant effect on student understanding in learning

listening skills. Amelia et al. (2024) also applied the use of English songs in English language learning and teaching activities, especially listening comprehension can make students enthusiastic and interested in participating. Therefore, their understanding of listening skills also increases.

Furthermore, Fatimatuzzahro (2024) says that one of the media that can be used to improve listening skills is by using music or songs. This is indicated by the positive results obtained from the researcher's respondents to the questionnaire given to students. In line with the application of media and the results of its use above, Annisa and Efendi (2024) used English songs as additional materials to increase student motivation and engagement in learning. The results of their study also showed positive results from the strategy of using English songs as media in teaching which significantly improved students' listening skills.

Although these previous studies indicate positive effects of using songs in listening activities, most of them measure listening comprehension as a single construct, and only a few refer to frameworks such as Tyagi (2013). Research involving younger learners in Indonesian public schools, particularly with songs carefully chosen for age suitability and focusing on aspects such as understanding vocabulary, identifying key information, and making inferences, is still limited. This study seeks to address these gaps by implementing age-appropriate English songs in the listening class of eighth-grade students at SMP Negeri 1 Bandar Lampung, emphasizing the three selected listening aspects.

## **1.2 Research Question**

Based on what has been written in the background of the research, the researcher formulates the problem is, is there any significant improvement of students' listening skills after the students have been taught by using English songs in SMP Negeri 1 Bandar Lampung?

## **1.3 Research Objectives**

In relation to the research question above, the objective of the research is to find out whether there is any significant improvement of students' listening skills after

the students have been taught by using English songs in SMP Negeri 1 Bandar Lampung as the media to learning.

#### **1.4 Uses of The Research**

The researcher expects that this study will be useful for the English language teaching environment, whether it is theoretically and practically. Theoretically, the result of this research is expected to support the previous research findings dealing with the use of English songs on improving listening skills. Practically, the results of this study can be used as a reference for further research. In addition, this research is expected to be a further option for teachers in choosing media to improve students' listening skills, and English songs will be one of the best methods in teaching listening.

#### **1.5 Scope of The Research**

The limitation is needed to make the research more specific. Based on the background of the study, the researcher focused on the students' improvement in listening skills after have been taught by using English songs as media in teaching of listening. The researcher limited the research subjects specifically to the second grade of Junior High School students, as they are at an important developmental stage in the process of transitioning from primary to secondary education and from the children's phase to adolescence. By focusing on one level, it allows the research to be more focused and in-depth, so that the results can be more relevant and useful for the development of learning at the second grade of Junior High School level. In this research, the researchers will use quantitative research.

To determine the songs used as learning media, the researcher needs to choose songs that are really suitable with the teaching materials. The adjustment of teaching materials was carried out by the researcher by referring to the syllabus of English second grade junior high school used in SMP Negeri 1 Bandar Lampung. English songs generally have themes and language usage that are irrelevant to the learning objectives. Therefore, the researcher set some criteria as a reference and guideline in selecting songs used as learning media. The criteria served to narrow

down the search for songs among the numerous English songs available. The criteria determined by the researcher include the suitability of the song content with the material and curriculum, the level of difficulty, the clarity of pronunciation, the tempo of the song, and the positive values contained in the song.

The song selection process was carried out by matching the keywords of the material on the searching tool and music platform as the first step. Furthermore, the researcher analyzed the lyrics of the song and identified the words that contained the material. Following that, songs that have fulfilled the previous criteria are examined by the researcher whether the meaning contained is positive or not. In addition, the researcher listens to the songs to select the suitability of the pronunciation and tempo of the songs to be used as a medium for listening activities in the second grade of junior high school. By applying these criteria, the researcher may investigate and select songs as media for teaching and learning activities more systematically and purposefully.

The researcher focuses on finding out the result of the students' listening skills after being taught by using English songs as media in teaching and learning activity. The researcher focuses on (*X*) songs with pleasant and upbeat rhythms and tunes that make it easier for the students to improve their listening skills. This research will find out the difference of students' listening skills through pre-tests and post-tests. The researcher chooses (*X*) songs to find out if using English songs is effective to learn listening skills in second grade of Junior High School students.

## 1.6 Definition of Term

In order to avoid misunderstanding from the readers, definition of terms is provided as follows:

1. *Listening*: The activity of understanding spoken language accompanied by other sounds and visual input.
2. *English Songs*: Short musical composition for the human voice, which features words or lyrics.
3. *Listening Skill*: The ability to understand spoken language, including the ability to recognize and understand what others are saying.



This chapter already discusses the introduction of the research, including the explanation about background of the research, identification of the problem, formulation of the problem, objective of the research, uses of the research, scope of the research, and also the definition of term in order to provide an insight to this research. The next chapter will deal with literature review of this research.

## **II. LITERATURE REVIEW**

This chapter will be divided into ten parts of the discussion which deals with several points i.e., definition about listening, teaching, process, media in teaching listening, English songs as a media, English songs in teaching listening, procedure, advantages and disadvantages, frame of thinking, and also the hypothesis in order to provide more information of this research.

### **2.1 Previous Research Overview**

In general, most studies show a significant result towards the use of English songs in improving listening skills. The following studies will represent the results of the use of English songs as variable X on the improvement of listening skills as variable Y.

The researcher named Ridhani (2023) has conducted a study in MTS Muhammadiyah 13 Tanjung Morawa in grade VIII using English songs as the media to improve students' listening skills. The researcher used English songs as media in order to gained students' enthusiasm in listening. The researcher uses two group pretest and posttest experimental research methods. The results of this study indicate a significant improvement in students' listening skills by using English songs media as indicated by the results of the t-obeserved results which are higher than the t-table.

Another research written by Amelia et al. (2024) conducted in grade VIII-E students of the Madrasah Ibtidaiyah, Pasuruan through purposive method. This study indicated the outcome of the research by analyzing the results of interview, listening comprehension test, observation, and documentation. The findings of this

research showed that students could improve their achievement in listening comprehension by using English songs.

Study written by Fatimatuzzahro et al. (2024) involving 36 students of grade VIII-C at SMPN 242 Jakarta. The test was conducted using a quantitative method with a series of tests including a questionnaire test, a song listening test with multiple choice questions, and an essay conducted through pretest and posttest. The results show that students experience an increase in enthusiasm for listening class by using English songs. In addition, the positive impact of English songs on listening skills is shown through an increase in the percentage of posttest results rather than pretest scores.

