

UNDERGRADUATE THESIS

**THE INFLUENCE OF LISTENING TO ENGLISH SONGS ON STUDENTS'
LISTENING SKILLS AT UPTD SMAN 1 MALUNDA**



By :

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FACULTY OF TEACHER TRAINING AND EDUCATION

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APPROVAL SHEET

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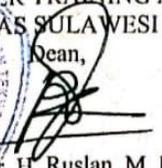
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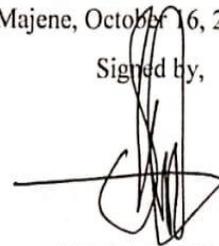
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ABSTRAK

SERINA RAHAYU : Pengaruh Mendengarkan Lagu-Lagu Berbahasa Inggris dalam Meningkatkan Kemampuan Mendengarkan Siswa di UPTD SMAN 1 Malunda. **Skripsi. Majene: Program Study Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menyimak siswa melalui penggunaan lagu berbahasa Inggris sebagai media pembelajaran serta mengkaji persepsi siswa terhadap penggunaan lagu berbahasa Inggris dalam meningkatkan kemampuan menyimak mereka. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan desain eksperimen semu (quasi-experimental). Penelitian dilaksanakan di UPTD SMAN 1 Malunda, dengan populasi seluruh siswa kelas X pada tahun ajaran 2024/2025. Sampel penelitian berjumlah 54 siswa, terdiri atas 28 siswa di kelas eksperimen dan 26 siswa di kelas kontrol. Untuk mengumpulkan data, peneliti menggunakan instrumen tes yang meliputi pre-test, post-test, dan kuesioner. Berdasarkan analisis hasil tes (pre-test dan post-test) serta kuesioner, peneliti menemukan bahwa penggunaan lagu berbahasa Inggris sebagai media pembelajaran dapat meningkatkan kemampuan menyimak siswa. Temuan penelitian menunjukkan adanya peningkatan yang signifikan pada kelompok eksperimen (dari 27,14 menjadi 75,36) dibandingkan dengan kelompok kontrol (dari 21,92 menjadi 59,23), dan hasil uji statistik menunjukkan perbedaan yang signifikan antara kedua kelompok ($\text{sig. } 0,000 < 0,05$), yang menandakan bahwa lagu berbahasa Inggris memberikan pengaruh positif terhadap kemampuan menyimak siswa. Hasil kuesioner dengan skor keseluruhan 82,7% dalam kategori Sangat Positif juga menunjukkan adanya persetujuan kuat dari siswa terkait manfaat linguistik serta peningkatan motivasi, minat, dan kepercayaan diri ketika belajar melalui lagu. Dengan demikian, pembelajaran melalui lagu berbahasa Inggris terbukti efektif dalam meningkatkan kemampuan menyimak siswa, dan tanggapan kuesioner menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan lagu berbahasa Inggris sebagai media pembelajaran.

Kata Kunci: Lagu-lagu Berbahasa Inggris, Kemampuan Menyimak, Penelitian Eksperimen Semu, Persepsi Siswa, Media Pembelajaran, Pre-test dan Test-test.

ABSTRACT

SERINA RAHAYU : The Influence of Listening to English Songs on Students' Listening Skills at UPTD SMAN 1 MALUNDA. **Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine the improvement of students' listening skills through the use of English songs as a learning medium and to examine students' perceptions of using English songs to enhance their listening abilities. In this research, the researcher employed a quantitative method with a quasi-experimental design. The study was conducted at UPTD SMAN 1 Malunda, and the population consisted of tenth-grade students in the 2024/2025 academic year. The total sample comprised 54 students, with 28 students assigned to the experimental class and 26 students to the control class. To collect the data, the researcher used test instruments consisting of a pre-test, post-test, and a questionnaire. Based on the analysis of the test results (pre-test and post-test) and the questionnaire, the researcher found that the use of English songs as a learning medium could improve students' listening skills. The findings revealed a substantial improvement in the experimental group (from 27.14 to 75.36) compared to the control group (from 21.92 to 59.23), and statistical tests confirmed a significant difference between the two groups (sig. 0.000 < 0.05), indicating that English songs had a positive effect on students' listening skills. The questionnaire results, with an overall score of 82.7% in the Very Positive category, further showed strong student agreement regarding linguistic benefits as well as increased motivation, interest, and confidence when learning through songs. Thus, learning through English songs was found to be effective in enhancing students' listening abilities, and the questionnaire responses demonstrated that students held positive perceptions toward the use of English songs as a learning medium.

