



The Power of English Music to Improve Students' Listening Skills

Roudhotun Nadiyya¹, Suryadi²

STKIP Situs Banten, Kota Serang, Banten, Indonesia^{1,2}

rdhtnadiyya@gmail.com¹, suryadiyadi426@yahoo.com²

Abstract: This study looked at the effectiveness of using English music as a learning tool to improve listening skills in a group of 132 students. Snowball sampling was used to select a sample of 54 students. This research uses a quantitative research methodology, with two groups: an experimental group that uses English songs as a learning tool, and a control group that uses traditional teaching methods. This research should explain how English songs can improve students' listening skills. In addition, this research seeks to understand the causes of students' poor listening skills so that appropriate treatment can be implemented in the classroom. The research results revealed a significant positive impact on students' listening skills when learning through English songs. This method substantially improved the listening skills of the experimental group. This research shows that incorporating songs and lyrics into the classroom is the most effective method for improving students' listening skills. These positive results were caused by good student responses and improved listening comprehension skills. In conclusion, this study advocates the integration of English music into language education as a powerful tool for developing listening skills. Positive feedback from students and demonstrated improvements in listening comprehension underscore the effectiveness of this innovative pedagogical approach. This research provides valuable insights for language educators and curriculum developers seeking innovative and engaging methods to improve language acquisition.

Keyword: Listening; English Song; Effective.

Kekuatan Musik Bahasa Inggris untuk Meningkatkan Kemampuan Mendengarkan Siswa

Abstrak: Penelitian ini mengamati efektivitas penggunaan musik bahasa Inggris sebagai alat pembelajaran untuk meningkatkan keterampilan mendengarkan pada sekelompok 132 siswa. Snowball sampling digunakan untuk memilih sampel sebanyak 54 siswa. Penelitian ini menggunakan metodologi penelitian kuantitatif, dengan dua kelompok: kelompok eksperimen yang menggunakan lagu bahasa Inggris sebagai alat pembelajaran, dan kelompok kontrol yang menggunakan metode pengajaran tradisional. Penelitian ini menjelaskan bagaimana lagu berbahasa Inggris dapat meningkatkan keterampilan mendengarkan siswa. Selain itu, penelitian ini berupaya memahami penyebab buruknya keterampilan mendengarkan siswa sehingga dapat diterapkan penanganan yang tepat di kelas. Hasil penelitian mengungkapkan adanya dampak positif yang signifikan terhadap keterampilan mendengarkan siswa ketika belajar melalui lagu berbahasa Inggris. Metode ini secara substansial meningkatkan keterampilan mendengarkan kelompok eksperimen. Penelitian ini menunjukkan bahwa memasukkan lagu dan lirik ke dalam kelas adalah metode paling efektif untuk meningkatkan keterampilan mendengarkan siswa. Hasil positif ini disebabkan oleh respon siswa yang baik dan peningkatan keterampilan pemahaman mendengarkan. Kesimpulannya, penelitian ini menganjurkan integrasi musik Inggris ke dalam pendidikan bahasa sebagai alat yang ampuh untuk mengembangkan keterampilan mendengarkan. Umpan balik positif dari siswa dan peningkatan yang ditunjukkan dalam pemahaman mendengarkan menggarisbawahi efektivitas pendekatan pedagogi inovatif ini. Penelitian ini memberikan wawasan berharga bagi pendidik bahasa dan pengembang kurikulum yang mencari metode inovatif dan menarik untuk meningkatkan penguasaan bahasa.

Kata kunci: Mendengarkan; Lagu Bahasa Inggris; Efektif.