The next study is written by Annisaa and Efendi (2024). For this study, the researchers used VIII-grade students of SMPN 2 Babahrot as the population. The study involved an experimental group that learned by using songs and a control group that used traditional teaching methods. The pretest and posttest were conducted to measure the impact of the learning intervention using songs on listening skills, which was attended by 23 students from the experimental group. The results of this study indicate that the use of English songs is an effective strategy and significantly improves the listening skills of grade VIII students as evidenced by the results of the experimental group which is higher than the control group with an average pretest score of 60.70 and a posttest score of 74.43.

Previous studies have consistently demonstrated that the use of English songs can improve students' listening skills. These studies were conducted in various contexts and with different grade VIII student populations, employing a range of research methods such as experimental designs, interviews, observations, and comprehension tests. While the findings clearly indicate that songs are effective in enhancing listening comprehension, most of these studies did not specify the particular songs used nor clearly identify the specific aspects of listening skills being measured. As a result, there is limited insight into how the choice of song and the focus on certain listening aspects might influence students' learning outcomes. This study addresses that gap by employing selected English songs that align with junior high school students' interests and by focusing on three

measurable aspects of listening skills—understanding vocabulary, identifying key information, and making inferences—based on Tyagi’s (2013) framework.

## 2.1 Listening

Listening is the activity of understanding spoken language accompanied by other sounds and visual input. Listening is more precisely defined as a set of processes related to the recognition of the sounds spoken by the speaker, the perception of intonation patterns that indicate the focus of information, and the interpretation of the relevance of what is said to the current topic (Lynch and Mendelsohn, 2013). Vandergrift, and Goh (2012) defined listening as an essential skill that enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Moreover, Nation (2009) says that before speaking, listening is the first stage in the development of one's native language, as well as the acquisition of other languages naturally, relying heavily on listening.

Lynch and Mendelsohn (2013) said that traditionally, listening was thought of as a passive process where the ear simply receives information and the listener passively records the message. However, we now realize that listening is an active process. A good listener is just as active in the communication process as the speaker is when speaking.

Furthermore, Lynch and Mendelsohn (2013) argued that listening is not merely an auditory version of reading, just as speech is not simply a spoken version of writing. The unique features of listening are the following:

- It is usually ephemeral, one-shot nature.
- The presence of a rich prosody (stress, intonation, rhythm, loudness and more), which is absent from the written language.
- The presence of characteristics of natural fast speech, such as assimilation, making it markedly different from written language, for example, /gəmmnt/ for government.
- The frequent need to process and respond almost immediately.

According to Bradhiansyah (2019) Listening involves understanding how words sound, what they mean, and how they are integrated in phrases and expressions, as well as predicting the purpose and substance of communications based on other cues such as tone of voice, facial expressions, gestures, and other body language. Bradhiansyah (2019) adds that in listening activities, there are three main goals namely students should be able to express words fluently as in audio recordings, have a good understanding of grammar, and have a variety of vocabulary.

Brown (2004, p. 120) divided listening into four common types, those are intensive listening, responsive listening, selective listening, and extensive listening.

#### 1. Intensive Listening

Listening with attention to how language elements such as phonemes, words, intonation and discourse markers are integrated into larger language sequences.

#### 2. Responsive Listening

Listening to relatively short language such as greetings, questions, commands, or comprehension checks, in order to give an equally short response.

#### 3. Selective Listening

Processing long discourses, such as short monologues, in search of specific information. The goal is not to understand the overall meaning; rather, the goal is to find specific information in the context of longer spoken language, such as teacher directions in class, stories, or news on TV or radio. In selective listening, assessment tasks may ask students to look for names, numbers, grammatical categories, directions (in map exercises), or specific facts and events.

#### 4. Extensive Listening

Extensive listening helps to understand spoken language broadly. These extensive activities include listening to long conversations, capturing the message or purpose, and listening for gist, main ideas, and making inferences.

Furthermore, Stephen and Lucas (1998) adds that four other types of listening that usually takes place in daily communication are appreciative listening, empathetic listening, comprehensive listening, and critical listening.

It can be concluded that listening is one of the language skills that requires more focus and attention to be able to identify sounds in the form of letters, words, stress, rhythm, and pauses, which we then assemble into a complete sentence. However, listening is a basic process that can occur naturally to gain information.

## **2.2 Process of Listening**

According to Brown (2004) listening involves two main aspects namely language aspects (micro skills) and content understanding (macro skills). The micro and macros skills that Brown (2004) adapted from Richards (1983) provides 17 different objectives to assess in listening. Which will be listed as follows;

### **1. Microskills**

- Discriminate among the distinctive sounds of English.
- Retain chunks of language of different lengths in short-term memory.
- Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.
- Recognize reduced forms of words.
- Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- Process speech at different rates of delivery.
- Process speech containing pauses, errors, corrections, and other performance variables.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement/pluralization), patterns, rules, and elliptical forms.
- Detect sentence constituents and distinguish between major and minor constituents.
- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in spoken discourse.

### **2. Macroskills**

- Recognize the communicative functions of utterances, according to situations, participants, goals.



- Infer situations, participants, goals using real-world knowledge.
- From events, ideas, and so on, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Use facial, kinesic, body language, and other nonverbal clues to decipher meanings.
- Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Furthermore, Brown (2004) adapted Richards, 1983; Dr, 1984; Dunkel, 1991 states that the lists above contains ideas about what makes many aspects of listening difficult and why listening is not simply a linear process of recording language sequences as they are transmitted to the brain.

According to Tyagi (2013) listening consists of several key components, they are:

#### 1. Recognizing meaning

According to Ophelia Hancock (1987) main idea is the essence of a text, or what the speaker is trying to convey to the listener. Recognizing Meaning is the ability to identify or capture the main idea of what is heard that the speaker wants to convey.

#### 2. Understanding vocabulary

Understanding vocabulary is used to recognize words spoken by the speaker and understand the meaning of the words. Understanding vocabulary is a basic ability in listening skills where the listener must be able to distinguish the spoken words and capture the meaning intended by the speaker. Understanding vocabulary helps to understand the context of a conversation.

#### 3. Identifying grammatical structures

Identifying grammatical structure is used to recognize sentence structure,

grammatical forms and patterns to understand the meaning as a whole. It assists in understanding the connection between words and their contribution to the meaning of the context as a whole.

#### 4. Interpreting expressions and functions

Understanding and interpretation of language expressions and functions. This involves recognizing expressions and idiomatic sets of expressions or phrases that form meaning.

#### 5. Making inferences

According to Kathleen (1986), inference is a guess or prediction about something unknown based on available facts and information. It involves reasoning based on information that is already available. In other words, the ability to infer meanings that are not explicitly stated in a conversation.

