

**THE IMPROVEMENT OF STUDENTS' LISTENING SKILLS TAUGHT
THROUGH SONGS IN SELF- DIRECTED LANGUAGE LEARNING**

Undergraduate Thesis

By

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ABSTRACT

THE IMPROVEMENT OF STUDENTS' LISTENING SKILLS TAUGHT THROUGH SONG IN SELF-DIRECTED LANGUAGE LEARNING

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Galuh Pratiwi

This study investigated the impact of using songs to improve students' listening skills in a self-directed language learning context. The participants were 36 tenth-grade students of SMA N 1 Terbanggi Besar in the 2025–2026 academic year. This research employed a quantitative method using a one-group pre-test and post-test design. The instruments used were a listening comprehension test and the Self-Directed Learning Ability Scale questionnaire. The results showed an improvement in students' listening skills. The mean score increased from 59.08 in the pre-test to 67.92 in the post-test, with a gain score of 8.84. The paired sample t-test indicated that the improvement was statistically significant, with t -value = 9.291, df = 35, and Sig. (2-tailed) = 0.000. Since the t -value (9.291) was higher than the t -table (2.030) at the 0.05 significance level, the null hypothesis was rejected, confirming that songs significantly improved students' listening skills. In addition, the questionnaire results revealed that students generally had positive perceptions toward the use of songs in self-directed learning, particularly in the aspects of motivation and self-awareness, although some students still showed low engagement and initiative. Overall, the study concludes that integrating songs into self-directed learning significantly improves students' listening comprehension. Therefore, it is recommended to use more varied song selections and interactive listening activities to maximize learning outcomes.

Keywords: Listening Skills, Self-Directed Learning, Songs, English Language Learning, Student Engagement.

ABSTRAK

**PENINGKATAN KETERAMPILAN MENDENGARKAN SISWA
MELALUI LAGU DALAM PEMBELAJARAN BAHASA SECARA
MANDIRI**

Oleh
Galuh Pratiwi

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan lagu dalam meningkatkan keterampilan mendengarkan siswa dalam konteks pembelajaran bahasa secara mandiri. Partisipan penelitian ini adalah 36 siswa kelas X SMA N 1 Terbanggi Besar pada tahun ajaran 2025–2026. Penelitian ini menggunakan metode kuantitatif dengan desain one-group pre-test dan post-test. Instrumen yang digunakan meliputi tes pemahaman mendengarkan dan kuesioner Skala Kemampuan Pembelajaran Mandiri. Hasil penelitian menunjukkan adanya peningkatan keterampilan mendengarkan siswa. Nilai rata-rata meningkat dari 59,08 pada pre-test menjadi 67,92 pada post-test, dengan gain score sebesar 8,84. Uji paired sample t-test menunjukkan bahwa peningkatan tersebut signifikan secara statistik, dengan nilai $t = 9,291$, $df = 35$, dan $\text{Sig. (2-tailed)} = 0,000$. Karena nilai t hitung (9,291) lebih besar daripada t tabel (2,030) pada tingkat signifikansi 0,05, maka hipotesis nol ditolak. Hal ini membuktikan bahwa penggunaan lagu secara signifikan meningkatkan keterampilan mendengarkan siswa. Selain itu, hasil kuesioner menunjukkan bahwa siswa umumnya memiliki persepsi yang positif terhadap penggunaan lagu dalam pembelajaran mandiri, terutama pada aspek motivasi dan kesadaran diri. Namun demikian, masih terdapat beberapa siswa yang menunjukkan keterlibatan dan inisiatif yang rendah. Secara keseluruhan, penelitian ini menyimpulkan bahwa mengintegrasikan lagu ke dalam pembelajaran mandiri secara signifikan meningkatkan kemampuan pemahaman mendengarkan siswa. Oleh karena itu, disarankan untuk menggunakan pilihan lagu yang lebih beragam serta melaksanakan aktivitas mendengarkan yang lebih interaktif agar hasil belajar dapat dimaksimalkan.

Kata Kunci: Keterampilan Mendengarkan, Pembelajaran Mandiri, Lagu, Pembelajaran Bahasa Inggris, Keterlibatan Siswa.

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**By
Galuh Pratiwi**

Undergraduate Thesis

**Submitted in a Partial Fulfillments of
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In
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Faculty of Teacher Training and Education**



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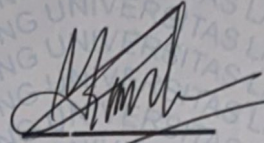
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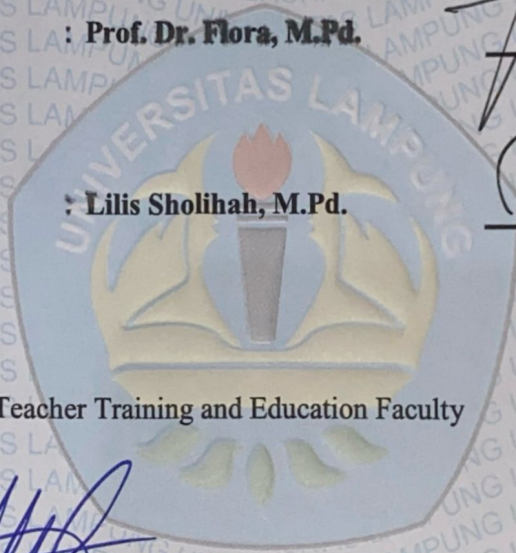
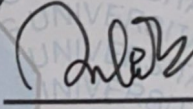
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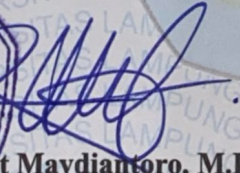
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata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

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CURRICULUM VITAE

Galuh Pratiwi was born in Yukum Jaya, Central Lampung, on April 24, 2004. She is the fourth child of four siblings. She is an undergraduate student of the English Education Study Program at the University of Lampung.

She completed her elementary education at SD N 3 Yukum Jaya in 2016. She then continued her studies at SMP N 2 Poncowati and graduated in 2019. In 2022, she graduated from SMAN 1 Terbanggi Besar. In the same year, she was admitted to the English Education Study Program at the University of Lampung.

During her undergraduate study, she participated in the Community Service Program (KKN) in Tulang Bawang in 2025. She also completed her Teaching Practice Program (PLP) at SMK 1 Banjar Margo for one month, where she gained practical teaching experience in a vocational high school environment.