1. Introduction

On one of the abilities need to communicate effectively is listening. Students are expected to have a firm grasp of this component of the

communications process because it is an essential part of the system. Students are able to acquire information and develop what the speaker is trying to convey by listening. An activity that involves expressing information that has been

heard is called listening. This indicates that the ability to listen is a vital talent for students to have, particularly in the process of teaching and learning. Following that, listening is the process of giving one's whole attention to the person speaking and making an effort to decipher the significance of what one has heard. Listening is not only an essential component of communication but also one of the most significant language skills because it enables us to transmit our thoughts to other people. At this time, English has emerged as a means of communication, particularly during the epidemic, which is when the majority of actions that take place online are carried out. Therefore, acquiring knowledge Every student has to know how to speak and write English so they can stand out in the job market or on a resume they put together after college (Afriyuninda & Oktaviani, 2021).

Studying to listen is one of the most difficult aspects of teaching or studying English as a second language. Teachers' reliance on tactics and pupils' lack of intrinsic drive are two of the challenges. It is the responsibility of teachers to help their pupils become more proficient in English so that they can communicate effectively in a global context. Consequently, educators need to have extensive knowledge of many engaging strategies, tools, and media to incorporate into their lessons. Therefore, the objective of teaching listening is expected to be accomplished (Teppa et al., 2022).

Many people believe that listening is the most difficult talent to master. This is due to the fact that instructors of English as a Foreign Language (ELT) typically place a premium on oral, written, and reading comprehension skills. Students are aware that reading, reading comprehension, and productive listening are not simple skills to acquire; as a result, they largely ignore these subjects. Gradually, exposure to many forms of media technology, including video, audio, video games, and computer software, has made its way into classrooms where students are learning a foreign language. Several studies have proved the value of this practice as a resource that should be employed in language learning (Lestary, 2019; Musa & Fojkar, 2019).

Students have a lot of issues, but picking the correct approach and medium is the most important one to address. Inadequate tools and resources have a direct correlation to how inefficient the educational process is. This research is centred around the use of appropriate methods and media in English language instruction because of this. A teacher can utilise music as a tool to help their students enhance

their English language skills. A student's interest in practising their English proficiency might be piqued through the use of song. Students develop strong practise habits when lessons are presented to them using music or song. Students also find the use of song to be an engaging exercise that helps them explore their comprehension of the English language (Hadi, 2019).

The writer employs the minimal pairs technique in the context of an English song in order to address these issues and increase the pupils' ability to listen. A minimal pair is composed of two words that share the same pronunciation with the exception of a single phonetic distinction. According to Baker Goldstein, minimum pairs are defined as two or more words that have the same sound but have different meanings. This definition makes certain distinctions between two or more words that share the same sound but have different meanings. When we wish to utilize them for speaking and writing, we need to have a thorough grasp of them because using them incorrectly can lead to misunderstandings.

Additionally, the student will learn how to recognize and generate English sounds by listening to and singing along with English songs as part of the basic pairs program. In addition to this, the learner is aided in learning and distinguishing between sounds that are frequently confused by them. Among the many learning tools that might assist children with hearing loss, the usage of English songs is one that has shown promise. A substantial body of research has shown that using English songs as a means of training students to listen is a successful strategy. Some even go so far as to say that singing along with English songs can help pupils relax, boost their interest in the language, and inspire them to study more. Fun can also be added to the English class through the use of songs (Yuliana et al., 2022).

However, the vast majority of individuals are under the false impression that mastery of a second language can only be achieved through reading proficiency. write without being aware that successful communication is impossible to achieve without effective listening abilities. Listening abilities are without a shadow of a doubt key skills in the process of language acquisition, and they continue to predominate human activities. According to Nunan, who was cited in Yildirim and Yildirim, students who are studying a second language or a foreign language spend more than fifty percent of their time listening to spoken language.

In a similar spirit, Rivers and Ternperley state the following about how adults spend all of their time on activities related to language and communication: 45 percent on the listening section, 30 percent on the speaking section, 16 percent on the reading section, and just 9 percent on the writing section (p. 42). According to Bird, female students spend 42% of their time listening to lectures, 25% of their time speaking to their classmates, 15% of their time reading, and 18% of their time writing. According to the findings of a study that was carried out by Feyten, during the course of a typical workday, around 70% of the time is devoted to speaking, with around half of that time going into listening. In spite of this, hearing is the aspect of language that is used the most, to the point that it is fundamental to all educational endeavours. The fact that numerous problems, which keep showing up negatively, including not paying attention, not using the right talents, etc., inspired this investigation (Ngwoke et al., 2022).

