

**THE EFFECTIVENESS OF ENGLISH SONGS IN IMPROVING
STUDENTS' LISTENING SKILL: A CASE STUDY AT ENGLISH
DEPARTMENT BATCH 2020**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University
as Partial Requirements to Obtain Bachelor Degree in
English Literature Study Program

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LEGITIMATION

THESIS

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LISTENING SKILL: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2020

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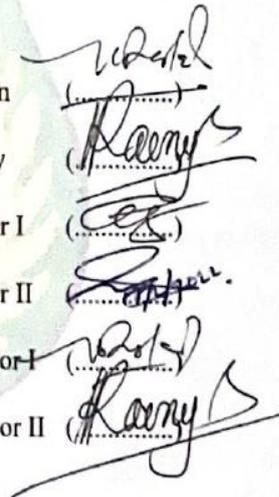
AGREEMENT

On Friday , February 3rd 2023, the Board of Thesis Examination has kindly approved a thesis by Andi Dwiaryanti Novita (F041191139) entitled *The Effectiveness of English Songs In improving Students' Listening Skill: A Case Study at English Department Batch 2020* submitted in fulfillment one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, February 13th 2023

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DECLARATION

The thesis by Andi Dwiaryanti Novita (F041191139) entitled *The Effectiveness of English Songs In improving Students' Listening Skill: A Case Study at English Department Batch 2020* has been revised as advised during the examination on February 3rd 2023 and is approved by the Board of Undergraduate Thesis Examiners:

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1837/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Andi Dwiaryanti Novita (F041191139) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

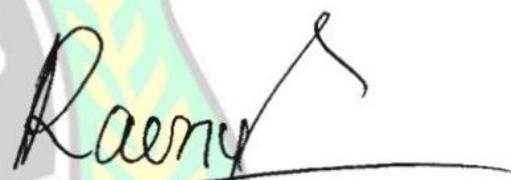
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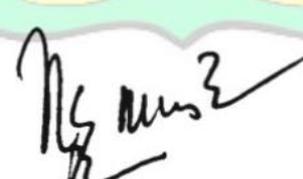
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ABSTRACT

Andi Dwiaryanti Novita, 2023, *The Effectiveness of English Songs In improving Students' Listening Skill: A Case Study at English Department Batch 2020*. (Supervised by **Marleiny Radjuni** and **Sitti Sahraeny**.)

This study aims to identify the student's experience and the factor of using English songs as an effective method to improve students' listening skills.

The writer applied qualitative approach methods. The data were collected through face-to-face interview and open-ended questionnaires via Google Form. This study amounted to 20 students and divided into 10 students per section. There were 126 students of English Department of Hasanuddin University batch 2020. The sample was 16% of the population and the researcher used simple random technique.

The findings of this research

showed that: 1) the majority of the students are already heard or familiar with English songs at a young age and use it as an effective method to improve their listening skills; 2) there so many factors that influence students to use English songs as a method to improve listening skill.

Keywords: English songs, Effective, Listening skill

ABSTRAK

Andi Dwiaryanti Novita, 2023, *The Effectiveness of English Songs In improving Students' Listening Skill: A Case Study at English Department Batch 2020*. (Dibimbing oleh **Marleiny Radjuni** and **Sitti Sahraeny**.)

Penelitian ini bertujuan untuk mengidentifikasi pengalaman siswa dan faktor penggunaan lagu berbahasa Inggris sebagai metode yang efektif untuk meningkatkan keterampilan mendengarkan siswa.

Penulis menerapkan metode pendekatan kualitatif. Data dikumpulkan melalui wawancara tatap muka dan kuesioner open-ended melalui Google Form. Penelitian ini berjumlah 20 siswa dan dibagi menjadi 10 siswa per sesi. Jumlah mahasiswa Jurusan Sastra Inggris Universitas Hasanuddin angkatan 2020 sebanyak 126 orang. Sampel penelitian adalah 16% dari populasi dan peneliti menggunakan teknik acak sederhana.