#### 6. Using background knowledge

Using background knowledge is a component that used to assist in understanding the interpretation more effectively by relating the information heard to the listener's prior knowledge or experience.

#### 7. Identifying key information

Listening skills include several key components, one of which is the ability to recall important words and ideas from what has been heard. In other words, it enables the listener to recognize and understand important information or specific details from what the speaker has said.

In addition, Tyagi (2013) states that there are five listening stages, including receiving (hearing), understanding, remembering, evaluating, and responding.

##### 1. Receiving (Hearing)

Hearing relates to a person's physical response which is caused by sound waves stimulating the sensory receptors of the ears. As an essential requirement for

effective listening, the brain filters out stimuli and allows only a few of them to come into focus, which is known as attention.

## 2. Understanding

Understanding is a step where a person analyzes the stimuli that have been received in the receiving step. This step helps to understand the symbols that have been heard. What we understand is not only sound stimuli but can also be symbolic stimuli such as the sound of footsteps, or the sound of clapping. These symbols have inherent meanings and serve as associations to the past and the context in which they appeared.

## 3. Remembering

Remembering is an activity where a person adds what has been obtained at the receiving and understanding stages into memory. Therefore, the remembering stage is a very important stage.

## 4. Evaluating

Evaluating means considering evidence, sorting out opinions and facts, and determining whether or not there is bias or prejudice in a message. At this stage one must be careful not to rush into the evaluating stage, because the listening process will stop if one starts the evaluation stage before the message is complete.

## 5. Responding

Responding is the decisive stage and is the only clear way in which the sender can determine the level of success in message transmission because the speaker cannot determine whether a message has been received or not. This activity involves verbal and or nonverbal feedback as a form of response.

It can be concluded, listening encompasses micro skills such as recognizing sounds, stress patterns, abbreviated word forms, and grammatical structures, as well as macro skills such as understanding the function of speech, making inferences, recognizing implied meaning, and using background knowledge to understand context. These skills are further specified in components such as capturing main ideas, understanding vocabulary, recognizing sentence structure,

interpreting expressions, and identifying important information. The listening process occurs in five stages: receiving, understanding, remembering, evaluating, and responding, which illustrates that listening is not merely a linear process, but a complex activity involving active and layered processing.

### **2.3 Teaching of Listening**

According to Ekaterina Nemtchinova (2013), on the subject of teaching listening, the teacher teaches students strategies to help them understand. The teacher asks them to try to understand what they know rather than fixating on each word. According to her, this happens when the teacher asks students to make predictions, discuss the main idea of the text, or summarize it, the main concern is how well they understand what they hear.

Brown (2006) states that one of the important principles in teaching listening is that listening courses should utilize students' prior knowledge to improve their understanding. By utilizing their prior knowledge, students can more easily understand and relate new information. Thus, their listening skills are further developed. Before teaching listening, the teacher should consider firstly the needs of students, their interests, their level, and the teacher should have determined the technique of listening that is used (Bradhiansyah, 2019). Furthermore, Harmer (2008) states that teaching of listening have two major reasons or purposes. The first one is allowing students to identify differences in accent rather than only the teacher's own, distinct voice coming from their lips, and the next is subconsciously aids students in developing language skills and behaviors, even when teachers do not call attention to this particular feature.

Shpakovskaya (2017) states that exercises can be of great use are:

1. Predicting

Students read the title and try to guess what the story is going to be about.

2. Think Ahead

Some questions can be put before listening to the story to discuss the issues in the listening material. All students can be divided into several groups, discuss it and then share their opinions with other groups.

### 3. Vocabulary

Some tasks can be given to prepare the students for vocabulary and expressions used in the listening section.

### 4. Task Listening

General understanding of the material grasping some ideas only.

### 5. Listening For Main Ideas

The students hear the material for the second time and are given questions to guide their listening.

### 6. Listening For Details

Students are asked to focus on detailed information, clarify any item from the recorded part.

### 7. Looking at Language

Highlight the use of grammar, idioms or another aspect of the language.

### 8. Follow-up Activities

Discussion questions, essay topics, interactive processing activities.

It can be concluded that before teaching listening, teachers should consider students' needs, interests, and levels. Teaching listening involves teaching students' strategies to improve their understanding of the text, such as making predictions, talking about the main ideas, or summarizing the text. Students can improve their listening skills through practice. Predicting stories, thinking ahead, preparing vocabulary, listening tasks, listening for main ideas, listening for details, focusing on language, and follow-up activities such as discussion questions and essay topics are some examples.

## 2.4 Listening Skills

In order to understand what we hear and gain mastery over the process of listening; it is important for one to master listening skills. According to Howatt and Dakin (1974:93), listening skills are the ability to understand spoken language, including

the ability to recognize and understand what others are saying. This listening process includes an understanding of accent, pronunciation, grammar, vocabulary, and the message conveyed by the speaker. Moreover, Widdowson (1978:60) states that listening skills are the ability to understand spoken language from sentences used in interactions and understand the context of the sentence to understand the speaker's intent. According to Cook.V. (2001:129), strategies to increase students' skills for listening involve the following three primary phases: pre-listening, while-listening, and post-listening exercises. Each level contributes significantly to students' overall listening skills. Ardhani (2012) explains each of these stages as follows:

### 1. Pre – Listening

Pre-listening activities help students select the material they will listen to and then focus on meaning during the listening process. Students should be given an explanation of the reason for listening so that they understand the specific information they should listen for or the level of detail they need. It is expected that students can activate background knowledge and acquire relevant vocabulary.

### 2. While – Listening

This stage uses the concept of listening to the dialog to determine the place of the conversation and listening to the conversation to determine the topics discussed. Asking students to count the number of speakers, how often certain words are said, and how many questions they hear are some examples of listening activities that focus students' attention on the main ideas in the text.

### 3. Post – Listening

At this stage, the aim of the activity is to ensure that students understand and retain the message. This activity includes extending and developing the listening task and asking students to assess the decisions they made during the listening task. At this stage, the lesson focuses on providing tasks related to the topic, ensuring that students understand the message and retain it, and asking questions to check the language used in the text.



## **2.5 Media in Teaching of Listening**

Media is one of the important aspects in teaching listening. Using various media can help them understand the material learned more easily and enjoyably. According to Thomas (1998), to make the subject matter more engaging and appealing, media is employed as a medium for knowledge transfer for educational purposes. Moreover, Wilson (2008) states that there are two types of media or listening sources that can be utilized, namely audio and audio-visual products. One example of audio media that can be used as listening learning media is radio. According to Wong (2016), learners' imaginations can be stimulated by listening to words on the radio. In addition, Wong (2016) states that a movie is an example of audiovisual. "Watching movies is very important because it can increase their visual and critical awareness."