Literature review, skill as a mental activity that involves listening, attending, discriminating, comprehending, and remembering, listening is a learnt behaviour. With time and effort, it can be refined. Because listening is so crucial in language, it is expected that the receiver will not only listen attentively but also offer comments. Everyone agrees that being able to listen attentively is a crucial talent. An individual's ability to listen to others is highly related to the strength of their interpersonal connections. In other words, hearing is the capacity to comprehend auditory information.

Listening, attending, understanding, responding, and remembering are the five steps that listeners take to process the information they hear (Simanjuntak & Uswar, 2021). Based on the research, the researcher sought for related studies to strengthen the credibility of this research. According to Solehudin's research, how often and how well students listen is related to how good they are listeners. Listening to English music regularly has a strong correlation with the participants' hearing abilities, according to research conducted by Bunut Pesawaran during the 2016–2017 academic year. This demonstrates that making it a habit to listen to English songs has a large positive link and contributes significantly to one's listening abilities. The purpose of this study was to examine second-semester MA Al-Islam students' listening habits and comprehension levels, notwithstanding Sholehudin's approval of a relationship between the ways in which pupils listen and their actual listening abilities. Doing so allowed us to examine

the kids' listening patterns and levels of comprehension (Solehudin, 2018).

Previous study indicates that there are notable disparities in the performed studies. Specifically, it has been shown that students exhibit greater expressiveness and engagement in the classroom, resulting in a higher frequency of questions being asked. This is noteworthy since it marks the first instance where kids at school have utilised English as a means to enhance their listening skills. Enhancing pupils' listening skills is the primary objective of this research. Thus, the aim of this research is to observe the effectiveness of using English music as a learning tool to improve listening skills.

2. Research Method

An experimental strategy is used in the investigation. For this reason, it is essential to divide the student body into an experimental group and a control group. In one group, students learn English through songs, whereas in the other, they follow the same curriculum but do not hear any music. The importance of the persons who took part in this study cannot be overstated. Data for this study couldn't have been gathered without first studying the people.

This demands a large amount of data, which is why each observer's area of view is restricted. The amount of risk the investigator is prepared to take. It seems to reason that the results of research with a high degree of uncertainty will be more credible if a bigger sample size is used (Ridhani & Nasution, 2023).

This study employs a quantitative approach. Quantitative research seeks to explain social phenomena by examining the correlations between the variables under investigation. Due to its adherence to positivism, it is known as the positivistic technique of research. Experimental Design using True Experimental as the design type is used in this study. With the exception of random assignment, quasi-trials are identical to actual experiments in every aspect except for the fact that they do not provide the comparisons from which treatment-caused change can be deduced. In field studies where randomization is unfeasible or impractical due to practical restrictions using “non-equivalent groups” has become an accepted research practice. Although we can't rely on the real experiment's clean and automatic response to various concerns of validity, we must deal with these threats ourselves in these situations. For a quasi-experimental study to support causal claims, the effects of the initial group differences must be considered.

Pre-test-posttest group design is used in this study's research design. Prior to administering the pre-tests and post-tests, the researcher examined the instrument's validity and reliability using SPSS (Statistical Product and Service Solution) by comparing the scores on the corrected Itemtotal correlation, i.e. the correlation between item scores and total item scores (value). Students are known as Group A (the controls) and Group B (the experimenters). Then students take a pretest to see whether there is any difference between them. In the course of this experiment, there will be interaction between two distinct groups: a control group and an experimental group. The researcher offers the Google Word Coach game to both groups; however, only the group control uses it, while the experimental group does not. The students' vocabulary will be strengthened thanks to the inclusion of the English song treatment. Regarding the study methodology, the pre-test and post-test research designs can be seen on the table 1 as below.

