

**STUDENTS' PERCEPTION OF THE ADVANTAGES  
AND CHALLENGES OF USING ENGLISH SONGS AS  
A RESOURCE FOR EXTENSIVE LISTENING  
MATERIAL IN EFL LEARNERS**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for Gaining a Degree of Education Bachelor  
in English Education Department



**By:**

**Rayes Ali Cheka**

**1903046090**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
UNIVERSTAS ISLAM NEGERI WALISONGO  
SEMARANG**

**2023**

## THESIS STATEMENT

I am student of the following identities bellow:

Name : Rayes Ali Cheka

Students' Number : 1903046090

Department : English Education

Certify that the thesis titled

**Students' Perception of the Advantages and Challenges of Using English Songs as a Resource for Extensive Listening Material in EFL Learners**

Is obviously my own work. The thesis's content is entirely my responsibility.

The writer follows ethical guidelines while quoting or citing any further insights or conclusions in this thesis.

Semarang, 18<sup>th</sup> August 2023

The Writer,



Rayes Ali Cheka

1903046090

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

## RATIFICATION

Thesis with the following identity:

Name : Rayes Ali Cheka  
Student Number : 1903046090  
Department : English Education Department  
Title : Students' Perception of the Advantages and Challenges of Using English  
Songs as a Resource for Extensive Listening Material in EFL Learners  
Had been ratified by the board of examiners of Education and Teacher Training Faculty of  
Walisongo Islamic State University Semarang and can be received as one of any requirements  
for gaining the Bachelors' Degree in English Education Department.

Semarang, 22 September 2023

### THE BOARD OF EXAMINERS

Chairperson,

Daviq Rizal, M.Pd.  
NIP. 197710252007011015

Secretary,

Dr. H. M. Nafi Annury, M.Pd.  
NIP. 197807192005011007

Examiner I,

Lulut Widyaningrum, M.Pd.  
NIP. 198008032009012010



Examiner II,

Agus Mutohar MA., PhD  
NIP. 198408012019031007

Advisor,

Daviq Rizal, M.Pd  
NIP. 197710252007011015

## ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km 2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

### ADVISOR NOTE

Semarang, 18 Agustus 2023

To  
The Dean of Education and Teacher Training Faculty  
Universitas Islam Negeri Walisongo Semarang

*Assalamualaikum Warohmatullahi Wabarokatuh*

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : **Students' Perception and Challenges of Using English Songs as a Resource for Extensive Listening Material in EFL Learners**  
Name of Student : Rayes Ali Cheka  
Student Number : 190306090  
Department : English Education

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

*Wassalamualaikum Warohmatullahi Wabarokatuh*

Semarang, 18 Agustus 2023

Advisor I

**Daviq Rizal, M.Pd**

NIP. 19771025 2007011015

## ACKNOWLEDGMENT

All thanks and prayers will always be given to Allah SWT until this research is finished. Then prayers and salutations are always offered to our beloved prophet Muhammad SAW. The writer realized that he would not finish this thesis without advice, motivation, guidance, help, and encouragement from the people around him. The author realizes that this thesis could not be completed without the support, cooperation, assistance, and love from many parties. Therefore, he would like to sincerely express his gratitude and deepest appreciation to:

1. Dr. Hj. Dr. KH. Ahmad Ismail, M.Ag., M.Hum. as the Dean of the Faculty of Education and Teacher Training of UIN Walisongo Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. the Head of English Education Department of UIN Walisongo Semarang.
3. Lulut Widyaningrum, M.Pd. as the Secretary of English Education Department.
4. Daviq Rizal, M.Pd., the research advisor has been patient in guiding, giving advice, and giving motivation during arranging this thesis.
5. All lecturers in the Education and Teacher Training Faculty, especially in the English Education Department have shared knowledge and provided learning facilities to the researcher during the study.