Hasil penelitian menunjukkan bahwa: 1) mayoritas siswa sudah mendengar atau terbiasa dengan lagu-lagu berbahasa Inggris di usia muda dan menggunakannya sebagai metode yang efektif untuk meningkatkan kemampuan mendengarkan mereka; 2) ada begitu banyak faktor yang mempengaruhi siswa menggunakan lagu berbahasa Inggris sebagai metode untuk meningkatkan kemampuan mendengarkan mereka.

Kata Kunci: Lagu Bahasa Inggris, Efektif, Kemampuan mendengarkan

CHAPTER I

INTRODUCTION

A. Background of The Study

English language is an international language which is the most commonly used to communicate with the people among the different countries. It is needed as a means of communication in spoken, listening, and written language. English has an important role in the improvement of science, technology and education. There are four skills that must be acquired when studying the English language. Reading, writing, speaking, and listening are all examples of these activities. The fourth of these abilities must be mastered to achieve a high level of proficiency with the English language.

English is used as a second language (ESL) in many places. On the other hand, English is not used as a second language in Indonesia. Still, this doesn't mean that people in Indonesia don't learn English. In Indonesia, people learn English in school or for specific reasons. In Indonesian universities, English is required for coursework.

This is in accordance with Article 9 of Indonesian Government Regulation No. 19 Year 2005 on the National Education Standard, which stipulates that the unit of curriculum for higher education shall include religious education, civic education, Indonesian language, and English. Nonetheless, the level of several talents learned by students in universities varies. In terms of listening capacity, El Meysarah (2015) concluded that state university of Surabaya students have adequate listening skills. English instructors and professors have made several efforts to address the deficiencies in English students' listening skills.

Listening is the most basic language skill and a significant part of communication. Through listening, we can share our ideas with other people. Listening activities are frequently required in academic settings, where students must demonstrate listening comprehension in class. In EFL (English as a Foreign Language) classes, students struggle with communicating. These issues stem not only from their lack of skill but also from the teachers. To address this issue, it is suggested that an interactive method of teaching listening be developed. It is also vital to consider learning types when designing lessons, presenting material, and prompting good listening (Beall et.al, 2008). There are various techniques for improving one's listening ability, one of which is through the use of music. Certain individuals enjoy listening to music, which can be used to learn and practice one's listening ability. According to Murcia (2001: 84), listening is the most used language skill in life and should be a central focus-all day, every day limited only by the availability of the target language in the school, community, and media.

People who are used to listening can improve their listening skills by listening to English songs. When someone listens to English songs, they will be used to hearing words they don't know. To use music as a way to improve listening skills, people should first search for an English song they like. People should look for English songs they like because if they try to improve their listening skills by listening to English songs they don't like, it will be hard to do so. Everyone likes different kinds of music. Some people like slow songs, while others like fast ones. The types of music that people like are also different. After finding a song they like, people listen to it and try to figure out what it says. When people can understand the words in a song, they can figure out what they mean. People will learn new words once they know what they mean. Also, when people listen to English songs, they learn how to say words correctly because the person

singing the song is a native English speaker. When people listen to English songs, they get used to listening and their listening skills get better.

It shows that songs can be used to help people learn how to listen better. Songs include rhythms, poetry, and melodies, all of which can aid with memory recall for students. Thus, songs can enhance the effectiveness of learning, particularly in English. Songs contain language forms in addition to listening, pronunciation, and rhythm abilities, as well as a pleasant ambiance. Additionally, the tune produces a relaxing environment. The song is a major teaching tool because many young people enjoy listening to music and share similar thoughts about it. As a result of their link to music, songs are an important tool for developing listening abilities.

In this case, the writer observes English Department Batch's students 2020. The writer wants to focus on the effectiveness of English music to improve students' listening skills.