To fulfill the requirement for her undergraduate degree, she conducted research entitled “*The Improvement of Students’ Listening Skills Taught Through Songs in Self-Directed Language Learning.*” The study employed a quantitative pre-test and post-test design involving tenth-grade students. The research focused on examining the effectiveness of song-based instruction in improving students’ listening skills within a self-directed learning context.

Her academic interests include listening comprehension development, song-based language teaching, self-directed learning, and English teaching methodology. She aspires to contribute to the development of innovative and student-centered English learning environments.

MOTTO

“Indeed, with hardship comes ease.”

QS. Ash-Sharh: 6

“Allah does not burden a soul beyond that it can bear.”

QS. Al-Baqarah: 286

“Bukan tanda kamu ditinggalkan.

Semakin besar mimpi dan masa depan seseorang, sering kali ujiannya juga terasa besar — karena sedang dinaikkan levelnya.”

Ustadz Hanan Attaki

“The strong believer is better and more beloved to Allah than the weak believer, while there is good in both. Strive for that which benefits you, seek help from Allah, and do not give up.”

(HR. Muslim)

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala, who always blesses the researcher's life and grants her strength, the researcher would like to wholeheartedly dedicate this humble work to her beloved parents, brother, sisters, relatives, and friends for their endless love, prayers, and support.

This work is also dedicated to the outstanding lecturers of the English Department, University of Lampung, for their valuable knowledge and guidance.

The researcher also dedicates this work to her beloved almamater, the University of Lampung, to all hardworking teachers who continue to inspire students, and finally to herself for the perseverance and effort in completing this research.

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This thesis is submitted as one of the requirements to obtain the Bachelor’s Degree in Education at the Faculty of Teacher Training and Education, University of Lampung.

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Finally, the researcher realizes that this thesis is still far from perfect. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this research. Hopefully, this thesis can give positive contributions to the development of English education and be useful for readers and future researchers.

Bandar Lampung, 15 April 2026
The author,

Galuh Pratiwi

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I. INTRODUCTION

This chapter presented the background of the problems, research questions, the objectives of the research, uses of the research, scope of the research, and definitions of the terms.

1.1. Background

In recent years, there has been a lot of emphasis on incorporating music into teaching methods, especially when it comes to language acquisition. According to research, music can improve cognitive functions and help with memory retention, which makes it a useful aid for learning new languages. Thomas (2018) states that songs can shape a distinctive learning environment, which in turn may enhance students' engagement and motivation. This suggested that adding music to self-directed learning (SDL) could enhance the educational process and boost language learners' performance. Listening skills were a fundamental aspect of language acquisition and were crucial for effective communication. Studies had shown that exposure to authentic language use, such as that found in songs, could significantly enhance listening comprehension. According to Vandergrift (2007), effective listening strategies consist of multiple techniques that can be improved by practicing with different kinds of audio inputs. Thus, songs served as a rich source of linguistic input, introducing learners to various accents, dialects, and colloquial expressions that enhanced their listening experience. Moreover, the emotional and cultural dimensions of music could further enrich the learning experience. Songs often reflected cultural nuances and contexts that were vital for language learners. Vandergrift (2007) noted that effective listening strategies include several techniques that can be strengthened through practice with varied audio materials. This emotional engagement could reduce anxiety and create a more conducive

learning environment. Therefore, the relationship between the use of songs in SDL and the development of listening skills could be multifaceted, encompassing cognitive, emotional, and cultural dimensions that contributed to effective language learning.

Self-directed learning emerged as a crucial component in modern education, emphasizing learner autonomy and personalized learning paths. SDL allowed learners to take control of their educational experiences, developing skills such as critical thinking and self-regulation. According to Knowles (1975), self-directed learning is a process where individuals independently recognize their learning needs, set learning goals, locate suitable resources, and assess the results of their learning. In this context, using songs as a resource could enhance students' listening skills and make the learning process more engaging. Many students still have difficulty improving their listening abilities despite advancements in technology and instructional strategies (Vandergrift, 2007). This problem was caused by a number of things, including a lack of authentic audio resources, such as songs, podcasts, or discussions with native speakers. Their comprehension of various dialects, common idioms, and speech rates was hampered by this lack of exposure. Additionally, the transition to online instruction frequently resulted in additional distractions, making it difficult for pupils to concentrate on audio information because of background noise. Students from various linguistic origins also varied widely in their listening comprehension abilities.

The cognitive load of listening could be quite heavy, as they needed to decode sounds, grasp vocabulary, and understand context all at once. Their listening skills may be further hampered by emotional reasons such as insecurity or fear of making mistakes. Finally, students may find it difficult to maintain motivation and engagement because previous teaching approaches may not have provided appropriate strategies. Incorporating music into language learning was one possible

way to improve comprehension and student engagement by making the process more pleasurable and offering a rich environment for listening practice.

Melisa, Silviyanti, and Syamaun (2022) conducted a qualitative study exploring the use of songs to enhance the affective domain of eighth-grade students in Aceh Besar, Indonesia. Involving one teacher and twenty-five students, data were collected through observations and interviews. The results showed that songs had a positive impact, increasing students' enthusiasm, participation, and collaboration, although they demonstrated a lack of independence while working individually. Yusuf and Ali (2022) also conducted research to explore students' perceptions of using the "liveworksheet" platform for self-directed listening skills development. Findings indicated that the platform enhanced independent learning, improved vocabulary mastery, and increased students' technological skills and autonomy. Ananda (2023) investigated the improvement of students' listening skills through English songs, finding that these songs had a moderate effectiveness in enhancing listening skills. Afriyuninda and Oktaviani (2021) also conducted a study on the effectiveness of English songs in improving students' listening skills, showing significant improvement based on data analysis.

Even though previous research has shown the advantages of employing songs in language learning, the majority of these studies concentrated on classroom settings and did not sufficiently explore particular SDL tactics. This gap highlighted the need for more research on how students could use songs on their own to improve their listening abilities outside of traditional classroom settings. Particularly in varied cultural and educational environments, the connection between the use of songs in SDL and the development of listening abilities has not received enough attention.

This research was highly relevant amidst the rapid changes occurring in the educational landscape, especially with the increasing use of technology and online learning. This study offered fresh perspectives on how students could participate

more fully in their own learning processes by concentrating on the use of songs in self-directed learning (SDL). A key component of language learning was the development of listening skills, which improved understanding of spoken content, accents, and linguistic subtleties in addition to supporting speaking ability. Many kids still struggled to improve their listening abilities in spite of technological developments. As a result, this study was crucial in determining methods that may assist students in overcoming these obstacles, especially when it came to using songs as a tool in SDL, which provided a fresh way to improve listening abilities through engaging and participatory techniques. Additionally, this research contributed to understanding how the emotional and cultural aspects of music could be integrated into language learning.