6. All my beloved family, my father Ali Mustopa, my mother Khafidhoh, my brother Reza Syah Pahlevi, and my sister Revalina Adibatul Aqliyah.
7. The owner of student number 1903106028 has accompanied, helped, and motivated me while writing this thesis. Thank you so much.
8. All members of HIMASRI (Kholdun, Rudi, Syafiq, Zaki, and Zidni) have shared their knowledge, thoughts, and experiences.
9. All my beloved classmates, PBI 19 C, and members of Santuy E-Sports have walked together to achieve goals.
10. All participants who took the time to help fill out the questionnaire.
11. All friends who cannot be mentioned one by one always support the writer to this stage and complete this research.

Semarang, 18<sup>th</sup> August 2023

The Writer,

A handwritten signature in black ink, appearing to read 'Rayes Ali Cheka', written over a horizontal line.

**Rayes Ali Cheka**

1903046090

## ABSTRACT

Title : Students' Perception of the Advantages and Challenges of Using English Songs as a Resource for Extensive Listening Material in EFL Learners  
Writer : Rayes Ali Cheka  
Student Number : 1903046090

English songs are currently one of the learning resources that can be used to support the development of English language skills, especially listening skills. Therefore, this research was conducted to find out students' perceptions of the advantages and challenges of using English songs as a source of learning through extensive listening, and the research method used is descriptive quantitative. The participants in this study were 121 students and data collection was carried out by questionnaire. The results showed that students' perceptions of the advantages of using English songs as a learning resource for extensive listening received a positive response from the participants. This is based on the participant's responses in the aspects of Motivation, Listening Comprehension, Vocabulary and Grammar, Pronunciation, Cultural Awareness, Memory Retention, Multi-sensory Learning, Speaking Confidence, and Cross-Cultural Relationships so that English songs can be a suitable English language learning tool used for students, especially in listening skills. However, there are several challenges for participants to learn listening through English songs including their difficulty understanding the lyrics due to the speed of tempo, pronunciation, and limited vocabulary they have. Poetic language, singers' accents, and different music preferences are also a challenge for participants. It implied that the use of English songs in listening learning is a suitable method that can improve English skills for EFL learners. On the other hand, this study can motivate educators to better understand what EFL learners need.

**Keywords:** English Songs, Extensive Listening, EFL Learners

## TABLE OF CONTENT

<b>THESIS STATEMENT</b> .....	<b>i</b>
<b>RATIFICATION</b> .....	<b>ii</b>
<b>ADVISOR NOTE</b> .....	<b>iii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the study .....	1
B. Research Questions .....	9
C. Objective of the Study.....	9
D. Significant of the Study.....	9
E. Limitations of the Study.....	11
<b>CHAPTER II</b> .....	<b>12</b>
<b>LITERATURE REVIEW</b> .....	<b>12</b>
A. Theoretical Framework.....	12
1. Perception of Using English Songs as a Learning Resource.....	12
2. English Songs as a Resource for Extensive Listening .....	15
3. The Advantages of Using Songs as a Learning Resources.....	21
4. Extensive Listening .....	29
B. Conceptual Framework.....	33



<b>CHAPTER III</b> .....	<b>36</b>
<b>RESEARCH METHOD</b> .....	<b>36</b>
A. Research Design.....	36
B. Population and Sample.....	37
C. Research Setting.....	37
D. Data Source .....	38
E. Instrument .....	38
F. Data Analysis .....	40
<b>CHAPTER IV</b> .....	<b>42</b>
<b>RESEARCH FINDINGS AND DISCUSSION</b> .....	<b>42</b>
A. Research Findings .....	42
B. Research Discussion .....	86
<b>CHAPTER V</b> .....	<b>102</b>
<b>CONCLUSION AND SUGGESTION</b> .....	<b>102</b>
A. Conclusion .....	102
B. Suggestion.....	103
<b>REFERENCES</b> .....	<b>1</b>
<b>APPENDIX</b> .....	<b>1</b>
A. Appendix of Questionnaire .....	1
B. Proof of Questionnaire Distribution .....	7
<b>CURRICULUM VITAE</b> .....	<b>8</b>

# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, research questions, the objective of the study, the limitations of the study, and the significance of the study.