B. Identification of Problems

In this research, the writer identified some problems in improving students listening skills as follows:

1. Students need to find their favourite genre to use as their method of listening.
2. Students find it difficult to choose English songs to use.
3. Most students get distracted so easily if they are using songs while studying because they were too enjoying it.

4. Some songs don't use pronunciation correctly, it makes them misheard during listening.
5. Not every educational institution was using songs to teach in listening classes.

C. Scope of Problems

In this research, it will be limited to the following matters:

1. The effectiveness of English songs in improving students' listening skills.
2. The factor that influences students to use English songs as an effective way to improve their listening skills.

D. Research Questions

1. How effective are English songs in improving students' listening skills?
2. What influences students to use English songs as an effective way to improve their listening skills?

E. Objectives of The Study

1. To explain how effective English songs are in improving students' listening skills.
2. To examine factors influencing students to use English songs to improve their listening skills.

F. Significance of The Study

The findings of this study are expected to be useful for students or readers, especially for students of the Department of English batch 2020. Theoretically, this study result is expected to contribute to educational studies, especially for the theory of listening skills and authentic material. Practical Benefit, the study is expected to be significant for the students, lecturers, academic institutions, and future researchers. It will inform students to use English songs as an effective method in learning methods to improve their listening skills. Also, it will help the lecturers know that English songs also can be an effective method in the class to improve students' listening skills and the educational institution about the benefits that the students can achieve by using English songs as their effective method to improve listening skills. Lastly, it will help other researchers in their research in studying the influence of English songs in education.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The writer tries to support her research by searching related research about the effectiveness of English music to improve students' listening skills to compare the previous research with the writer's research. Based on the previous research, the writer found several similarities and differences. Below is the previous research that have been mentioned:

1. *Agung Prasetya (2017) "The Effectiveness of Using English Songs on Students Listening Ability"*

In his research, Agung Prasetya (2017) stated that the research was using a quasi-experimental study method. The study was divided into two research classes, there is an experimental class and a control class. The study experiment was taught by using songs as media in teaching Listening, and the control class was taught conventionally. This research was using pre-test and post-test as the instrument and used quantitative t-tests as the technique to collect the data. It says the results of the study use of media songs is effective to increase students' listening ability. However, this research was similar to the writer's research, but the differences are this research was focused on Eight-year Students of "MTs Hidayatul Anam " and the writer's research was focused on college students at Hasanuddin University, English Department batch 2020.

2. *Nurullah Zulfah (2018) "a Study on Listening To English Songs To Improve The Listening Skill By English Department Students In University of Muhammadiyah Malang"*

This research was descriptive by qualitative design. Nurullah Zulfah (2018) aimed at the kinds of English songs that can improve the listening skill of English department students and also the reasons that students choose English songs as their media to improve their listening skills. The researchers collected the data through interview, observation, and documentation and got 19 students from the department to fulfil the data.

This research data declared that it is true that English students are using English songs to improve their skills and almost listening to music every day. The researcher also said in her research that music is an effective media in conducting listening classes because it is very close to the students' daily life. In addition, music can avoid the students' boredom in the classroom.

3. *Kalfin Rombe Padati (2011) "Improving the Listening Ability of Students by Using English Songs"*

This research's main purpose is to identify whether the use of English songs improves the ability of students in listening or not. Kalfin Rombe Padati (2011) were using one group pre-test and post-test design as the method of PR experimental. Consisting of 34 students who, being a sampling of this research, find out that there was a significant difference between the pre-test and the post-test result that the mean score of the post-test (57.51) was greater than the mean score of the pre-test (33.72). This data result used t-test analysis to find out did English songs really improve the listening ability of senior high school students and based on the finding and discussion of this research, the researcher declared that the use of English songs can improve listening comprehension of the first grade of SMA Hasanuddin Gowa.

This research shares a common goal: using English songs to improve students' listening skills. Moreover, those researchers already found the effectiveness of English songs.