The aim of this study was to identify the correlation between song usage and students' listening skills in self-directed language learning. It evaluated the emotional and cultural effects of music on students' motivation, examined successful methods for incorporating songs into the self-directed learning process, and provided suggestions for best practices for using songs in self-directed learning contexts that could be applied across a range of educational settings. Although many studies have demonstrated the benefits of using songs in language learning, most of them focused on formal classroom settings and did not offer specific SDL strategies. In addition, beyond exploring the relationship between learning through songs and the development of listening abilities across different cultural contexts, this study also aimed to show how learners could independently use songs to improve their listening skills outside the classroom.

1.2. Research Question

Based on the background, the researcher framed the research problem as follows:

1. Is there any significant improvement of students' listening skills taught through songs in self-directed learning?
2. How is students' perception on the using song in self-directed learning?

1.3. Objective of the Research

With the formulation of the problem, the objectives of the research were:

1. To assess how much students' listening skills improve after participating in self-directed learning using songs.
2. To obtain feedback from students about their experiences with the use of songs in self-directed learning, which can be used to improve teaching methods in the future.

1.4. Uses of the Research

The findings of this research were both theoretical and practical,

1. Theoretically, this research aims to clarify the role of music in enhancing listening skills in language acquisition, emphasizing how emotional and cognitive engagement through songs could directly influence students' listening abilities in self-directed learning contexts.
2. Practically, this research aims to provide practical strategies for language learners and educators to effectively include songs in their self-directed learning processes, improving listening skills and creating a more engaging and independent learning environment.

1.5. Scope of the Research

The scope of this research focused on improving students' listening skills taught through songs in self-directed learning, specifically involving tenth-grade students. The researcher integrated songs into the curriculum as the main tool for teaching listening skills, selecting a variety of songs that were appropriate for the students' language levels and interests. This study took place in a self-directed learning environment, encouraging students to engage with the material independently outside of the classroom.

To assess the effectiveness of this approach, pre-tests and post-tests were conducted

to measure listening skills before and after the intervention, allowing for a clear evaluation of improvement. Additionally, this research explored specific self-directed learning strategies, such as active listening exercises, lyric analysis, and vocabulary acquisition, to determine their impact on enhancing listening skills.

1.6. Definition of Term

There were some terms used in this research that were defined to make them clear and to avoid misunderstanding.

- Listening Skills: referred to the ability to obtain information and understand the meaning of spoken words. According to Tyagi (2013), listening skill was key to receiving messages, and it required a high level of concentration and energy.
- Songs: according to Richards (2002), were relatively short musical compositions for the human voice that featured words or lyrics. A song was a musical composition typically consisting of lyrics, melody, and often harmony. Songs were considered a valuable language-learning resource because they bundled culture, vocabulary, listening, grammar, and various other language skills into simple and engaging forms.
- Self-Directed Learning (SDL): According to Tough (1971), was a process in which individuals engaged in self-planned learning activities, using various resources and methods to achieve their learning goals. It emphasized the individual's responsibility to design and manage their own learning experience.

This chapter provided explanations related to the research, which consisted of the background of the study, research objectives, significance of the research, scope of the research, and definitions of key terms.

II. LITERATURE REVIEW

This chapter discussed the review of the literature related to the research. The first part presented a review of previous studies. The second part summarized the theoretical assumptions. The final part discussed the research hypothesis.

2.1. Definition of Listening

Listening was a critical component of language acquisition and communication. It involved not only the ability to hear sounds but also the capacity to interpret and understand spoken language. According to Vandergrift (2007), listening was an active process that required the listener to construct meaning from auditory input. According to Brown (2007), listening skill was the ability to accurately receive and interpret messages in the communication process. It involved understanding spoken language and responding appropriately.

Understanding reference, which involved identifying pronouns and other words related to previously mentioned concepts; focusing on details to recall specific facts that supported the main idea; making inferences to draw conclusions based on implied information; and having a strong vocabulary to grasp the words and phrases used in conversations were all important components of listening. These components improved the listening experience overall and were essential for effective communication.

2.2. Teaching Listening in Senior High School

Teaching listening skills in senior high school had changed significantly over the years. It had shifted from a focus on memorization and passive listening to a more

interactive and engaging approach. Without the development of critical listening techniques, traditional methods frequently relied on repeating audio materials. On the other hand, contemporary approaches promoted the use of real-world resources, such as songs, podcasts, and conversations, to expose pupils to language use in ordinary contexts. Vandergrift (2007) highlighted the importance of teaching listening strategies that helped students become more independent and effective listeners. These tactics included methods like content prediction, meaning inference, and information summarization. Feedback was also essential to the listening process; giving students constructive criticism on their listening performance allowed them to pinpoint their areas of strength and growth, which improved their listening abilities overall.

In the context of the Kurikulum Merdeka, which promoted a flexible and student-centered approach to education, teaching listening skills could be tailored to meet the diverse needs of students. This curriculum promoted creativity and critical thinking by encouraging the use of interesting and varied materials. Teachers could establish a more dynamic learning environment that enabled students to effectively develop their listening abilities by aligning listening instruction with the Kurikulum Merdeka principles.

2.2.1. Key Aspects of Teaching Listening

As stated by Rost (2002), effective listening was a vital skill for language learners, as it enabled them to comprehend spoken language and engage meaningfully in conversations. Finding the main idea, drawing conclusions, comprehending allusions, paying attention to details, and having a large vocabulary were all crucial components of hearing in order to comprehend and participate in conversations. Each of these components was essential to improving comprehension and listening abilities. The following are the main elements of teaching listening:

1. Main Idea

The main idea was the central point or primary message of a conversation.

Identifying it helped listeners grasp the overall purpose of what was being said. This skill was crucial for summarizing and understanding the essence of the discussion.

2. Inference

Making inferences involved drawing conclusions based on implied information rather than direct statements. Listeners used context clues, tone, and body language to interpret meanings that were not explicitly mentioned, thereby enriching their understanding of the conversation.

3. Detail

Focusing on details meant paying attention to specific facts, examples, or descriptions that supported the main idea. This skill enhanced retention and comprehension, allowing listeners to recall important information and engage more deeply in the conversation.