### **A. Background of the study**

Listening is the most important English skill in target language learning (Zeng & Goh, 2018). By listening, one can know the messages and information given by others so that one can understand the intentions conveyed by the speaker. In the education process, teachers prioritize other skills such as reading, speaking, or writing. Teachers' lack of attention in providing less varied materials makes learning uninteresting so that the potential of students will not develop. Authentic resources for English teaching are underutilized by English teachers. This unfortunate situation has undoubtedly contributed significantly to the poor listening performance of Indonesian students (Abdulrahman et al., 2018).

Learning methods are also important for student understanding. Students will feel bored and uninterested in the English learning process if the teacher cannot use the right method for students. Some students will feel bored

when they always listen to the same audio. Therefore, one method that teachers can use is to use songs to practice listening skills. Using songs will make students interested in attending listening classes. M. al-Smadi (2020) argues that using English songs in EFL classes can improve learning and students easily remember new words and make students in the classroom happy and motivated (Al-Smadi, 2020). Because English songs can guide students to pronounce English in the right way, and practice listening comprehension, and vocabulary without pressure songs can increase learning motivation in students. Therefore, songs are the most suitable tool to support students' listening skills training (Al-Smadi, 2020).

Several studies have investigated songs as a learning method, including a study entitled *The Effect of Using English Songs in Teaching Students' Listening Ability at The Second Grade of SMP Swasta Satria Dharma Perbaungan*. The purpose of this study was to determine the effect of the use of English songs on the listening ability of students using the experimental method. They collected data using a test to determine the students' listening ability which was conducted twice, namely pre-test and post-test. and the results showed that the use of English songs affected students' listening ability in class. There are differences in the achievement of students' listening skills

before and after receiving treatment in the classroom where students who are taught by using English songs in the experimental class get higher scores than students who are not taught by using songs in the control class (Selian et al., 2023).

Another study was conducted by Ridhani, Muhajir, and Nasution entitled *The Effect of English Songs to Improve Students' Listening Ability*. This study aims to determine the students' listening improvement by using instructional media for English songs by using experimental research methods. Data were taken from a two-group pretest and posttest. The 20 participants were students of VIII MTs Muhammadiyah 13 Tanjung Morawa. The results show that speaking English has a significant effect on student understanding in learning listening skills. This is evidenced by the results of data analysis using the t-test. The calculation results show that the t-observed value (5.9) is higher than the t-table value (1.68) at  $p = 0.05$ ,  $df = 38$ . 1.) (Ridhani et al., 2022).

Another study written by A. Ali entitled *Using English Songs to Improve Young Learners' Listening Comprehension*. The objective of this research is to explore the effectiveness of using songs can improve listening comprehension among young students in primary school. An experimental research method was employed for this

study, involving the participation of 80 students. Information was gathered via structured interviews with English teachers, a pre-test, a post-test, and a questionnaire gauging the attitudes of young learners toward song incorporation. The study's findings indicate that integrating songs aids in the enhancement of students' listening abilities, even though several factors impede the advancement of young learners' listening comprehension. (Ali, 2020).

Another research conducted by O. Jabak entitled *The Role of English Songs in Saudi Students' Self-Learning of English* aims to explore the role of English songs in Saudi students' self-learning of English as a foreign language. 38 Saudi students enrolled at the Community College of King Saud University during the second semester of the 2020 academic year. The outcomes demonstrated a favorable impact of English song exposure on English language acquisition. Furthermore, the responses from the participants indicated enjoy listening to English songs during their leisure time outside of classes. They also incorporate newly learned English words from songs into their conversations, find motivation for English learning through song listening, consider it a valuable use of time, and believe that their English proficiency improves with exposure to English songs. Only less than half of the

students who answered the questionnaire said that they would try to write new words from the songs they listened to. In other words, the findings of this study on the role of English songs in independent learning of English by Saudi Arabian students show that listening to English songs motivates students to learn English independently (Jabak, 2021).