Table. 1 The Pretest and Posttest Research Designs

Class	Pre-test	Treatment	Post-test
Control	X1	-	Y
Experiment	X1	X2	Y

Based on table 1 pre and post-test research design, X1 is English song instrument to pre-test before teaching (both classes). Y is after teaching with narrative text instrument after teaching (both classes), administer a posttest. X2 is teaching the English song experimental class. Class XI IPA from the academic year 20223/2024 comprise the study's population and sample. The researcher calculates the required number of sample using the snowball sampling approach. Interviewing a high ranking individual is a method to known as "snowball sampling". Teacher, principal, or anyone else who is well-versed in the specific of the test subject qualify as superior people. The researcher, as previously said, utilizes it to determine the quantity of samples to be collected. Following an interview with an English instructor at MA Al-Rahmah Walantaka Serang, who contends that two IPA sessions in question are more successful for this study, the researcher comes to a conclusion regarding which option to go with. As a result of conducting this interview, the researcher decides that the IPA 1 class will be taught listening via the English song, while the other class will only be taught listening the conventional way.

In order to gather this information, we give the students two different kinds of tests. The

researcher gives the students a vocabulary test as preparation. The meaning-form linkages are only important for the most often used forms of language. Multiple-choice questions can take many forms, such as cloze and translation exercises. During the treatment, the researcher educates about English song and how to successfully listening mastering. Following the pretest, students took a narrative instrument exam. It was decided to compare the pre- and post-test outcomes. Once the researcher has finished all of the testing, they will compile all of the results into one report. A random selection of a population representative is necessary for this method to be valid. Due to the random nature of the selection process, some factors may be more weighted than others. Therefore, it is important that a big enough sample contains individuals who are representative of the whole community.

3. Finding and Discussion

The findings report of the descriptive statistical test of the variables data on the table 2 as below.

Table 2. Descriptive Statistics Control Class

Pair 1	Mean	N	Std. Deviation
Pretest	62.36	25	10.700
Posttest	72.36	25	14.537

Statistical description of the experimental class can be seen in table 3 below.

Table 3. Descriptive Statistics Experiment Class

Pair 2	Mean	N	Std. Deviation
Pretest	74.07	29	7.961
Posttest	81.10	29	12.355

The table below shows that the outcomes examined are significant, can be seen in table 4 below.

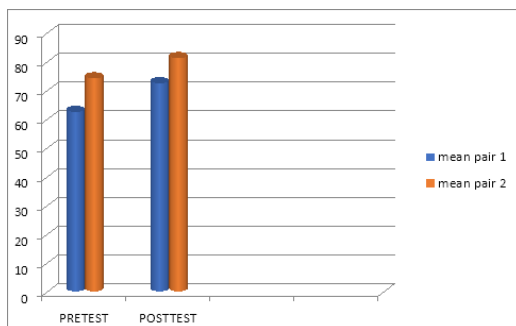
Table 4. Paired Samples T Test

Mean	Std. Devia	Std. Error	Mean Interval Lower	Mean Interval Upper	95% Confidence of Difference	t	df	Sig.(2-tailed)
68.55	14.413	1.943	64.65	72.44	72.44	35.54	54	.000

The following were the findings of analyzing the data conducted in this study: after receiving it, the researcher compares the results of the posttest of English song. The results shows that the students who learnend to use English song had a significant effect on their listening skills. This method significantly improves students

listening skills. Before and after treatment, students in class XI IPA 1 were shown to have significantly different average test results. Class XI IPA 1's pre-treatment mean score was 62.36, while the post-treatment mean score was 72.36. Mean score before treatment was 74.07, while mean score after treatment was 81.10.

Thus, we can infer that the English song was superior to more traditional means of teaching listening. The use of English song in the classroom was nothing new for academics. When it comes to teaching and learning, today's teachers and tutors are urged to use a variety of media to help students become more engaged in the process (Syafrizal et al., 2021). The pretest and posttest results can be seen in graphic image 1 below.