It can be concluded that the use of media in the classroom is effective to improve students' comprehensive and useful for developing students' knowledge.

## **2.6 English Songs as Media in Teaching of Listening**

According to Griffie (1992), The term "song" describes any musical composition with lyrics, particularly well-known songs like those heard on the radio. Furthermore, Hornby (2000: 1281) says that A song is a brief piece of music with words that we can sing. In addition, Richard (2002:24) states that a song is a relatively short musical composition for the human voice, which features words or lyrics.

According to Lo and Li (1998), songs are essential instruments for developing students' abilities in listening, speaking, reading, and writing. They may be used to teach a range of language things such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. The use of songs as a medium in teaching listening is considered quite appropriate. Currently, young learners often listen to English songs in their daily lives either for relaxation or learning motivation. In addition, English songs are also related to the use of English language (vocabulary) in everyday life which they then adapt to use in socializing.

Shen (2009: 88) says that in fact, ELT (English Language Teaching) can be implemented in a relaxed and enjoyable way by using English songs in EFL (English Foreign Language) classes. Listyaningsih (2017) adds that listening to English songs might help enhance our listening skills. When a person listens to an English song, their ears become automatically adapted to hearing it, therefore when it comes time to listen in class, someone who is already accustomed to listening to songs will find it simpler to understand what the narrator is saying.

Based on the explanations above, it can be concluded that a song is a musical composition with lyrics, particularly well-known ones. They are essential for developing students' listening, speaking, reading, and writing abilities. Songs teach sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. English Language Teaching (ELT) can be implemented in a relaxed and enjoyable way by using English songs in EFL classes because they adapt English vocabulary in everyday life and use it in socializing.

## **2.7 Procedure of English Songs in Teaching of Listening**

There may be questions about rules for teaching listening given the significance of effective listening for success both within and outside of the classroom. As a result, the author adapted and adjusted the instructional procedures utilizing English songs from Philip (1993: 95) as follows:

1. The teacher introduces the title of the song and initiates the playback for the students, thereby enabling them to start following the rhythm and melody.
2. The students are then required to identify words that are related to the material that has been introduced earlier.
3. The teacher assists the students in comprehending the newly acquired vocabulary/phrases and explains the material.
4. The teacher plays the song several times and provides students with a worksheet containing lyrics and simple questions about the song, as well as vocabulary.
5. Subsequently, students will exchange answers with their classmates and subsequently verify them with the teacher while listening to the song once more.

6. Thereafter, students will be provided with individual assessment worksheets to ascertain the extent to which the material has been absorbed by the students.

## **2.8 The Advantages and Disadvantages of English Songs in Teaching of Listening**

In using English songs as media in learning activities, of course, there are advantages and disadvantages, which will be explained in the details as follows.

1. The Advantages of English Songs in Teaching of Listening as a media in teaching English, English songs have some advantages. Murphey (1992) argues that
  - a. Songs provide the flexibility that makes them ideal for use in classrooms for basic learners.
  - b. Songs can be used for a variety of objectives, and they can be a beneficial teaching tool for a variety of reasons.
  - c. Songs may benefit basic learners with a variety of skills, including listening and pronunciation, and
  - d. Songs also perhaps help students to improve their speaking abilities.

### **2. The Disadvantages of English Songs in Teaching of Listening**

As a medium in teaching English, English songs also have some disadvantages. According to Braun & Zaskalko (2017), the disadvantages of using English songs, as follows:

- a. The omission of endings. In English songs, it is common to notice the omission of endings in various words. This can be seen in the lyrics of almost all modern English songs.
- b. Reduction in conversation. This is a shortened form of common words that are used in conversation when the speaker is speaking fluently. For example, “gonna” is a shortened form of “going to.” If one attempts to say “going to” fluently, it will sound like “gonna.”
- c. Violation of grammar rules.
  - Double negation. This is often used to make sentences more expressive.

- Incorrect use of pronouns.
- Increasing the degree of comparison of adjectives with the help of additional irregular forms.
- d. Violation of the order of the predicate and object.
- e. Incorrect verb forms in conditional sentences.

English songs offer advantages in teaching listening, such as flexibility, variety of objectives, and improved listening and pronunciation skills. However, they also have disadvantages, English songs and conversations often omit word endings and use shortened forms like “gonna” to sound more natural. They also frequently break grammar rules, such as double negation, wrong pronouns, and incorrect verb forms in conditional sentences. Therefore, it is crucial to balance the advantages and disadvantages of using English songs in English language teaching.

## **2.9 Theoretical Assumption**

Listening is a useful basis affecting other skills of language and become one of the most crucial abilities to develop when learning English. Improving listening skill helps someone to be able to understand spoken words along with other audio and visual input more. The use of songs as a medium in teaching listening is considered quite appropriate. Songs are invaluable tools to develop students’ abilities in listening. Songs provide the flexibility that makes them ideal for use in classrooms. Songs also can be used for a variety of objectives, and may benefit a variety of skills (not only listening but also abilities and pronunciation), and also can develop their performance in other skills.

By the previous researches, English songs can be used in teaching listening. It influenced students to improve their listening skill. It is because the flexibility of songs such as adaptability to various subjects, motivations, expressions, and engagement that makes them ideal for basic learners. Therefore, in this research, the researcher will use English songs as a medium in teaching listening. The previous researches generally find it difficult to teach listening for children. On the other hand, most of the previous research focused on teenagers or employee

levels. Nevertheless, in this research the researcher focuses on the effectiveness of English songs in Junior High School students.

### **2.10 Hypothesis**

Based on the theories and explanations presented, the researcher formulated the hypothesis as follows: there is any significant improvement of students' listening skills after the students have been taught by using English songs in SMP Negeri 1 Bandar Lampung.

This chapter already discussed about literature review of the research, including the explanation about definition about listening, teaching, process, media in teaching listening, English songs as a media, English songs in teaching listening, procedure, advantages and disadvantages, frame of thinking, and also the hypothesis in order to provide an insight to this research.

### **III. METHODS**

This chapter discusses the research design, variables of the research, population and sample of the research, data instrument, validity and reliability of the test, data collecting procedure, data analysis, data treatment, and hypothesis testing.