Keywords: English Songs, Listening Skills, Quasi-Experimental Study, Student Perceptions, Learning Media, Pre-test and Post-test.

CHAPTER I

INTRODUCTION

A. Background

Listening skills are one of the essential aspects of language learning, especially in the process of understanding and communication. Through listening, individuals can capture information, comprehend the context of conversations, and develop overall language. According to Gilakjani & Sabouri (2016), listening is considered mostly essential skill in language learning because it is mostly frequently used in daily life and develops more rapidly than other language skills.

However, in practice, listening skills are often overlooked or considered less important compared to other language skills. This results in many students facing difficulties in comprehending oral messages, particularly in foreign languages like English. Listening not only supports direct communication skills but also contributes to building students' confidence and motivation to learn. Research conducted by Lestari (2019) found that incorporating songs into English lessons significantly improves students' listening skills by creating an engaging classroom atmosphere and increasing students' motivation and participation.

Based on the initial observations conducted at UPTD SMAN 1 Malunda, it was found that 10th grade students face various challenges in understanding English, particularly in the aspects of listening. Most students struggle to grasp information from English conversation or audio materials. This is due to a lack of exposure to spoken English and limited use of innovative and engaging teaching methods. Additionally, students show low interest in learning listening skills, as they perceive the activity as boring and difficult.

This issue is a significant concern, given the importance of listening skills in learning English. The researcher believed that a creative approach aligned with students' interests can help address these challenges. One method that can be applied is using English songs in the learning process. Songs not only create a fun learning environment but also serve as a medium to introduce vocabulary,

pronunciation, and intonation in English naturally. Murphey (1992) stated that English songs serve as effective pedagogical tools because their repetitive patterns, rhythm, and rhyme help students remember vocabulary, grammar, and pronunciation more effectively.

The researcher chooses songs as a medium of instruction because they offer various advantages that support the enhancement of students' listening skills. These advantages including increasing interest and motivation to learn, facilitating the absorption of information, developing holistic listening abilities, providing authentic learning experiences, and supporting students' with auditory learning styles.

Through this study the researcher aim to investigated the influence of using English songs to improve the listening skills of 10th grade students at UPTD SMAN 1 Malunda. This research is predicted to provide an innovative solution to overcome the difficulties faced by students and contribute positively to the development of more interesting and useful listening learning methods.

B. Problem Identification

Based on the initial observation was conducted at UPTD SMAN 1 Malunda, the researcher identified 3 problems, namely:

1. Students' lack of proficiency in listening skills.
2. Students' low interest in improving listening abilities.
3. Students' difficulties in comprehending spoken English.

C. Problem Limitation and Formulation

This study focuses on examining the influence of English songs on the listening skills of 10th grade students at UPTD SMAN 1 Malunda. Other aspects of English learning and other schools are not covered in this research.

1. How is the influence of listening to English songs on improving students' listening skills?

2. How do students' perceptions of using English songs as a learning medium correlate with their listening skills improvement?

D. Research Objectives

1. To determine the significance of the influence of listening to English songs on improving student's listening skills.
2. To analyze students' perceptions of using English songs as a learning medium and their listening skills improvement.

E. Research Benefit

The expected benefit of this research is a comprehensive perception of how English songs can be effectively employed to enhance students' listening skills. This knowledge can be instrumental in redesigning English teaching methods at UPTD SMAN 1 Malunda, making them more engaging and effective. Furthermore, the findings could provide a blueprint for other educational institutions facing similar challenges in improving English listening skills among their students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, it can be concluded that the implementation of English songs as a pedagogical medium substantially enhances students' listening skills. The experimental group exhibited a notable improvement in listening performance, with the mean score increasing from 27.14 in the pre-test, categorized as "very poor", to 75.36 in the post-test, categorized as "good". In contrast, the control group, which was instructed using conventional methods, demonstrated an increase from 21.92 to 59.23, remaining within the "fair" category. This discrepancy underscores the efficacy of English songs in fostering listening proficiency compared to traditional instructional approaches.