Graphic.1 Result Pretest and Posttest

Listening comprehension tests that students take at school are the main data source for this research; additional data comes from interviews and written documentation. Analysis of main data was carried out using the Independent Sample T-test. The results demonstrate that eleventh graders at MA Al-Rahmah in the 2023–2024 school year significantly improved their listening comprehension when exposed to English music. The fact that the experimental group averaged 81.10 points higher than the control group's 72.36 points is evidence of this. In SPSS, a t-test table column with a value of 0.000 is considered significant. This means 0.020 is more than 0.05. Thus, the alternative hypothesis (Ha) formulated: "listening comprehension scores of MA Al-Rahmah eleventh graders in the 2023–2024 school year are significantly impacted by the usage of English music" is accepted.

In line with prior research findings, this study also reveals that a significant proportion of students classified in the Medium to high category exhibit commendable listening habits, while a majority of students classified in the Intermediate to Intermediate level also display good listening habits. Acquiring expertise in listening. The correlation coefficient calculation indicates a significant link between variables X

and Y, characterised as 'Strong'. To summarise, there is a favourable link between regularly listening to English songs and achieving mastery in hearing. Developing a habit of listening to English songs will have a beneficial impact on students' listening abilities (Wardiansyah et al., 2019).

Songs with a slow English pronunciation and quiet songs are ideal for training listening skills, since they make it simpler for listeners to hear and learn the spoken vocabulary. Because the artist is a native English speaker, the first responder went on to say that listening to English music can help one understand the linking sound of words and how to pronounce them correctly. Being able to listen to English music improves one's listening abilities since it piques one's interest in the songs' themes. While listening to an English song, a person who is interested in the lyrics and wants to learn new words might check them up online. The source claims that if you choose an English song that you enjoy in order to hone your listening skills, you'll be far more motivated to do so. The informant claims that listening to English music improves not only vocabulary, but also pronunciation, grammar, and the capacity to express oneself verbally. It's a great way to hone your listening abilities (Merina, 2022).

4. Conclusion and Suggestion

Research indicates that utilising songs and lyrics in the classroom is the most effective method for enhancing student's listening abilities. This occurrence is a result of student's favoured responses and enhanced auditory comprehension abilities. Within the song and its lyrics, students exhibit robust motivation when acquiring knowledge in this particular subject and display exemplary conduct when interacting with this form of material during class. Moreover, the selection of music for pupils is heavily influenced by their age and social milieu, guaranteeing that they receive pleasure from the educational encounter. Moreover, empirical evidence has demonstrated that integrating songs and lyrics into classroom instruction can enhance student involvement and stimulate their willingness to actively engage in the educational endeavour.

They possess the capacity to sustain focus and exhibit exceptional attentiveness throughout the teaching and learning process. Songs are linguistic creations that embody shared values, culture, commitment, affection, and historical circumstances. Students readily comprehend the implicit significance of these songs owing to their strong allure and the heightened sense of freshness and enjoyment they provide. This song

provides individuals with the opportunity to acquire knowledge about many sorts of words as fundamental components of language production. In addition, individuals can cultivate the skill to appropriately recognise and articulate words, even those that are not commonly employed in musical compositions. Furthermore, the song continually presents novel language and idiomatic expressions. Students can substantially enhance their understanding of the English language by possessing a plethora of perceptive concepts. Their deficient listening ability can be attributed to insufficient practise in listening and the choice of songs. If the songs employed are uninteresting, pupils will experience ennui and hence exhibit a lack of enthusiasm and participation in class.

This research is not perfect, therefore there are several suggestions for developing Learning Media. The suggestion is, when accessing English songs and learning materials, they can be accessed via YouTube. In this research, we also suggested that the number of student sample variations be increased so that the results of the research would improve further.