Students mostly ignore listening skills because they realize that listening comprehension is not easy to learn. According to Windy and Nyoman, there are several difficulties in listening to English, namely the listener cannot understand the intention of the interlocutor because he cannot control the speed of the person conveying the message or the speaker, the listener has little opportunity to ask the speaker to repeat or clarify the message conveyed by the speaker, lack of mastering English vocabulary, errors in interpreting the message or intention of what the speaker means (Luh et al., 2019). Therefore, songs are one of the media that is suitable for use because the song effectively guides students to enhance their listening abilities, which is among the four primary skills in learning the English language (Hadi, 2019). The study conducted by Ester Sekeon and friends, entitled *Students' Perception Toward English Song as a Learning Media of Listening Comprehension*, aims to find out students' perceptions of

English songs as listening comprehension learning media. This research was conducted using qualitative research, which aims to explore information openly and in-depth. This research was conducted on 6th-semester students majoring in English and the subjects of this study were 18 students in 1 class. The results found that more than half of the students agree that songs help them improve their listening skills. In addition to practicing listening, some students also stated that songs helped them improve their pronunciation and vocabulary. The findings of this study show the success of teaching listening skills through the use of English songs (Sekeon et al., 2022).

Another study written by Brigita Griska Putri and his friends entitled EFL Students' Perception Towards The Use of English Songs as Listening Learning Media. This study aims to investigate students' perceptions and challenges in using English songs as listening learning media. In this study, a mixed method called the sequential explanatory mixed method was used. This study involved two instruments, namely questionnaires and interviews. Data for this study were collected from 49 students of SMK Negeri 2 Batu. The findings of this study reveal that students experience the use of songs as a medium of listening and learning. A total of 87.8% of students used songs as listening exercises, and 91.8% of students agreed

that they were more comfortable using songs than other media in the listening-learning process. However, this study also identified obstacles, namely students' difficulty in recognizing spoken words in songs with a fast tempo (Putri et al., 2022).

In the world of education, many teachers emphasize students master the material in an intensive form and stick to the book so that students are easily bored and not interested in the lesson. Students often listen to English songs on their gadgets and many of them underestimate songs that are seen as just for entertainment and not used to practice their English skills. However, not a few of them also learn English by using songs as media, usually, they use the songs to practice listening, speaking, or pronunciation independently. English songs are rarely used in formal classrooms although many studies have explored or shown the effectiveness of English songs to support English comprehension. On the other hand, understanding English songs will be more difficult if students have a poor command of English. Issues such as pronunciation and meaning of songs, listening skills, the accent of the singer, and the use of sound mixes present problems to people who listen to songs that are not in their native language (Muhamad & Rahmat, 2020).



Many studies have explored and shown the effectiveness of English songs in the realm of education. Therefore, this study focuses on knowing students' perceptions of the advantages of English songs as a listening learning resource. Knowing student perceptions has many important benefits and relevance in the educational context, one of which is understanding student needs. By understanding how students perceive their experiences in learning, educators can adjust teaching methods to better suit their needs. This can help improve the quality of education and student learning outcomes. Lorenzi and Riley, state that behavioral factors, such as perceptions, are more important than technical factors in the success of an approach (Vitoria et al., 2018).

Based on this explanation, this study was conducted to find out students' perceptions of the advantages of using English songs as learning resources for extensive listening material and to find out what challenges they face when using English songs as a source of extensive listening material.

## **B. Research Questions**

1. What are the students' perceptions of the advantages of using English songs as a resource for extensive listening material?
2. What are the challenges students face when using English songs as a resource for extensive listening material?

## **C. Objective of the Study**

Based on the research questions, this study aims to:

1. Find out students' perceptions about the advantages of using English songs as resources for extensive listening material.
2. Find out the challenges students face when using English songs as a resource for extensive listening material.

## **D. Significant of the Study**

### **1. Theoretically**

The results of this research are expected to contribute to teachers in improving students' listening skills by using English songs and can support and complement previous theories related to the use of songs as a source of extensive listening practice.

## **2. Practically**

### **a. Teachers**

The writer hopes that the results of this study can provide information to teachers about student perceptions of the advantages and challenges of using English songs as a resource for listening material. Teachers realize that the use of songs as a resource for listening material makes English class more fun so that students are not depressed and will be more excited when English class takes place.

### **b. Students**

This research is expected to make students realize that there are many benefits of listening to songs in learning English, one of which can be a source of fun listening material.

### **c. Researchers**

The results of this study provide information that readers need to know to become a reference for further research on student perceptions of using English songs as a source of extensive listening practice or other English language skills.