4. Vocabulary

A strong vocabulary was essential for effective listening. It enabled listeners to understand a wider range of words and phrases, which was crucial for grasping nuances and subtleties in spoken language. A richer vocabulary improved overall comprehension and facilitated smoother communication.

2.2.2. Approaches to Teaching Listening

Effective listening instruction required a sophisticated comprehension of how students processed spoken language. According to Goldstain (2009), top-down and bottom-up processing were the two main techniques that had become fundamental listening strategies. Each method addressed a distinct aspect of language comprehension and offered special methods for enhancing listening skills.

1. Top-Down Processing

Top-down processing, which focused on using context and prior knowledge to understand spoken language, was a successful method of teaching listening. By encouraging students to apply their prior knowledge to comprehend new material, this method increased comprehension and engagement. According to Brown (2001),

listeners actively constructed meaning by integrating their prior knowledge with the information they received. Practical tasks for this approach included anticipating information, summarizing important parts, or talking about pertinent issues before listening. These pre-listening strategies improved students' comprehension of the spoken text's nuances and crucial features while also utilizing prior knowledge.

2. Bottom-Up Processing

Bottom-up processing focused on comprehending individual sounds, syllables, and phrases in order to decode spoken language from the smallest units to bigger meanings. This approach was essential for enhancing pupils' listening skills because it let them progressively increase their comprehension. Phonemic awareness exercises that concentrated on individual sounds and detailed listening assignments that required students to pay attention to certain components of the spoken text were examples of activities linked to bottom-up processing. Students' ability to recognize and process the fundamental building elements of language increased as a result of these targeted exercises, which in turn improved their ability to comprehend and interpret spoken communication.

2.2.3. Techniques for Teaching Listening Skills.

Teaching listening skills was a crucial part of learning a language, particularly when learning a second language. The following teaching strategies were applied to develop students' listening comprehension skills. These strategies are commonly used in EFL listening instruction and are supported by listening pedagogy principles such as active processing, use of contextual clues, and strategy-based listening practice (Field, 2008; Richards, 2008; Vandergrift & Goh, 2012).

1. Filling Gap

This technique involved omitting certain words in a paragraph or dialogue. Students were asked to listen to an oral text read by the teacher or played from a recording and then fill in the missing words. This technique helped students focus on what they

heard and enhanced their understanding of the context.

2. Guessing Picture

In this technique, students were asked to guess the picture that corresponded to the oral text being presented. This helped students connect verbal information with visual cues, thereby strengthening their comprehension.

3. Finding Mistakes

Students were required to listen to an oral text and underline words that did not match the text. This technique trained students to become more attentive and critical of the information they heard.

4. Choosing Menu

In this technique, students were asked to select a menu that corresponded to the oral text they listened to. This activity could be applied in everyday conversation contexts, such as ordering food, and helped students understand social contexts in English.

5. Rearranging Sentences or Paragraph

Students were given sentences or paragraphs in an incorrect order and were asked to listen to the oral text to arrange them correctly. This technique trained listening skills while also enhancing critical thinking abilities.

6. Matching

This technique involved dividing a conversation into two parts. Students were asked to listen to the conversation and match the first part with the second part based on the text. This activity helped students understand the structure of conversations in English.

7. Active Listening

In addition to the techniques above, teaching the concept of active listening was also important. This involved listening attentively and attempting to understand and respond to what was heard. Students were trained to take notes on key ideas, understand context, and predict what would be said next.

8. Using Various Sources

Students were encouraged to listen to various types of media, such as podcasts,

movies, and news programs. Each type of media offered different language styles and accents, which were important for overall English comprehension.

9. Note-taking and Paraphrasing

Students were trained to take notes while listening and then express the content they heard using their own words. This technique helped reinforce understanding and improve language skills.

10. Paying Attention to Context

Students were taught to understand the context of conversations to help them infer the meanings of unfamiliar words. This was crucial for enhancing overall listening skills.

To sum up, teaching listening skills is an essential component of second language learning, particularly for EFL students. The strategies described above provide systematic and meaningful practice to improve students' listening comprehension. Activities such as gap-filling, matching, sequencing, and error identification develop learners' attention to detail and improve their ability to process spoken input accurately. Meanwhile, active listening, contextual inference, and exposure to authentic listening materials help students build stronger comprehension strategies and increase confidence in understanding real-life English communication. Therefore, the use of varied listening activities and authentic resources can create an effective learning environment that supports students' overall listening development (Field, 2008; Richards, 2008; Vandergrift & Goh, 2012).

2.3. Definition of Song in Self- Directed Learning

According to Knowles (1975), self-directed learning was a process in which individuals took control of their own learning by diagnosing their learning needs, setting goals, implementing strategies, and evaluating their progress. In this context, songs were defined as valuable tools that significantly enhanced the self-directed learning experience. Songs allowed learners to begin by identifying specific areas for improvement, such as vocabulary, pronunciation, or cultural understanding, by selecting tracks that challenged these skills. For example, a student might have chosen a song with complex lyrics to develop reading comprehension and sensitivity to language nuances. This initial step of diagnosing learning needs laid the foundation for a more personalized learning journey.

After determining their needs, students were able to create precise objectives that matched their motivations and areas of interest. For example, a student may have set a goal to comprehend the themes and meanings of a song or to become proficient in its lyrics. This goal-setting component was essential to self-directed learning because it gave students specific objectives, which made the process more concentrated and interesting. The next stage was to put learning principles into practice, and songs were easily incorporated into different study techniques. Students engaged in lyric analysis to enhance their comprehension of language and context, and they incorporated listening exercises by continuously listening to songs to enhance their auditory skills. Another useful technique for enhancing rhythm and pronunciation was singing along.

Students' involvement was further increased by the range of tactics available to them, which enabled them to select approaches that best fit their learning preferences. Lastly, assessing learning was a crucial part of self-directed learning, and songs gave students a useful way to gauge their development. Students noted gains in their speaking and listening abilities as they considered how well they could

comprehend and employ language in songs. They videotaped themselves singing to monitor their progress over time, or they kept journals to record their experiences. In addition to reinforcing learning objectives, this reflective activity boosted students' self-esteem as they saw their advancement.