The writer is also seeking the research differences. Agung Prasetia (2017), the researcher used pre-test and post-test as the technique and the result is using English songs as media to study is effective to increase students listening ability. Kalfin Rombe (2011), the researcher used one group pre-test and post-test on senior high school students to see the different results with t-test analysis. While Nurullah Zulfah (2018) used observation and find out that music can afford students boredom in the classroom. Lastly, this research is using qualitative approaches as the method to know the result of the effectiveness of using English songs in improving listening skills based on college students' own experiences using interviews and questionnaires.

A correlation between the study and the same field of interest have found in those reviewed: the use of English songs. Nevertheless, the study examines deeper the effectiveness of English songs in improving students' listening skills and the factor that influences students to use English songs as an effective way to improve their listening skills.

B. Theoretical Background

1. Effectiveness

Effectiveness is a condition that indicates the level of success or achievement of a goal as assessed by quality, quantity, and time in accordance with what was previously anticipated. Effectiveness can be defined as the degree to which a goal has been successfully or successfully achieved. The concept of effectiveness can be understood as an evaluation that is carried out in regard to individual, group, and organizational accomplishments, as stated by Gibson et al. (Bungkaes 2013: 46). The more precisely their performance fits with the standard of performance that was anticipated for them, the more successfully they are assessed.

The general definition of effectiveness can be interpreted as how far a predetermined goal has been achieved. Where the word effectiveness refers more to the goals that have been previously targeted. This effectiveness greatly influences the level of success of a learning model used. According to Nana Sudjana (1990:50) effectiveness can be interpreted as an act of student success in achieving certain goals that can bring maximum learning outcomes. Effectiveness is also the level of success achieved in accordance with the objectives, namely from the application of a learning model or media, in this case it is measured from student learning outcomes, if student learning outcomes increase then the learning model or media can be said to be effective, otherwise if student learning outcomes decrease then the model or learning media is considered ineffective.

2. Listening

Receiving and responding to spoken (and occasionally unspoken) messages is the active activity of listening. It is a subject studied within both the domain of language arts and the field of conversation analysis. It takes effort and concentration to listen in any language. Some people have to work harder than others to learn this skill. People who have trouble concentrating are often bad listeners. Listening in a second language necessitates considerably more concentration.

Therefore, special attention and more time should be devoted to teaching such a basic skill. Listening is the receptive use of language, and as the objective is to comprehend the purpose of the speech, the focus is on understanding rather than vocabulary (Cameron, 2001).

3.1. Listening stage

According to Underwood (1989:30-45), there are three steps involved in the listening component of the learning process:

1. The Pre-Listening Stage, also known as the stage that comes before the actual listening process, has pupils engage in a variety of activities before beginning to listen. Take for instance the questions that have been provided.
2. The While Listening Stage, also known as the Stage During Listening, is the stage in which pupils are given activities to complete while they listen to information. The purpose of this activity is to assist pupils in developing their capacity to decipher meaning from spoken language. For example, picture pairs, multiple-choice questions, right or wrong answers, and voice commands.
3. The Post-Listening Stage, also known as the stage that comes after the listening process, consists of activities connected to the question paper and is completed

after listening. In this section, students are given time to ponder, talk about, and write their solutions.

According to Nicholas (1988:19), there are numerous stages in the act of listening:

1. The very first thing a person does after hearing sound or sound vibrations is to try to figure out whether the sound is organized or whether it is just a simple random sound. One must therefore get a sense of whether or not the sound is systematic in order to determine whether or not they were successful in trying to understand the voice.
2. Determine the structure of the sound vibrations, for example, by splitting them into words, sentences, or other units of the same if the vibration is in the form of language, or another unit of the same if the vibration is in the form of music.
3. Conduct an analysis of the sounds in the brain and choose the most significant ones. Certain pieces of information are committed to memory in order to set them out from the rest and file them away in the brain's memory for later use.