Furthermore, the statistical analysis substantiates the significance of these improvements. The independent samples t-test revealed a sig. (2-tailed) value of 0.000, which is below the 0.05 threshold, indicating that the difference in n-Gain scores between the experimental and control group is statistically significant. Accordingly, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This finding confirms that the observed enhancement in listening skills is attributable to the intervention utilizing English songs rather than occurring by chance.

In addition to quantitative outcomes, students' perceptions regarding the use of English songs were overwhelmingly positive. The questionnaire results indicate that the vast majority of students agreed or strongly agreed that songs facilitated their understanding of new vocabulary, improved pronunciation, enhanced recognition of sentence structures, and supported comprehension of explicit information within lyrics. The first indicator, which focused on linguistic comprehension, received strong endorsement from most

participants, suggesting that songs provide a meaningful and engaging context conducive to the development of listening skills.

Moreover, the second indicator, which assessed students' motivation, interest, self-confidence, and perceived instructional effectiveness, also yielded highly positive responses. Most students reported increased motivation and confidence in listening to and understanding English conversations following instruction through songs. The overall percentage score of 82.7% for this measure falls within the "very positive" category, demonstrating that students highly valued the incorporation of English songs as a learning medium and acknowledged its benefits in improving listening competence.

These findings indicate that English songs not only effectively enhance listening comprehension but also contribute to an engaging and motivating learning environment. The observed improvement in students' scores, in conjunction with their positive perceptions, supports the notion that songs can promote both cognitive and affective dimensions of language acquisition. Students displayed higher levels of engagement and active participation in listening activities, reflecting greater interest and willingness to learn, which in turn facilitated improved learning outcomes.

In conclusion, this study provides compelling evidence that English songs constitute an effective instructional strategy for developing students' listening skills at UPTD SMAN 1 Malunda. The substantial gains observed in the experimental group, together with highly positive student perceptions, indicate that the integration of songs enhance linguistic comprehension, motivation, and self-confidence. Therefore, the inclusion of English songs in listening instruction represents a highly advantageous pedagogical approach, offering both measurable improvements in listening proficiency and an enjoyable, students-centered learning experience.

B. Suggestion

This study primarily focuses on examining the influence of English songs on the listening skills of 10th grade students at UPTD SMAN 1 Malunda. Consequently, other aspects of English language learning, such as speaking, reading, or writing skills, as well as students from other schools or grade levels, were not addressed in this research. This limitation indicates the necessity for broader studies to obtain a more comprehensive understanding of the effectiveness of songs as a medium in English language learning.

For teachers, the findings suggest that English teachers are encouraged to incorporate songs more frequently as a teaching medium for listening skills. Although this study specifically targeted listening comprehension, songs can also support vocabulary acquisition, pronunciation, and grammatical understanding. To ensure optimal effectiveness, teacher should select songs that match students' proficiency levels and interests, thereby maintaining engagement and preventing monotony in the learning process.

For schools, the study's limitations highlight the importance of institutional support for implementing song-based learning affectively. Schools are advised to provide adequate facilities and policies that facilitate innovative learning approaches, including multimedia classrooms, quality audio equipment, and projectors. Moreover, training programs or workshops can motivate and equip teachers to apply creative and media-based teaching methods, enhancing students' active engagement in the learning process.

For Students, although this study focused on in-class listening activities, students are encouraged to expand their learning by using songs as supplementary tools outside the classroom. Regular exposure to English songs can enrich vocabulary, improve pronunciation, and enhance comprehension of meaning and context. Additionally, students should develop the habit of reading and analyzing song lyrics while mimicking pronunciation, which makes the learning process more interactive, enjoyable, and effective, thus

addressing the limitation of evaluating performance solely within classroom activities.

For future researchers, the limitations identified in this study offer opportunities for further investigation. Future studies could explore the impact of songs on other language skills, involve larger and more diverse samples, or include students from different schools and grade levels. Furthermore, qualitative approaches could provide deeper insights into students' perceptions and experiences with song-based learning, complementing this study's quantitative focus on listening skills.

By linking the identified limitations with practical and academic suggestions, this study not only acknowledges its scope but also provides guidance for teachers, schools, students, and future researchers on enhancing English language learning through the use of songs.

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