2.4. Teaching Listening Through Songs in Self-Directed Learning

Teaching listening skills through songs was an effective and enjoyable method in language education that encouraged self-directed learning (SDL). The process began with a pre-test to assess students' initial listening skills. During the treatment phase, teachers selected relevant songs with clear lyrics and meaningful themes. Students listened to the songs several times, focusing on vocabulary, intonation, and the overall message. The activities included analyzing the lyrics to identify idioms and writing personal reflections on how the songs related to their own experiences.

After the treatment, a post-test was administered to measure improvements in listening comprehension. To assess self-directed learning, students completed a questionnaire that evaluated their motivation, engagement, and satisfaction with the learning process. Experts such as Graham (2006) emphasized that songs created an enjoyable environment for practicing listening skills, while Murphey (1992) pointed out that music-related activities enhanced language understanding. Ultimately, this approach not only made learning more enjoyable but also empowered students to take control of their own learning, leading to improved listening skills and a deeper understanding of the language.

2.5. Procedures of Teaching Listening Through Song in Self-Directed Learning

This procedure reflected the principles of self-directed learning (SDL) in the context of education, drawing on contributions from various experts, including Knowles (1975) with his concept of andragogy and Kolb (1984), who discussed experiential learning. Although no single figure encompassed all of these points, this summary illustrated best practices in education that supported SDL. Through this approach,

students were encouraged to take initiative in their learning process, ultimately fostering sustainable self-directed learning skills.

1. Setting Goals

Teacher: Introduce the learning objectives, such as "Students will be able to identify the main ideas and specific information from English songs."

Students: Encourage students to formulate specific personal goals, such as "I want to understand new vocabulary that appears in song."

2. Providing Learning Resources

Teacher: Provide various learning resources, such as audio, video, and other materials.

Students: Choose resources that align with their interests. For example, some students might select podcasts about technology, while others choose cultural topics.

3. Creating a Learning Plan

Students: Guide students to create a personal learning plan based on the established goals. They can outline the steps they will take to achieve those goals.

4. Listening Activities

Students: Listen to the selected materials and take notes on important information.

Teacher: Provide guidance on active listening techniques, such as focusing on intonation or key words.

5. Reflection and Discussion

Students: After listening, students reflect on what they have learned and note any difficulties they encountered.

Teacher: Facilitate class discussions to talk about listening experiences and the understanding gained.

6. Feedback

Teacher: Provide feedback on students' listening skills, including aspects that need improvement.

Students: Use the feedback to revise their learning plans and listening strategies.

7. Collaboration

Students: Work in small groups to share notes and listening strategies.

Teacher: Facilitate collaboration by providing discussion questions or group tasks.

8. Self-Evaluation

Students: Conduct self-evaluations to assess their progress in listening skills.

Teacher: Encourage students to set new goals based on their self-evaluations.

9. Final Reflection

Students: Hold a reflection session at the end of the unit to share what they have learned and how they applied their listening skills.

Teacher: Summarize the lessons learned by highlighting the importance of listening skills in everyday communication.

2.6. Advantages and Disadvantages of Teaching Listening Through Song in Self-Directed

There were advantages and disadvantages to using songs to teach listening skills in a self-directed learning setting. Several important points and expert opinions were highlighted as follows.

2.6.1. Advantages

1. **Enhanced Motivation and Engagement:** Songs were frequently engaging and enjoyable, which could encourage students to participate actively in listening exercises. Graham (2006) stated that listening was a skill that required practice and context, and songs provided a fun and engaging environment to develop this skill. This indicated that music could foster a supportive learning environment.

2. **Exposure to Real Language:** Songs provided exposure to real language usage, such as common idioms and cultural allusions, which were crucial for communicating in the real world. *“Diverse teaching materials, including songs, could help students understand various aspects of language, such as intonation, vocabulary, and context,”* according to Richards (2008).

3. **Improved Listening Skills:** The repetitive nature of songs helped reinforce vocabulary, pronunciation, and intonation, which supported language retention and understanding. *“Songs with clear and easily understandable lyrics should be chosen*

for learning,” according to Tengku (2012), as this made it simpler for pupils to follow along and absorb the content.

4. Cultural Awareness: Students learned about many cultures through songs, which improved their comprehension of social settings and cultural quirks. According to Murphey (1992), *“music-based activities provided a rich context for students to practice listening and engage with the language.”*

5. Flexibility in Learning: Students could learn at their own speed and on their own time with self-directed learning, which made it simpler for them to fit listening exercises into their regular routines.

2.6.3. Disadvantages

1. Variability in Language Difficulty: Some songs contained complex vocabulary or unclear pronunciation, which could be challenging for students and hindered their understanding. This could lead to frustration for those trying to grasp the song's content.

2. Potential Distractions: The musical aspect could sometimes distract from the goal of language learning, causing students to focus more on the melody than the lyrics. This could result in neglecting important details in language comprehension.

3. Limited Contextual Learning: Not all songs provided relevant or meaningful context for language learning, and some lacked educational value or relevance to the curriculum. This could decrease the effectiveness of the learning experience.

4. Dependence on Musical Preferences: Varying musical tastes among students could lead to disagreements or disengagement if they were required to listen to songs they do not enjoy. This could affect motivation and participation.

5. Assessment Challenges: Evaluating listening comprehension through songs was subjective and might not align with traditional assessment methods, making it difficult to accurately measure progress.

There were benefits and drawbacks to teaching listening skills through songs in a self-directed learning setting. Positively, songs allowed for flexible learning,

increased motivation, exposed listeners to real language, and promoted cultural awareness.

Variability in language proficiency, possible melody diversions, a lack of contextual relevance, and pupils' varying musical tastes were obstacles, nevertheless. Furthermore, using music to gauge comprehension might be subjective. Songs could enhance language acquisition, but in order to maximize advantages and reduce disadvantages, careful selection and integration were necessary.

2.7. Theoretical Assumption

Based on the previous theories above, it showed that the use of songs in self-directed learning could help students improve their listening skills because it was an effective and enjoyable way to enhance language abilities. Some students found it challenging to acquire listening skills in English. In order to make the pupils happy and motivated, the teacher had to be more inventive in how they facilitated their learning.

2.8. Hypotheses

Based on the theoretical assumption in this research as follows:

H1: There is a significant improvement in students' English listening skills when integrating songs into self-directed learning activities compared to traditional teaching methods.

H0: There is no significant improvement in students' English listening skills when integrating songs into self-directed learning activities compared to traditional teaching methods.

H1: There is a significant improvement in students' perception of using songs in self-directed learning.

H0: There is no significant improvement in students' perception of using songs in self-directed learning.