### **E. Limitations of the Study**

In this study, the researcher focused on the perception of the advantages and challenges of students in the English Education Department of UIN Walisongo Semarang about Using English Songs as a Resource for Extensive Listening Material in EFL Learners. This study is limited to the perception of English songs among students majoring in English education at UIN Walisongo Semarang.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. Perception of Using English Songs as a Learning Resource

Perception is a person's response to a thing or event that occurs. This is in line with the opinion from Maba (2017) that perception is a response or opinion which is an individual process of receiving or knowing about something through his five senses (Maba, 2017). The process of receiving stimuli between one individual and another varies according to the internal factors and external factors of each individual. Differences in understanding result in differences in perception between one individual and another.

Mirazna and Hikmah (2019) note that Perception refers to the ability to pick out things through the five senses such as smell, hearing, sight, and touch. According to Lindsay & Norman (1973), perception is the process by which organisms interpret and organize sensations to produce meaningful experiences of the world, in other words, perception is the way people think and appreciate things. These may differ from each other as people sometimes have

different thoughts even though they think of the same thing. Perception can also be described as the way people notice or understand something by using one of their feelings. Perception is the process of interpreting and recognizing sensory stimulation. Perception also includes how to respond to information, informing something meaningful (Mirazna & Hikmah, 2019).

According to McShane & Glinow in M. Mahdum et al. (2019), Perception is the process of receiving information and making meaning from the world around an individual. In the process, namely deciding which information to pay attention to, how to categorize the information, and how to apply it within the framework of the knowledge we have. In other words, perception refers to the mechanism by which an individual absorbs information and stimuli from their surrounding environment, subsequently processing and categorizing this information into relevant sets of cognitive frameworks (Mahdum et al., 2019). This process involves receiving information through the senses, followed by analysis and organization of the impressions obtained. Information obtained from the environment is then interpreted, given meaning, and evaluated by the individual. Through this evaluation, individuals give meaning and significance to their

experiences. Individuals face complex demands in providing assessments of various objects around them, which can involve aspects such as positive or negative traits, pleasure or displeasure, and the like. This judgment process involves in-depth consideration and evaluation of the information received, previous experiences, social norms, and individual values. These judgments collectively form an attitude, which is a stable tendency to act or behave in a given situation. Attitudes reflect an individual's predisposition to respond and interact with objects or situations encountered. Attitudes can significantly influence individual perceptions, behaviors, and decisions, and can play a role in shaping one's identity and self-image.

With this, it can be concluded that perception is a person's opinion or opinion that refers to an event. Perception is something that can change (Mirazna & Hikmah, 2019). In other words, perception is a dynamic behavioral system that is always changing. In addition, perception is an important process that includes the selection, organization, and interpretation of sensory data that helps others define their world and influence their behavior.

## **2. English Songs as a Resource for Extensive Listening**

The song is a culture that everyone knows. Songs are a product of culture, commitment, responsibility, habit, love, tradition, history, and the characteristics of spoken language (Al-Smadi, 2020). On the other hand, songs can also be a valuable educational tool, songs not only have an entertaining purpose, but songs can also be useful if used in education, Albaladejo (2018) said that songs offer many pedagogical benefits for language learning because melody, rhythm, and intonation are thought to facilitate the development of pronunciation, retention of structures and new vocabulary (Albaladejo Albaladejo et al., 2018). In addition, songs can also play an important role in the listening aspect as said by Manal (2020), songs which are pedagogical tools can improve learners' listening, pronunciation, speaking, and grammar skills (Al-Smadi, 2020).

In language learning, an important early stage for students is the listening process. Therefore, the use of songs in language learning has a significant role. Children usually start learning with a focus on listening skills, as they are not yet proficient in reading. The listening process is also supported by visual



elements, facial expressions, gestures, and images. This whole process is the foundation of language learning for students. The use of songs as a teaching tool has its advantages, including its ability to change the atmosphere of the classroom. It can also create a relaxed and comfortable atmosphere for students while improving their language skills (Hadi, 2019). According to Hadian (2015), students tend to perceive song lyrics as entertainment rather than learning tools. Therefore, the use of songs in English learning is considered a fun method and makes students feel relaxed (Hadian, 2015). On the other hand, according to Brewer's view in Sari et al. (2019), songs not only serve as entertainment but can also be an innovative tool in language learning. Playing songs can help create an optimistic mood to start the day or the beginning of a learning session in class, as well as help maintain a positive attitude during the day (Isnaini & Aminatun, 2021).