Bibliography

- Afriyuninda, E., & Oktaviani, L. (2021). the Use of English Songs To Improve English Students' Listening Skills. *Journal of English Language Teaching and Learning*, 2(2), 80–85. <https://doi.org/10.33365/jeltl.v2i2.1442>
- Ariani, S., & Iswandi, K. (2020). The Use of English Pop Song to Enhance Students' Listening Ability. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 112. <https://doi.org/10.33394/jo-elt.v7i2.2965>
- Hadi, M. S. (2019). The Use of Song in Teaching English for Junior High School Student. *English Language in Focus (ELIF)*, 1(2), 107. <https://doi.org/10.24853/elif.1.2.107-112>
- Lestary, N. L. G. W. (2019). the Use of Songs To Improve Students' Listening Comprehension Ability. *Yavana Bhasha: Journal of English Language Education*, 2(2), 34. <https://doi.org/10.25078/yb.v2i2.1024>
- Merina, H. (2022). The Influence of Applying English Songs to Improve Students' Listening, Writing and Speaking. *EDULIA: English Education, Linguistic and Art Journal*, 3(1), 1–18. <https://doi.org/10.31539/edulia.v3i1.5240>
- Murniaty, M. (2019). the Impact of Applying English Song in Listening Comprehension. *Journal MELT (Medium for English Language Teaching)*, 2(2), 126. <https://doi.org/10.22303/melt.2.2.2017.126-143>
- Musa, N. N., & Fojkar, M. D. (2019). Correlation between students' english listening skills, vocabulary skills and out-of-school listening exposure. *New Educational Review*, 55(1), 42–53. <https://doi.org/10.15804/tner.2019.55.1.03>
- Ngwoke, F. U., Ugwuagbo, W., & Nwokolo, B. O. (2022). Refocusing on Listening Skills and Note-Taking: Imperative Skills for University Students' Learning in an L2 Environment. *Theory and Practice in Language Studies*, 12(7), 1241–1251. <https://doi.org/10.17507/tpls.1207.01>
- Ridhani, N. A., & Nasution, Y. (2023). The Effect of English Songs to Improve Students Listening Ability. *Education & Learning*, 3(1), 91–95. <https://doi.org/10.57251/el.v3i1.842>
- Simanjuntak, M. M., & Uswar, Y. (2021). Improving Students' Listening Skills By Using Song. *Journal MELT (Medium for English Language Teaching)*, 5(2), 142. <https://doi.org/10.22303/melt.5.2.2020.142-160>
- Solehudin, N. (2018). *The Correlation Between Student's Listening English Songs Habit And Their Listening Skill*. 1, 430–439.
- Syafrizal, S., Muhajir, M., Pahamzah, J., & Furqon, F. (2021). The effects of using whiteboard animation toward Indonesian students' vocabulary and grammar mastery. *Journal of Language and Linguistic Studies*, 17(2), 783–793. <https://doi.org/10.52462/jlls.55>
- Teppa, R., Rorimpandey, R., & Posumah, J. (2022). Improving Students' Listening Skill By Using Songs' Lyrics a Study Conducted At SMAN 1 Melonguane. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(2 SE-), 244–260. <https://ejournal.unima.ac.id/index.php/jotell/article/view/3428>
- Ulfa, M. (2019). The Use of English Songs to Teach Listening Skill. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 4(2), 129–137. <https://doi.org/10.21462/educasia.v4i2.50>
- Wardiansyah, Barnabas, S., & Elfrida. (2019). The Correlation Between Listening Habit to English Song and Vocabulary Mastery. *Journal of English Education and Teaching*, 3(3), 287–298. <https://doi.org/10.33369/jeet.3.3.287-298>
- Yuliana, M., Iman, J. N., & Anggraini, N. (2022). the Effectiveness of Using English Pop Songs Toward Students' Listening Comprehension Achievement At the Seventh Grade of Smp Negeri 38 Palembang. *Journal of Education and Culture*, 2(1), 71–77. <https://doi.org/10.58707/jec.v2i1.235>