#### **3.1 Design**

In conducting this research, the researcher will conduct quantitative research based on experimental design. Experimental design is research design that is used to find the influence of one variable research. The design is important considering it determines the internal variable of the research, which is the ability to draw appropriate conclusions regarding the experimental treatment's effect on the dependent variable. This design will be used for answering the research question, is there a significant difference in students' listening skills after the students have been taught by using English songs in SMP Negeri 1 Bandar Lampung. In this research, the researcher will use pretest and post-test design. In this research, the students will be administered a pre-test before the treatment and a post-test after the treatment. One group pretest posttest design is represented as follows:

#### **T1 X T2**

T1 refers to the pre-test that is given before the researcher teaches listening using English songs in order to measure the student's achievement before they are given the treatment.

X refers to the treatment given by the researcher using English songs to improve student's listening skills.

T2 refers to the post-test that is given after implementing English songs and to measure the differences after they get the treatment.

### **3.2 Variables**

There are two variables in this research, those are dependent variable and independent variable. The dependent variable in this research is SMP Negeri 1 students' listening skills (Y) while the independent variable in this research is English songs (X).

### **3.3 Data Sources (Population and Sample)**

A population is a group of individuals with qualities and characters that have been determined by the researcher (Nazir, 2005). Sample was part of the number and characteristics possessed by the population (Sugiyono, 2013: 81).

#### **1. Population**

The population of this research are the eight students in SMP Negeri 1 Bandar Lampung. The eight students consisted of 335 students in total which are divided into eleven class, (8.1) until (8.11).

#### **2. Sample & Sampling Technique**

Sampling technique for this research is cluster random sampling. In this research, the researcher takes the second grade of SMP Negeri 1. They are students from class 8.6, which consists of 31 students. They are active students of SMP Negeri 1 Bandar Lampung.

### **3.4 Instrument**

In conducting the research, the researcher uses instruments to obtain the data to be analyzed. Arikunto (2006) states that an instrument is a tool used by a researcher to gather data. The purpose of the test is to measure the student's listening skills through English songs in the second grade of SMP Negeri 1 Bandar Lampung.

In this research, the researcher will get the data which come from a listening test. The pre-test will be administered to the students before giving the treatment to measure their initial ability in listening. Post-test will be administered to the

students after giving the treatment to know their improvement in listening skills through English songs.

### **3.5 The Result of Try Out Test**

Before conducting the pre-test, the researcher administered a try out test on 9<sup>th</sup> December 2024 at SMP Negeri 1 Bandar Lampung. The form of the test given was multiple choice consisting of 40 items. After analyzing the results, the researcher got 28 very good items, 2 good items, 3 poor items, and 7 very poor items. Researchers drop questions in the poor and very poor categories with the consideration that these items are not good enough to be given on the pretest and posttest.

### **3.6 Validity and Reliability**

Validity shows how good a test is for a particular situation. It cannot draw valid conclusions from a test score unless it can make sure that the test is reliable. Even when a test is reliable it may not be valid. Validity refers to the extent to which a test paper can meet the purpose of the assessment. It is a matter of correctly interpreting the scores purposefully. Meanwhile, reliability refers to the degree to which the test results of a test paper are consistent, that is, the test results are not affected by external factors such as time, proctors, and classrooms.

#### **3.6.1 Validity**

According to Field (2015) validity basically means “measure what is intended to be measured”. To measure whether the test has a good validity, this researcher used content and construct validity.

##### **1. Content Validity**

According to Hatch and Farhady (1982), the term "content validity" refers to the ability of a test to assess a representative sample of the subject matter's contents. The focus of content validity is the adequacy of the sample rather than the presentation of the material. It means that the material should be based on basic competence in the syllabus of the second grade of Junior High School's students. This material is already appropriated because the researcher arranges the material



based on the objective of teaching in the syllabus for second grade of Junior High School.

In this study, the researcher used three of the seven aspects of the development of the key components of Tyagi (2013) as the basis for preparing the items used as instruments. This selection was made by the researcher with consideration of several factors. First, the three components of the aspect are the most relevant and in accordance with the learning context and the ability of students who are the subject of the study. Second, by only focusing on three of the seven components of the aspect allows researchers to make a more effective and targeted measuring instrument. Finally, these three aspects are considered the most relevant to be the basis and reference for making measuring instruments and developed in the context of English language learning in the second grade of junior high school, especially in the use of songs as a learning media.

## 2. Construct Validity

According to Hatch and Farhady (1982), the construct validity of the test addressed whether it was genuinely in line with the theory of what it is to know the language being measured. Construct validity is the degree to which a concept, idea, or behavior as a construct is transformed into work reality. To ensure the construct validity, the test will be developed using the indicators of Basic Competence that will be formulated in the syllabus.

The instruments in this study were developed based on three of the seven aspects of listening skills proposed by Tyagi (2013), namely understanding vocabulary, identifying key information, and making inferences. These three aspects were strategically selected by taking into account the characteristics of the students, the objectives of the assessment, and the feasibility of operationalizing these aspects into objective, quantitatively measurable items.

The aspect of understanding vocabulary was chosen because vocabulary mastery serves as the foundational component of listening skills. At the junior high school level, the ability to comprehend vocabulary in context greatly influences students' success in processing spoken messages as a whole. The aspect of identifying key information was included because it pertains to the ability to grasp the essential

content of spoken texts, which reflects a literal understanding of the conveyed message. Meanwhile, the aspect of making inferences was selected to represent higher-order thinking skills, assessing students' ability to draw conclusions based on implicit information within the audio.

The remaining four aspects—recognizing meaning, identifying grammatical structures, interpreting expressions and functions, and using background knowledge—were excluded from this instrument for several methodological reasons.

To begin with, recognizing meaning is considered too broad and encompasses elements that are already addressed by other aspects, making it difficult to operationalize independently in the form of test items. In addition, identifying grammatical structures focuses on the structural features of language, which are more appropriately assessed through grammar or writing tests rather than listening assessments. Moreover, interpreting expressions and functions involves analyzing the social functions of language and specific expressions, which require a highly specific context that cannot be fully conveyed through audio materials within a limited scope. Lastly, using background knowledge involves activating students' prior knowledge and personal experiences, which are highly individual and contextual, thus making it challenging to develop objective and equitable items applicable to all participants.

Therefore, the limitation to these three selected aspects is intended to ensure that the instrument remains focused, objectively measurable, and relevant to the listening skills of junior high school students. This selection also aims to maintain the content validity of the instrument while avoiding unnecessary complexity that could compromise the reliability of the assessment results.