Using songs is considered a type of strategy that has proven to be very effective in teaching foreign languages. Songs and their lyrics help students improve their listening and sound discrimination skills, and contribute to strengthening memory and learning ability. Learning through music is also an

effective stimulus for the brain to process information. A large number of vocabulary items can be learned by repetition of trending songs, thus increasing learners' potential for long-term recall. In a study conducted by Shaleha Isnaini and Dyah Aminatun (2021), it was found that students felt interested and entertained by English songs as a media to learn new vocabulary, especially vocabulary that they had not known before, and to increase their ability to pronounce words properly. The students will be actively looking for the meaning of the words in the English song lyrics and applying them in daily use, both in writing and orally, so that gradually they will become familiar with the words and can use them well (Isnaini & Aminatun, 2021). This is similar to what Tribhuwan et. Al (2022) noted, that learning English requires a large amount of repetition to practice sounds and structures songs and music help offer this opportunity because repetition is one of their important features.

Songs not only offer language practice opportunities through a repetition system but also by developing listening skills, language association and assimilation skills, and phonological skills and providing a relaxed learning atmosphere. Therefore, many linguistic features can be recycled by using

songs when teaching English (Kumar et al., 2022). However, According to Azmi Bingol et al. (2014), when auditory texts contain familiar words, students will easily understand them. If students already know the meaning of the words, this will arouse their interest and motivation, and positively impact their listening comprehension skills. It is also important to remember that many words have more than one meaning, and if they are not used appropriately in the appropriate context, students may feel confused (Gilakjani & Sabouri, 2016).

Meanwhile, according to Underwood's (1989) opinion, the speed of speaking can make it difficult in the listening process. If the speaker speaks too quickly, students may face difficulties in understanding words in the second language (L2). In such a situation, the listener has no control over the speed of the speaker's speech, which can result in problems in listening comprehension (Gilakjani & Sabouri, 2016). Bloomfield et al. (2010) and Walker (2014) also suggest listening difficulties, they stated that one of the serious challenges in listening comprehension is related to the difference in pronunciation of words compared to their written form. Since spoken language is different from written language, recognizing orally

spoken words can be difficult for students. Vandergrift (2007) and Walker (2014) add that in addition to identifying unfamiliar words by pronunciation, students also have to try to determine the linguistic features that each word contains. Prosodic features of spoken languages, such as emphasis, weak and strong forms of words, and intonation, also influence the comprehension of spoken texts (Gilakjani & Sabouri, 2016). However, according to Muhamad and Rahmat's research, it was found that students have two main problems in understanding English songs, namely pronunciation and song meaning. It was also found that the most frequent mistakes made by the students in pronouncing English words were fricative consonants, pure vowels, conjunctions, and diphthongs (Muhamad & Rahmat, 2020). On the other hand, finding songs that exactly match a subset of words can be very tiring and time-consuming (Graciano Neto et al., 2019).

Learning through songs can also foster cultural awareness for students. Rothbaum and Tsang (1998) state that music is a significant cultural product that plays a role in shaping a society's identity. Moreover, the combination of lyrics and music often reflects certain cultural norms. For example, in China, which

is a collectivist-oriented country, the lyrics of popular songs tend to highlight themes related to the concept of collectivism more than song lyrics from individualist countries such as the United States (Rothbaum & Xu, 1995). In addition, aspects of individualism and collectivism can also be related to the use of music in everyday life, for example, in appreciating song lyrics with family topics (Barradas & Sakka, 2022). In line with this, Kenny (2017) also argues that the classroom can be an ideal place to begin culturally responsive teaching where students learn about other cultures (Joseph et al., 2020). Through discussing and presenting culturally and socially relevant music, students can learn about building cross-cultural competence. ChenHafteck and Crawford (2013) also argue that singing songs from different cultures can play an important role in the construction of one's identity and how we perceive and understand others. Through teaching songs, students' cultural understanding can improve (Joseph et al., 2020). However, according to research by Pei-Ying Lin Gosselin (2015), the presence of language in song lyrics is an important factor in a song. Listeners' knowledge of the language can influence their

preference for songs that use that language (Gosselin, 2015).