This chapter already discusses about definition of listening, teaching listening,

definition of English songs, teaching listening through English songs in self-directed learning, theoretical assumption and hypotheses.

III. METHODS

This chapter discussed the methods of research, such as research design, variables, data sources, instruments, data collection, data analysis, data treatment, and hypothesis testing.

3.1. Research Design

This study employed a quantitative research design. In investigating the relationship between the use of songs in self-directed learning and the development of listening skills in language learners, a pre-experimental research design was appropriate.

T1 X T2

T1: Pre-test

X: Treatment

T2: Post-test

(Setiyadi, 2006:133)

To collect the data, the researcher provided tests to students by using a pre-test and post-test design. Students were given a pre-test to measure their abilities in the aspect of listening skills before the treatment. Then, treatment was given for several meetings in class. At the end, students received a post-test.

3.2. Research Variable

In this research, the variables were divided into two main categories that were interrelated: independent variables and dependent variables.

3.2.1. Independent Variable (X)

This covered a number of crucial elements, including how frequently students used songs, what kinds of songs they selected, and how they used these songs to improve their listening abilities. For example, students used songs in a variety of circumstances, including singing to practice pronunciation, listening to songs while learning new vocabulary, and understanding sentence structure by following the lyrics. Researchers might assess the degree of songs' influence on the learning process by knowing how students used them.

3.2.2. Dependent Variable (Y)

Listening skill tests were created specifically to evaluate students' abilities before and after they participated in the song-based in treatment were used to gauge this development. In order to pass the assessments, students had to listen to music and respond to multiple-choice questions about the lyrics. Researchers were able to ascertain whether the use of songs significantly improved students' listening abilities by comparing test results before and after the intervention.

This study sought to better understand how the usage of songs could improve listening skills in the setting of self-directed language acquisition by differentiating between independent and dependent variables. Additionally, this aided in the creation of more successful and interesting teaching methods for students.

3.3. Population and Sample

In this research, the focus population was ten-grade students at SMA N 1 Terbanggi Besar participating in the English language learning program during the 2025/2026 academic year. This population was chosen because they had access to and experience in self-directed learning using various media, including songs. Selecting the right population was crucial to ensure that the research findings could be generalized and were relevant to a broader context. Tenth-grade students were considered an ideal group because they already had a sufficient foundation in English knowledge and were more likely to engage in creative and engaging

learning methods, such as the use of songs. The sample used in this research was selected through cluster random sampling, where every student had an equal chance of being chosen as a research subject. This approach ensured that the data collected was random and could reflect the overall population, allowing the research results to be generalized. This method also enhanced the validity and reliability of the findings, as the cluster random sampling approach was expected to provide a diverse representation of students, allowing for comprehensive insights into the impact of song usage on their listening skills.

3.4. Research Instrument

A research instrument was a tool used to measure various phenomena, both natural and social, observed in a study. In order to answer the research questions, the researcher used two types of research instruments.

3.4.1. Listening Comprehension Test

The listening comprehension exam was created as a crucial instrument to assess how students' listening abilities improved both before and after participating in song-based learning. Students were assessed on five crucial areas: vocabulary, main concept, inference, reference, and detail. Each component was designed to evaluate particular listening skills, allowing teachers to efficiently monitor students' development. By emphasizing these topics, the test improved students' comprehension skills and promoted active engagement with the subject matter, resulting in a deeper comprehension of language and context.

Table 3. 1. Grid of Listening Comprehension Test

Aspect	Question Type	Items
Main Ide	Multiple Choice	2
Inference	Multiple Choice	11
Detail Information	Multiple Choice	17
Vocabulary	Matching	10

3.3.1. The Self-Directed Learning Ability Scale (SDL Ability) Questionnaire.

The Self-Directed Learning Ability Scale (SDL Ability) questionnaire was adapted from Brown to measure students' perceptions toward self-directed learning after being taught through songs. This questionnaire focused on four key areas: motivation, self-management, resource utilization, and self-awareness. The questionnaire consisted of 15 items and was distributed to 36 students after the treatment to obtain data about students' learning experiences and their ability to engage in self-directed learning.

The questionnaire data were analyzed using percentage calculation in order to identify students' responses in each key area. The results were then interpreted based on the criteria of questionnaire percentage classification adapted from Brown. This analysis helped the researcher describe students' perceptions of using songs in self-directed learning.

The questionnaire data were analyzed using percentage calculation. The percentage results were interpreted based on Brown's criteria. Responses between 0%–25% were categorized as Strongly Disagree, 26%–50% as Disagree, 51%–75% as Agree, and 76%–100% as Strongly Agree. This interpretation was used to describe students' perceptions toward the use of songs in self-directed learning.

3.3.2. Validity

1. Content Validity

According to Setiyadi (2018), content validity was related to all question items in the measuring instrument. Thus, the material was based on the basic competencies in the syllabus of the second grade of SMA N 1 Terbanggi Besar.

2. Construct Validity:

After taking part in the evaluation, a test was administered to see if students' listening abilities had improved. It was believed that the predicted improvements would validate the test's ability to measure the construct of actual listening ability. The researcher sought to demonstrate good construct validity by concentrating on the idea of listening in order to make sure that the test appropriately represented the abilities and competencies linked to effective listening.

3.3.3. Reliability

A tryout was an essential stage in creating the assessment tool, according to Linn and Gronlund, in order to guarantee accurate and consistent grading. In order to measure internal consistency using Cronbach's Alpha with a target value of > 0.7 , the researcher used 35 students to test the evaluation instrument. The researcher improved the tool's efficacy by making minor changes based on student feedback, such as altering the audio speed and making instructions more clear. In order to guarantee that the final version of the assessment tool could accurately measure student learning outcomes in the main study and produce reliable and valuable data for additional analysis, the researcher conducted this trial. The following was the formula:

$$\alpha = \frac{N \cdot \bar{c}}{v_t + (N-1) \cdot \bar{c}}$$

Where:

N = Number of item

\bar{c} = Average covariance between items

v_t = Total variance

After calculating the reliability of the test items, the researcher classified the reliability coefficient based on Lee J. Cronbach (1951), using the criteria of the reliability test as follows:

0.9 and above: Excellent

0.8 - 0.9: Good

0.7 - 0.8: Acceptable

0.6 - 0.7: Poor

Below 0.6: Unreliable

The questionnaire used in this study was adapted from Brown's theory to measure students' self-directed learning ability. Since the questionnaire items were taken from a well-established instrument, it was considered appropriate to measure students' perceptions. Before being distributed, the questionnaire was reviewed and adjusted to match the research context and students' level.