3.2. Types of Listening

There are many types of listening that depends on the purpose itself. These are the types of listening that students can develop their listening skills.

1. Active Listening

The skill of understanding meaning through listening is known as active listening. Careful focus is required of listeners if they are to extract meaning from the words spoken by another person. Even if the listeners are paying attention, there is no guarantee that they will understand what is being communicated to them; however, they will at least be aware that they do not understand and will be able to ask the appropriate questions in order to obtain clarity. The person who is speaking is the

primary focus of attention during active listening. The listener provides feedback, either verbally or nonverbally, by interrogating the speaker and/or restating what was said in their own words. The listener must utilize his other senses in order to go beyond the words that are being spoken in this scenario.

2. Critical listening

Other names for critical listening include evaluative listening, interpretive listening, and judgmental listening. The principal goal of this kind of listening is to evaluate the message using logic while all at once analyse the various arguments that are provided by the speaker. It requires some analysis, judgment, and thoughtful deliberation on your part. It is necessary in order to be able to criticize the strength of the evidence and to determine the motive of the speaker. Having this knowledge will allow you to do both of these things. On the other hand, critical listening is not an easy skill to master because it requires the ability to process and assess the information being taken in.

3. Content Listening

The goal of this kind of listening is to understand and remember the information that is provided by the speaker. In addition to this, it is necessary to determine the most important aspects of the message and to locate indicators by performing a summary of it. In addition to this, it is essential to comprehend the various sounds and tones that are provided by the speaker. However, in addition to that, there are a few other aspects of language that need to be taken into account, such as phonology, vocabulary, grammar, general discourse, and informational discourse.

While, in order to effectively implement content listening, it is necessary to determine the central concept or the most important aspects of the message. If the message was not understood properly, the following step is to inquire further about

it in order to receive clarifications. This will lead to a greater level of comprehension of the message that is being communicated.

4. Listening analysis

The listener considers, examines, examines the contents of the listening material he receives. If necessary, the contents of the listening are compared and contrasted with the experience and knowledge of the listeners. This type of listening needs to be mastered by students or students so that they can critically assess what they are listening to.

3.3. Factors Influencing Listening

Factors that influence the process of listening activities according to Hunt in Tarigan, 1987), namely:

- (1) attitude,
- (2) motivation,
- (3) personal,
- (4) life situation, and
- (5) role in society.

Other experts suggest things that are factors that influence listening according to (Logan in Tarigan, 1987):

- (1) experience,
- (2) disposition,
- (3) attitude or stance,
- (4) motivation.

3. Song

A song is a short piece of music that frequently includes lyrics. Although some composers have produced instrumental pieces or musical works without words that resemble the quality of a singing voice, it mixes melody and vocals. The words that create a song are its lyrics. The lyrics contain a series of verses, the longer sections of the song that convey the story, and a refrain, a short phrase repeated at the end of each verse. A song's structure might be as simple as one or two verses, or as complicated as several verses and refrains. A meter or beat is generally present in songs. You may feel a pattern or pulse in the way the words propel the music forward, whether you sing or recite the lyrics.

Songs are highly expressive. Some songs express love and emotion, while others tell a memorable and moving tale, embody one's dreams and ideals, and reminisce about the golden era. Songs are filled with themes and expressions that will resonate in the heart of the learner. "Acquisition of automatic language skills depends on rich, meaningful, repeated exposure to comprehensible input without awareness" (Bolitho et al., 2003, p.253).

3.1. Factors Contributing to Listening Comprehension of Song

The possibility in using songs in English as a foreign language class has been actively considering for the last two decades. Song is considered to become one of the materials in English class because it has many language values in it. It is possible to suggest among the methodological purpose with songs that are used in classroom; it is possible to rank the following:

- a. Practicing the rhythm, stress and intonation patterns of the English language.
- b. Teaching vocabulary, especially in the vocabulary reinforcement stage.
- c. Teaching grammar. In this respect are used by teachers to investigating tenses.