Experts strongly recommend the use of songs as they can have a significant impact on student's learning process. Based on all the expert opinions above, it can be concluded that the use of songs is important in language learning. Songs help to attract students' attention, fulfill their curiosity, and build language skills in a way that is fun and meaningful to them. The use of songs also provides a learning process that is appropriate to the student's level of language development.

### **3. The Advantages of Using Songs as a Learning Resources**

In learning English, songs are potential. Studies reveal that learning a language using songs can reduce the learning curve, increase proficiency, and be effective in the teaching and learning process (Graciano Neto et al., 2019). One of the skills honed using the song method is listening skills, in other words, the ability to listen to a conversation and understand a context, whole sentences, and specific words.

According to Eicha Afriyuninda and Lulud Oktaviani (2021), songs are one of the resources that

can improve listening skills because we can find songs anywhere and train our ears to listen. When a student listens to a song used in class and memorizes it, the words seep into their long-term memory (Afriyuninda & Oktaviani, 2021). According to Ester Sekeon, Paula Rombepajung, and Tirza Kumayas (2022), their research noted that students felt their listening skills improved because exposing themselves to English songs made them familiar with English words and supported them in remembering new vocabulary contained in the lyrics of the songs (Sekeon et al., 2022). However, according to Zulfa et al. (2019), the use of songs in learning has disadvantages, namely not all students can accept what is conveyed by their teachers, songs can disrupt classes adjacent to the ongoing lesson, songs can cause teachers to lose control in the classroom, and the song has vocabulary that is difficult to understand (Zulfa et al., 2019). Everyone can learn English by listening to English songs that can be easily downloaded from the Internet. Nowadays everyone is familiar with English songs, this is due to the complexity of technology that is developing today. Almost every student knows English songs very well, from elementary school

students to university students (Dewi & Sukarni, 2020).

Listening to songs is an example of authentic listening material where listening to songs can raise curiosity to find out more about famous bands singing in English. In general, songs always accompany us at home, at school, at work, and in the car. So, we can immediately listen to the song and also be interested in learning the language value in it. However, listening is not just a receptive act, but also involves various physiological and cognitive processes simultaneously (Merina, 2022).

Songs are considered a highly effective tool for facilitating English language learning, as they have the potential to motivate students and make the learning process more engaging. Ur (1996) states that listening activities that are based on simulating real-life situations will motivate people to engage in them (Afriyuninda & Oktaviani, 2021). According to M. Hadi (2019) in his journal noted that songs can be successfully used in English teaching to overcome some of the problems students have, such as lack of concentration, boredom, and lack of motivation. The learning process with the use of songs is considered very fun for students and aims to provide learning that



has significant meaning for them (Hadi, 2019). This was also conveyed by Eicha Afriyuninda and Lulud Oktaviani (2021) who stated that by utilizing English songs as listening learning resources, it can be observed that songs have several advantages. One of them is that songs can motivate students and increase their confidence in their listening skills (Afriyuninda & Oktaviani, 2021).

Songs play a crucial role in English language education by heightening students' sensitivity to sounds, as language learning essentially involves understanding and interpreting various meaningful sounds. Moreover, incorporating songs into lessons can make the classroom environment more interesting and dynamic. When students enjoy the songs taught by their teacher, they become happy and enthusiastic, indirectly absorbing and learning new concepts. According to Brewster et al. (2002), utilizing songs as learning resources offers numerous advantages. Firstly, songs serve as linguistic resources by introducing new languages, reinforcing grammar and vocabulary, and presenting familiar language in a fresh and enjoyable format. Additionally, songs provide a natural and pleasant way to practice and repeat language patterns. They can be utilized to develop all

language skills holistically, including enhancing students' pronunciation abilities (Hampp, 2019). However, the conclusion made by Underwood (1990: 15) states that there are several difficulties in listening to English effectively. Some of the difficulties encountered include difficulties in understanding the intentions of the speaker due to not having control over the speed of speech, the inability to ask the speaker to repeat or re-explain the message conveyed, limitations in vocabulary mastery, and errors in interpreting the speaker's message and intentions (Luh et al., 2019).