The following specification adapted from Tyagi (2013) can be described as follows:

***Table 3. 1 Specification of Pre-Test and Post-Test***

<b>Format</b>	<b>Items Numbers</b>	<b>Test Objectives</b>	<b>Percentage</b>
Multiple choices	1,2,3,4,5,6,7,8,9,10 ,11,12,13,14,15	Understanding Vocabulary	50%
Multiple choices	16,18,20,21,22,24, 25,27,28,29	Identifying Key Information	33%
Multiple choices	17,19,23,26,30	Making Inferences	17%
Total	30 Items		100%

The proportion of questions in this instrument is not evenly distributed but is instead adjusted based on the complexity level of each aspect and its relevance to the listening process. The aspect of understanding vocabulary is allocated the largest portion—50% of the total number of questions—because vocabulary mastery is the most fundamental component and plays a crucial role in supporting overall comprehension of spoken texts. Without sufficient vocabulary knowledge, students are likely to struggle in identifying information and drawing conclusions from the audio material presented. The aspect of identifying key information constitutes 33% of the items, as this skill serves as a core indicator in evaluating the listener's ability to grasp the message conveyed through audio media. Meanwhile, the aspect of making inferences is assigned only 17%, given that this skill involves more advanced critical and analytical thinking processes. As such, it is considered disproportionate to include a large number of inference-based questions for junior high school students.

Therefore, the selection of aspects and the distribution of question proportions in this instrument are intentionally designed to be targeted and balanced. This ensures the content validity of the instrument and its effectiveness in assessing listening skills across different cognitive levels—from basic comprehension to higher-order thinking.

### 3.6.2 Reliability

The reliability test could be defined as the degree to which a test delivers consistent results when administered under similar conditions. In other words, test reliability is defined as the degree to which a test yields consistent results when administered under similar conditions. Split-half technique used to estimate the reliability between odd and even group, Pearson Product Moment formula uses as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum X)(\sum Y)}{\sqrt{[N\sum x^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

$r_{xy}$  : coefficient of reliability between odd and even numbers of items

x : odd number

y : even number

$\sum X^2$  : total score of odd number

$\sum Y^2$  : total score of even number

$\sum xy$  : total score of odd and even number

(Hatch & Farhady, 1982)

After the researcher got reliability of half test, the researcher determines the reliability of the whole test formula according to Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

$r_k$  = The reliability of the whole test

$r_{xy}$  = The reliability of half test

The criteria for reliability are:

0,81 – 1,00 = Very high

0,61 – 0,80 = High

0,41 – 0,60 = Enough

0,21 – 0,40 = Low

0,00 – 0,21 = Very low

It could be inferred that the test had a high level of reliability in the range 0.81 - 1.00.

After the Researcher conducted a tryout, the researcher continued to conduct a reliability test to ensure that the items to be used as measuring instruments were reliable. This test was carried out with the aim of determining whether the measuring instrument provides good and reliable results for use in repeated measurements. The researcher conducted a reliability test using the split-half technique which is used to estimate the reliability between odd and even group. The Pearson Product Moment Formula test results used are presented as follows.

$$r_{xy} = \frac{N(\sum xy) - (\sum X)(\sum Y)}{\sqrt{[N\sum x^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{34(4393) - (383)(363)}{\sqrt{[34(4657) - (383)^2] - [34(4343) - (363)^2]}}$$

$$r_{xy} = \frac{149.362 - 139.029}{\sqrt{158.338 - 146.689} \sqrt{147.662 - 131.769}}$$

$$r_{xy} = \frac{10.333}{(107.9)(126)}$$

$$r_{xy} = \frac{10.333}{13.595}$$

$$r_{xy} = 0,76$$

It could be inferred that the test had a high level of reliability, with a value of 0,76. After the researcher got reliability of half test, the researcher determines the

reliability of the whole test formula according to Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) as follows:

$$r_{k=\frac{2r_{xy}}{1+r_{xy}}}$$

$$r_{k=\frac{2(0,76)}{1+0,76}}$$

$$r_{k=\frac{1,52}{1,76}}$$

$$r_{k=0,86}$$

After calculating the whole test, reliability showed a high level with a value of 0,86. The researcher used the formula to calculate the reliability of the listening test in order to know if the items were reliable when the value closes to one. It could be inferred that the test had a high level of reliability in the range 0.81 - 1.00.

After testing with the split-half and whole test methods used to ensure consistency between parts of the instrument, the researcher subsequently measured the level of reliability statistically using SPSS ver 27. The results of statistical reliability testing are presented in the table below.

**Reliability Statistics**

Cronbach's Alpha	Part 1	Value	.261
		N of Items	21
	Part 2	Value	.853
		N of Items	20
	Total N of Items		
Correlation Between Forms			.883
Spearman-Brown Coefficient	Equal Length		.938
	Unequal Length		.938
Guttman Split-Half Coefficient			.553

The results of the item reliability test showed a very high level of reliability with a value of .938, which was constant with the previous calculation method. This finding indicates that despite being calculated with different approaches, the test

items indicate consistent and reliable items with both methods categorizing them as high reliability.

### 3.6.3 Level of Difficulty

To determine the level of difficulty, the researcher uses:

$$LD = \frac{U+L}{N}$$

Notes:

LD : level of difficulty

U : the number of upper groups who answer correctly

L : the number of lower groups who answer correctly

N : the number of students who join the test

According to Shohamy (1985), the criteria are:

<0.30 = Difficult

0.30 – 0.70 = Average

>0.70 = Easy

The researcher conducted a difficulty level test on the questions that students had done on the tryout. The index of the difficulty test illustrates the extent to which it is difficult for students. The value ranges from 0 to 1, where 0 indicates a problem with a difficult category, and 1 indicates a problem with an easy category. The results of the test are depicted in the table below.

Number Item Test	Computation	Criteria
2,8,9,22,24,27	<0,30	Difficult
1,4,6,7,10,11,12,15,17,18,19,21,23, 25,28,29,30,31,32,33,34,35,36,39,40	<0,30-0,70	Average
3,5,13,14,16,20,26,37,38	>0,70	Easy

The table above shows the results of the level of difficulty test. Based on the table above, there are 6 items in the difficult criteria, 25 items in the average criteria, and 9 items in the easy criteria. In the difficult criteria, there are 4 items that must be revised or dropped, the items are number 2, 8, 9, and 24. In the average criteria, there are 3 items that must be revised or dropped, the items are number 1, 4, and 6. Furthermore, in the easy criteria, there are 3 items that must be revised or dropped, the items are 3, 5, and 26.