1. Level of Difficulty of Listening Test

The difficulty index was an assumption that a good test item should not be too difficult or too easy. It indicated the percentage of students who responded correctly to a test item. The item difficulty index helped assess the appropriateness of test items by quantifying their level of difficulty as follows:

$$P = \frac{B}{T}$$

(Arikunto, 2013)

Where:

P: Index of difficulty

B: The total number of participants who answered the item correctly

T: The total number of participant

In this formula, a higher value of P indicated an easier item, while a lower value suggested a more challenging item. According to Arikunto (2013), the classification of difficulty indicated:

Table 3. 2. Classification of level of difficulty

Difficulty index score	Classification
0.00 – 0.30	Difficult
0.31 – 0.70	Average
0.71 – 1.00	Easy

a. The result of Level of Difficulty Test

The results showed that there were 3 items with scores less than 0.30, which meant that those items were included as difficult test items, and there were 7 items with scores less than 0.70, which meant that those items were included as average test items. The rest of the results could be seen in Appendix 5.

2. Discrimination Power of Listening Test

According to Arikunto (1993), discrimination power was the ability of the item to differentiate between students who had high ability and those who had low ability. To determine the discrimination power, the researcher used the following formula:

$$DP = \frac{\tilde{x}_A - \bar{x}_B}{B}$$

Where:

DP: Discrimination power

\tilde{x}_A : Mean score of upper class

\bar{x}_B : Mean score of lower class

B: Maximum score of an item

According to Arikunto (2013), the classification of discrimination power of an item was as follows:

Table 3. 3. Classification of discrimination power

Value	Classification
0.71 – 1.00	Excellent
0.41 – 0.70	Good
0.21 – 0.40	Satisfactory
0.00 – 0.20	Poor

b. The Result of Discrimination of Power

The data showed that there were 10 items with scores less than 0.20, which were categorized as poor items and should have been dropped or omitted. The rest of the items included as satisfactory, good, and excellent were administered as the pretest and posttest (see Appendix 5).

3. Description of Try Out

Before conducting the pretest and post-test in research, the researcher conducts a tryout to assess the quality and effectiveness of the designed questions. This procedure is necessary to guarantee that the questions can accurately assess the abilities or knowledge that are being assessed. The researcher has prepared 45 well craft questions for this tryout. Five questions do not satisfy the requirements for validity and reliability, according to an analysis of the test results. As a result, only excellent questions remain for use in the pretest and post-test. The researcher can improve the efficacy and accuracy of the measures to be made through this trial, guaranteeing more dependable outcomes.

c. The Result of Try Out

Before administering the pre-test and post-test, a try-out test was conducted to measure the validity and reliability of the instrument. The try-out consisted of 45 multiple-choice questions designed to assess students' listening comprehension skills through songs. After analyzing the try-out results, it was found that 40 items met the criteria of

validity and reliability, while 5 items were categorized as invalid because they did not meet the required correlation coefficient standard. Therefore, the invalid items were discarded and excluded from the final test. The reliability analysis showed that the instrument was reliable and consistent for measuring students' listening skills. Based on these results, the 40 valid and reliable items were used for the pre-test and post-test in this research.

The researcher made sure the test was suitable, accurate, and useful in gauging students' listening comprehension skills through this trial procedure.

3.4. Data Collection Procedure

This study used a pre-experimental design to examine if using songs in self-directed learning improved language learners' listening abilities. The following was a detailed procedure:

1. Pre-Test Administration (T1)

The pre-test was administered one week before the treatment phase began. A modified listening test was used in this assessment to gauge the participants' listening comprehension. The format comprised listening activities where students had to respond to questions concerning the audio content, dictation exercises where students had to transcribe spoken phrases, and multiple-choice questions based on audio snippets. The purpose of this modified test was to examine the participants' listening abilities at baseline so that the post-test findings could be clearly compared.

2. Treatment Implementation (X)

The students received treatment in the next meeting after completing the pre-test. This study was conducted three times to ensure the effectiveness of the methods used. The teaching resources were meticulously developed and arranged by the researcher in accordance with the lesson plan and curriculum. This was done to make sure that the material was presented in a way that satisfied both the learning objectives and the needs of the students. It was thought that this would make the process of teaching and learning more successful and efficient.

3. Post-Test Administration (T2)

The post-test was administered immediately after the treatment phase concluded. To guarantee measurement consistency, this evaluation employed a modified test format. It had listening tasks that assessed understanding of new material, dictation exercises using various song samples, and comparable multiple-choice questions based on new songs. The post-test's objective was to gauge any gains in listening abilities brought about by the song-based intervention, offering information on how well songs work in self-directed learning.

3.5. Data Analysis

In order to assess the impact of employing songs in self-directed learning on students' listening abilities, statistical software was used to analyze the data gathered from pre-test and post-test assessments. Descriptive statistics are used in this analysis to describe the data by figuring out the range of scores to evaluate participant variability in listening skills as well as the mean and standard deviation for the pre-test (T1) and post-test (T2) scores. Additionally, a perception questionnaire was given to students after the treatment was completed. This questionnaire was designed to measure participants' views on engagement, difficulty, and the efficacy of the song-based learning method. In order to provide deeper insights into how well the approach was received and perceived, the data gathered from the questionnaire was processed to develop a perception profile that reflects students' experiences. It is anticipated that the findings of the analysis from both approaches will clarify patterns in students' listening skills and guide future instructional strategies.

3.6. Data Treatment

After the data analysis was conducted, data treatment was crucial to ensure that the results obtained were valid and reliable. This procedure comprised a number of procedures intended to deal with any improper data or outliers that might have impacted the analysis's findings.

Initially, the data was summarized using simple descriptive statistics. This involved calculating the pre-test and post-test averages and standard deviations to give a comprehensive picture of the students' beginning and final scores. In order to comprehend the variation across students, score ranges were also investigated.

A paired-samples t-test was used for the primary analysis. In order to determine whether there had been any significant changes, this exam evaluated the kids' performance before and after the music intervention. To ascertain whether the results were probably real rather than the result of chance, a significance level of $p < 0.05$ was established, which is a common benchmark in educational research.

Clear tables summarizing the test results and important descriptive data were used to present the findings. Bar charts and other visual aids showed how test scores changed over time. A thorough comprehension of whether the musical method successfully improved listening abilities was made possible by the combination of numerical analysis and visual representation.