- d. Practicing speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussion.
- e. Teaching listening comprehension.
- f. Developing writing skill. For this purpose, songs can be used in a variety way.

There are three factors that contribute to one's ability to understand a song when listening to it. These factors are as follows:

- a. It needs to be addressed by using new vocabulary, idioms, and expressions in order to correspond with the new material presented in each song. Grammar, vocabulary, and usage all fall under this category.
- b. Every native speaker does not pronounce or sing in the same accent because it is dependent on the singer's background and accent. Students could hear an accent that is not typical of what they would normally hear in that setting. This could be a positive or negative experience for them.
- c. Songwriters and singers are notoriously "loose" when it comes to the use of grammar, structure, pronunciation, stress, and other language factors that are applied to songs. This includes the use of new structures and grammar. The instructor needs to get themselves ready for this.

In addition, it is generally accepted that songs play an important role in the process of teaching and learning English as a second language. Listeners can pick up a variety of skills, including vocabulary, grammar, speaking, writing, and especially listening, from the music they hear.

4. English songs

English songs can be found in every country. In Indonesia there so much songs in English language. Most of them aren't from native speaker but still count as types of

English songs. Every song that has English language lyrics in it can be used to enhance listening skills. Whether the singer of the songs is from another country and using English language in their songs, it still can be used because the component of the lyrics has a meaning that can be study. For example, to improve listening skills as in practice the pronunciation, add some new vocabulary, and many more advantages from the lyrics of the English songs from any singer.

4.1. English Songs in Education

Songs have also been universally integrated into various subjects or courses in education. Some songs are thought to have the ability to stimulate the brain during the processing of information; this, in turn, makes it easier for the processed information to be moved into long-term memory.

In addition to these benefits, songs can be used in ELT classes to establish the context of a lesson (grammar, vocabulary, pronunciation, reading, listening, writing, and speaking) and to develop listening subskills in listening classes. Paul (2003) stated that songs add a whole new dimension to classes for young learners and make it easier for children to remember words, patterns, and natural language in small pieces. In addition, Medina (1993) stated that not only can children benefit from additional exposure to the second language, but songs can provide the classroom teacher with an alternative way to encourage second language acquisition apart from non-musical means such as folk tales. This is because songs can provide the classroom teacher with an alternative means of promoting second language acquisition. Lastly, singing can improve students' self-esteem because it enables them to experience a certain level of fluency in English even before they have reached that level while speaking the language. This allows students to sing in English before they can do so fluently.

5. Experience or Perception

Experience is both the knowledge and the skills that you have learned as a result of doing something for a significant amount of time. People have five senses that they use to communicate with the world around them, according to Schoepp (2001). The senses of sight, sound, taste, smell, and touch are all components of them. The component of experience known as process is comprised of sensations. The term "experience" can refer to both the accumulation of knowledge over time as well as a singular life-changing occurrence.

The act of human thought as it relates to observable phenomena is known as perception. The way in which we interpret what we see and feel in the world around us is what we refer to as perception. Two different people will frequently arrive at two distinct conclusions regarding the same piece of evidence. Perception is shaped by a person's beliefs, their knowledge, and their experiences.

C. Theoretical Framework

The main theory that the writer uses is the theory of Agung Prasetia (2017) as a reference for the effectiveness of using English songs on students' listening ability. According to Agung Prasetia (2017), Learning English using songs is one of the alternative solutions that the teacher can use to teach listening comprehension to their students. It makes students more relaxed in learning, thus they can learn and understand them easily. He also stated that the students should have high motivation to practice their listening whether in class or at their home. The students should form a habit of listening by trying to understand contexts in English frequently. It is because the more they practice, the better their listening comprehension will be. The researchers' main

focus was on the positiveness of English songs in education as the media to improve students' listening skills or ability is similar to the writer's main focus. Therefore, the writer assumes it is important to know that using songs as media to increase students' listening ability is effective.