### 3.6.4 Discrimination Power

To distinguish between examinees who are strong and weak in the ability being tested, discrimination power will be utilized. The researcher will divide the class into two groups—upper and lower students, to calculate the discrimination power. The formula that follows is:

$$\frac{U - L}{\frac{1}{2} N}$$

Notes:

DP = Discrimination power

U = The proportion of upper group students

L = The proportion of lower group students

N = Total number of students

The criteria according to Ebel & Frisbie (1991), as follows:

DP: 0,40 and up : Very good items 24

DP: 0,30 to 0,39 : Reasonably good but possibly subject to improvement

DP: 0,20 to 0,29 : Needing and being subject to improvement

DP: Below 0,19 : Poor items, to be rejected or improved by revision



After testing the level of difficulty, subsequently the researcher conducted a discriminating power test on the question. The discriminating power test is a test that shows the ability of the question to distinguish the high or low ability of students. The purpose of this test is to assess the quality of the problem in the effectiveness of discriminating students' abilities. The results of the discriminating power test analysis are used by researchers to improve or eliminate questions that do not fulfill the criteria. The results of the discriminating power test are presented in the table below.

Number Item Test	Computation	Criteria
7,10,11,12,13,14,15,16,17,18, 19,20,21,22,23,25,28,29,30,31, 32,34,35,36,37,38,39,40	0.40 and up	Very Good
27,33	0.30 to 0.39	Good
4,24,26	0,20 to 0.29	Need Improvement
1,2,3,5,6,8,9	Below 0.19	Dropped

Based on the table above, it shows that 28 items are categorized as very good, 2 items are categorized as good, 3 items are categorized as need improvement, and 7 items are categorized as revised or dropped. Items that are categorized as very good and good, therefore these items can be used in the test. Items that are categorized as revision and need improvement must be dropped or revised further.

### 3.7 Data Collection Procedure

In finding out whether there is any improvement in student listening skills, the researcher conducted the data from pre-test, treatment, and post-test. Those are describing as follow:

#### 1. Pre-Test

The pre-test was administered before giving the treatment. The pre-test provides evidence for the learning process. The students was listening to the audio and filling out a pre-test sheet consisting of 30 multiple choice questions.

## 2. Treatment

The researcher teaches listening to the songs in the experimental class. The researcher was carry out the treatments three times.

## 3. Post-Test

A post-test will be administered to the class at the end of the study. Following treatment, the students was given a post-test. It will be used to determine whether or not improving listening skills using English songs is more successful. The test will consist of 30 multiple-choice questions.

In collecting the data, the researcher will carry out the following procedures:

1. Asking permission to the headmaster of SMP Negeri 1 Bandar Lampung to conduct the research.
2. Giving a pre-test to investigate data on student listening skills in listening class before utilizing treatments.
3. Giving the treatments.
4. Giving a post-test to determine the data outcome of students' listening skills in listening class.

### **3.7.1 Procedure of Pre-Test**

Some procedures used in pre-test in this research are:

1. First, the researcher conditioned the students in the classroom by instructing them to sit in their respective places.
2. Next, the researcher distributed the worksheets.
3. Then, the researcher explained the procedures for working on the worksheet.
4. Later, the researcher asked the students to listen to the audio carefully.
5. After that, the researcher asked the students to fill in the answer sheet carefully based on the audio that was played.
6. Finally, the researcher collected the worksheets from each student.

### 3.7.2 Procedure of Post-Test

Some procedures used in post-test in this research are:

7. First, the researcher conditioned the students in the classroom by instructing them to sit in their respective places.
8. Next, the researcher distributed the worksheets.
9. Then, the researcher explained the procedures for working on the worksheet.
10. Later, the researcher asked the students to listen to the audio carefully.
11. After that, the researcher asked the students to fill in the answer sheet carefully based on the audio that was played.
12. Finally, the researcher collected the worksheets from each student.

### 3.8 Data Analysis

The formula from Arikunto (1993, 240) will be used to score both pre-test and post-test results. This study used a scoring system of the number of correct answers multiplied by the number of questions multiplied by 100.

The formula that follows is:

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

S : Score of the test

R : The right answers

N : The total items

### 3.9 Data Treatment

Following data collection and data analysis, the researcher conducted data treatment. All of the calculations made here will be examined using SPSS27 for data analysis. Thus, the researcher uses several stages by utilizing test of normality and hypothesis testing.

#### 3.9.1 Normality Test

The data for normality testing is gathered after the study results are obtained, and the data is tested to find out if it is normally distributed or not. In this research, the

researcher used statistical computation by using SPSS (Statistical Package for Social Science). The criteria of acceptance or rejection of normality according to the method of Kolmogorov- Smirnovas follows:

1. If the significance of the  $< 0.05$  means that the data tested is not normally distributed
2. If the significance of the  $> 0.05$  means that the data tested is normal.

### **3.10 Hypothesis Testing**

The hypothesis testing method is utilized to determine whether or not the hypothesis procedure in this study is accepted. SPSS27 (Statistical Package for Social Science 27) for Windows will be used to investigate the hypothesis for this research topic.

Ho: There is no difference in students' listening skills after being taught using English songs.

H1: There is a difference in students' listening skills after being taught using English songs.

If P-value  $< 0.05$  H1 is accepted

The researcher utilized the level of significance 0.05, which implies that the hypothesis is approved if sign P, which means that the probability of error in the hypothesis is only 5%.

This chapter already discussed methods of the research, including explanation about research design, research variables, population and sample of the research, data instrument, validity and reliability of the test, data collecting procedure, data analysis, data treatment, and hypothesis testing, which can provide a solid basis for the implementation of the research.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter explains the conclusions of the whole found during the research, suggestions for further researchers, and teachers who want to apply English songs as a media in teaching and learning activities, especially in listening skills.

### **5.1 Conclusion**

Based on the findings and discussion, the researcher draws the following conclusions from this study.

This study showed a significant improvement in listening skills among eighth grade students of SMPN 1 Bandar Lampung after applying English songs as media in teaching and learning activities during the treatments. This finding supports the idea that English songs used as learning media is an effective way to improve listening skills through interactive media, so it can be one of the recommended media for learning listening skills.

### **5.2 Suggestion**

From the results of the study, the researcher would like to provide some suggestions:

#### **5.2.1 Teachers**

English teachers can apply English songs as a learning media, this media can adjust to the learning material to be given. The use of English songs as learning media can help students learn effectively and make students understand more in enjoyable and relaxed way rather than memorizing. This media can help students to organize and use the words they obtain from the songs they have listened to, and make students use their cognitive abilities.

### **5.2.2 Researchers**

1. Future researchers are suggested to explore the application of English songs as learning media in more specific genres, such as pop, folk, or children's songs, which are also suitable for the learning context.
2. Future researchers can explore the application of English songs as a medium in teaching and learning activities at different student levels—such as elementary school, senior high school, or university—since this study focused specifically on eighth-grade students at the junior high school level in Bandar Lampung.
3. Future researchers can design a wider range of activities to support the use of English songs, such as lyric sequencing, error detection, image-matching, role plays, or lyric rewriting, in order to address diverse learning styles and enhance student engagement beyond the activities used in this study.