All analyses were conducted using SPSS software, ensuring accurate calculations in line with established statistical procedures. Transparent reporting of methods and results enabled other educators to evaluate and potentially replicate this approach.

3.7. Normality Test

This section described the normality of the test and hypothesis testing. It presented that there was significant effect on students' listening skill and to ensure that the effect was real, hypothesis testing begins with the normality of the test. This research used a normality test to know whether the data were normally distributed or not. In this study, a significant level of 0.05 was used to determine normal data. The normal distribution hypothesis could be explained as follows:

c) HO: if sig < 0.05, it means that the distribution of data is not normal

d) H1: if sig > 0.05, it means that the distribution of data is normal.

Table 3. 4. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.119	36	.200*	.956	36	.161
POSTTEST	.141	36	.069	.953	36	.128
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The data were tested for normality using the Kolmogorov-Smirnov and Shapiro-Wilk tests (SPSS 25). Based on the results, it can be concluded that the data for this research were normally distributed. Given that the sample size was 36, both tests were utilized, but the Shapiro-Wilk test is particularly suitable for smaller samples. From the results, the significance level for the pretest was 0.161 (sig > 0.05), and for the posttest, it was 0.128 (sig > 0.05). Therefore, the null hypothesis (H₀) is rejected for both tests, and the alternative hypothesis (H₁) is accepted, indicating that the results of both the pretest and posttest are normally distributed. To further

evaluate the hypothesis proposed by the researcher, a Paired Samples T-test was conducted.

3.8. Hypothesis Testing

The hypotheses tested in this study consisted of two opposing statements: the alternative hypothesis (H1) and the null hypothesis (H0).

H1: There was a significant improvement in listening skills between the pre-test and post-test scores of language learners who engaged in self-directed learning with songs. This suggested that the use of songs did lead to an improvement in listening ability ($\mu_1 \neq \mu_2$).

H0: There was no significant improvement in listening skills between the pre-test and post-test scores of language learners who engaged in self-directed learning with songs. This meant that the use of songs did not lead to any improvement in listening ability ($\mu_1 = \mu_2$).

H1: There is a significant difference in students' perceptions regarding the use of songs in self-directed learning after the intervention.

H0: There is no significant difference in students' perceptions regarding the use of songs in self-directed learning after the intervention.

The results of this hypothesis testing provided valuable insights into the effectiveness of using songs in self-directed language learning to enhance listening skills. If the null hypothesis was rejected, it indicated that incorporating songs into the learning process had a measurable positive impact on students' listening

proficiency, thereby supporting the integration of musical elements in language education.

This chapter explained in detail the research methods that were used in this study. It also outlined the steps that were taken to collect data, the analysis that was carried out, and the tools and techniques that were used. With carefully developed methods, the researcher was confident that this research would provide reliable and relevant results to answer the research questions.

V. CONCLUSION AND SUGGESTION

5.1. Conclusions

Based on the findings and discussions of this research, the researcher concludes the following:

5.1.1. Improvement in Students' Listening Skills

The study's findings show that students' listening skills significantly improved between the pre-test and post-test outcomes. This significant result occurred because the treatment exposed students to authentic spoken English through songs, supported repeated listening practice, enriched vocabulary, and created a more enjoyable learning environment. These factors helped students reduce anxiety and improve their ability to identify main ideas and details, which resulted in higher post-test scores. Therefore, the difference between pre-test and post-test scores became large enough to produce Sig. (2-tailed) = 0.000. This shows that teaching songs to high school students can be an effective way to help them improve their listening comprehension.

5.1.2. Students' Perceptions of Using Songs in Self-Directed Learning

Although students expressed a generally good attitude toward the use of songs both before and after the intervention, the changes in their perceptions were not statistically significant, according to an analysis of the perception questionnaires. The findings show that although students were initially interested and involved, their opinions did not significantly change over the short treatment period. This stability in perception may reflect that students already showed relatively positive responses toward the use of songs in self-directed learning before the treatment, leaving limited room for measurable improvement after the intervention. The results show that although songs were a useful tool for enhancing listening

comprehension, they had no effect on students' motivations or opinions of the self-directed learning approach. This suggests that while deeper changes in perceptions and motivation require more time, consistent exposure, and reinforcement conditions, which were not possible within the short treatment duration of this study, cognitive skills, such as listening comprehension, can be improved relatively quickly through targeted interventions like song-based learning.

In conclusion, this study emphasizes the need for longer and more diversified interventions to create significant gains in students' perceptions, even while the use of songs in self-directed learning significantly improved students' listening abilities. This suggests that longer time periods and more in-depth learning experiences are required to develop a better comprehension and more favorable opinions of this approach.

5.2. Suggestions

Based on the findings of this research, the researcher provides several suggestions for English teachers and future researchers:

1. Suggestions for English Teachers

Managing Group Dynamics and Freedom of Choice: Teachers should actively manage group dynamics in order to solve the problem of less favorable relationships within groups. Think about teaching pupils how to work together productively. Giving students the option to select their own groups can also boost engagement and motivation. Promote the creation of varied groups so that students with different skills and interests can help one another.

Expanding Music Genre Variety: Provide a wider variety of music genres in the selection of songs. Offering a wider range of options can increase student engagement and strengthen their connection to the subject matter. This keeps students interested and makes the classroom more stimulating.

Engaging Exercises and Assistance for Difficult Students: Include interactive components in every session, like quizzes or presentations based on the lyrics of the music. A more competitive and interesting learning environment may result from this. Additionally, provide children who struggle to understand the music more assistance. They can better understand the lyrics' meanings with the use of additional resources or tutoring sessions, which will aid in the development of their language skills.

2. Suggestions for Future Researchers

Exploration of Diverse Language Skills: Researchers should investigate the use of songs across various aspects of language skills, such as speaking, reading, and vocabulary acquisition, to assess their effectiveness in different learning contexts. This could offer more comprehensive understanding of the role that music plays in language acquisition in general.

Longer Treatment Durations: It is strongly advised to conduct studies with longer treatment durations in order to ascertain whether students' perspectives and motivation may be significantly improved by sustained exposure to song-based learning. Such studies would enable a more thorough comprehension of how student attitudes evolve over time.

Greater and More Diverse Samples: More thorough data can be obtained by using kids from different grade levels and larger sample sizes. This approach will help draw stronger conclusions about the impact of song use on language learning across different demographics and educational contexts.

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