By implementing these recommendations, it is hoped that both educators and researchers can help and contribute to the continuous development of language teaching methodologies. Providing a more enjoyable, engaging and effective learning environment.

## REFERENCES

- Amelia, M. D., Tasnim, Z., and Fardhan, A. E. (2024). The use of English song to improve listening comprehension achievement of junior high school students. *EFL Education Journal*, 11(1), 167–175.
- Annisaa, and Efendi, Z. (2024). The use of English songs to improve the listening comprehension of eighth-grade students at SMP Negeri 2 Babahrot. *Action Research Literate*.
- Ardhani, R. R. V. (2012). Challenging issues in learning listening: A correlational study in university level. *Journal of English and Education*, 6(2), 103–113.
- Arikunto, S., and Suhardjono, S. (2006). *Penelitian tindakan kelas*. Jakarta, Indonesia: Bumi Aksara.
- Bradhiansyah, T. S. (2019). How to teach listening in senior high school. *International Journal of English Education and Linguistics (IJoEEL)*, 1(1). <https://doi.org/10.33650/ijoeel.v1i1.962>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson ESL.
- Brown, S. (2006). *Teaching listening*. Cambridge, England: Cambridge University Press.
- Butler, A. C. (2018). Multiple-choice testing in education: Are the best practices for assessment also good for learning? *Journal of Applied Research in Memory and Cognition*, 7(3), 323–331. <https://doi.org/10.1016/j.jarmac.2018.07.002>
- Cook, V. (2001). *Second language learning and language teaching* (3rd ed.). London, England: Arnold.
- Fatimatuzzahro, S., Rodiyah, S., Rakhmawati, D. M., Wahdini, L., and Susandi, D. G. (2024). The use of English songs to improve students' listening skill at SMP Negeri 242 Jakarta. *Ulil Albab: Jurnal Ilmiah Multidisiplin*.
- Field, A. P. (2005). *Discovering statistics using SPSS*. London, England: Sage Publications.
- Gardner, T. M. (2002). In the trenches at the talent war: Competitive interaction for scarce human resources. *Human Resource Management*, 41, 225–237.
- Griffiee, D. (1992). Songs and music techniques in foreign and second language classrooms. *Cross Currents*.

- Haloho, U. N., Sinaga, F. A., Rajagukguk, M. P., Julyanti, N., Nainggolan, and Napitupulu, S. (2022). Listening problems for junior high school. *Multiscience*.
- Hatch, E., and Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowley, MA: Newbury House Publishers.
- Hornby, A. S. (2000). *Oxford advanced learner's dictionary* (6th ed.). Oxford, England: Oxford University Press.
- Jaelani, A., and Zabidi, O. W. (2020). Junior high school students' difficulties of English language learning in the speaking and listening section. *ELT Forum*, 9(1), 45–54. <https://doi.org/10.15294/elt.v9i1.38287>
- Listyaningsih, T. (2017). The influence of listening English song to improve listening skill in listening class. *Academica: Journal of Multidisciplinary Studies*, 1(1), 35–49. <https://ejournal.uinsaid.ac.id/index.php/academica/article/view/601>
- Lo, R., and Li, H. C. F. (1998). Songs enhance learner involvement. *English Teaching Forum*, 36(3–4), 8–11.
- Lynch, T., and Mendelsohn, D. (2010). Listening. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 193–210). London, England: Arnold.
- Mailawati, A., & Anita, A. (2022). The impact of English songs to improving on English listening skills. *Journal of Research on Language Education*, 3(2), 62–72. <https://mikrotik.teknokrat.ac.id/index.php/JoRLE/article/view/2158>
- Murphey, T. (1992). The discourse of pop songs. *TESOL Quarterly*, 26(4), 770–774.
- Nadhira, S., and Warni, S. (2020). Students' listening difficulties in English as a foreign language. *Advances in Social Science, Education and Humanities Research*.
- Nation, I. S. P., and Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York, NY: Routledge.
- Nazir, M. (2005). *Research methods*. Bogor, Indonesia: Ghalia Indonesia.
- Nemtchinova, E. (2013). *Teaching listening*. Alexandria, VA: TESOL International Association.
- Phillips, S. (1993). *Young learners*. Oxford, England: Oxford University Press.
- Ridhani, N. A., and Nasution, Y. (2023). The effect of English songs to improve students' listening ability. *Journal of English Language Teaching and Learning*.
- Richard, J. (2002). *Studying popular music*. Buckingham, England: Open University Press.



- Romadhon, F. A. (2005). The effects of using English pop and rock songs on the tenth grade's vocabulary mastery [Unpublished undergraduate thesis]. Universitas Negeri Surabaya.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Harlow, England: Pearson Education Limited.
- Setyono, B. (2013). Developing listening comprehension test for students of English education department. *Didaktika*, 11(2), 129–144.
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English Language Teaching*, 2(1), 88–94.
- Shohamy, E. (1985). *A practical handbook in language testing for the second language teacher*. Tel Aviv, Israel: Tel Aviv University.
- Shpakovskaya, V. V. (2017). How to teach good listening skills. *Belarusian State University's Electronic Library*.
- Solihat, D., and Utami, L. P. (2014). Improving students' listening skill by using English songs. *English Review: Journal of English Education*, 3(1), 90–98.
- Sugiyono. (2008). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung, Indonesia: Alfabeta.
- Stephen, E., and Lucas. (1998). *The art of public speaking*. New York, NY: McGraw-Hill.
- Tarigan, H. G. (2008). *Menyimak sebagai suatu keterampilan berbahasa*. Bandung, Indonesia: Angkasa.
- Thomas, C. R. (1998). The impact of media and technology in schools. *Research Report*. <http://it.coe.uga.edu/9treeves.pdf>
- Tyagi, B. (2013). Listening: An important skill and its various aspects. *The Criterion: An International Journal in English*, 12(1), 1–8. <http://www.the-criterion.com>
- Vandergrift, L., and Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York, NY: Routledge.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford, England: Oxford University Press.
- Wilson, J. J. (2008). *How to teach listening*. Harlow, England: Pearson Education Limited.
- Wong, J. (2016). Printed and audio-visual media: Can we use it in teaching English? *Multimedia University Malaysia*.
- Zaki, L. B., Dita, A., and Prasodjo, P. (2024). Difficulties among secondary students of SMP Muhammadiyah Plus Batam on listening comprehension. *PROJECT (Professional Journal of English Education)*.