In addition, in listening situations often the listener does not have the opportunity to ask the speaker to repeat or re-explain the message that has been conveyed. This can cause confusion or misunderstanding of the information that the speaker wants to convey. Limited vocabulary owned by listeners can also be an obstacle in listening to English. When listeners do not recognize or understand the words used by the speaker, they will have difficulty understanding the message conveyed. Mellasari Hadian (2015) emphasizes that it is necessary to consider students' limited vocabulary when choosing songs to use in the classroom. This is important because students usually learn English using their

mother tongue as the language of introduction. Meanwhile, another challenge of listening is that listeners can misinterpret the message conveyed by the speaker. This can happen due to differences in understanding, lack of context, or mistakes in translating the meaning of words or phrases used by the speaker. These difficulties need to be overcome so that one can listen to English effectively and understand the message that the speaker wants to convey. Mellasari Hadian (2015) emphasizes that it is necessary to consider students' limited vocabulary when choosing songs to use in the classroom. This is important because students usually learn English using their mother tongue as the language of introduction (Hadian, 2015).

In addition, Munro and Derwing (1999) reveal that too much-accented speech can lead to a decline in comprehension. According to Goh (1999), as many as 66% of students reported that the speaker's accent was an influential factor in their comprehension. Unfamiliar accents can cause barriers to listening comprehension. According to Buck (2001), when listeners first hear an unfamiliar accent, they will face difficult challenges in listening comprehension (Gilakjani & Sabouri, 2016). This can disrupt the

whole listening comprehension process, and at the same time, the unfamiliar accent makes the listener's comprehension decrease.

Songs also serve as affective or psychological resources. Apart from being enjoyable, songs can motivate students and foster a positive attitude towards learning English. Students do not perceive songs as intimidating and they can boost students' confidence. By proudly singing English songs in front of their parents, students demonstrate their mastery of the language. Elindra Yetti et al. (2019) found that the use of songs in learning has several benefits. First, songs make the learning process more enjoyable for children. It also helps integrate and enhance existing programs, as well as providing a means to improve children's overall development. Through movement and song, children have the opportunity to experience their daily lives and conditions as children. This helps them communicate, share ideas, socialize with peers, and increase self-confidence (Yetti et al., 2019). However, According to Griffee (2001), the song is a part of music that is expressed through words. It has a strong connection with speaking, as speaking is an act of communication with others using spoken language. Spoken language can be simplified as the activity of

combining words in a way that they can be understood. Therefore, to increase students' speaking ability, teachers must motivate them by singing songs. This makes students more enthusiastic about improving their speaking skills and provides a more enjoyable experience when practicing speaking with certain techniques (Liva et al., 2015). Moreover, songs serve as cognitive resources by enhancing memory, concentration, and coordination. Students become more attuned to rhythm as a tool for interpreting meaning. Furthermore, songs can also be used as cultural and social resources. Brewster et al. (2002) also highlighted the exceptional benefits of songs for improving pronunciation skills. Important pronunciation elements such as stress, rhythm, and intonation can be naturally trained through songs (Hampp, 2019).

In addition, when listening to an English song, a person wants to know the content of the song. So, when listening to a song, a person not only listens but also wants to know the content, and with this curiosity a person who listens to an English song tries to find the meaning of the vocabulary of the song. On the other hand, English songs that are suitable for practicing listening skills are English songs that are liked, so

someone will like learning to practice listening skills (Merina, 2022).

#### **4. Extensive Listening**

Listening is the most important skill in target language learning. Listening plays a crucial role in second language (L2) pedagogy (Zeng & Goh, 2018). On the other hand, Extensive listening is one of the concepts of listening activities for pleasure. In other words, extensive listening offers a method that makes learners will not feel bored when learning. According to Gavenila et al. (2021), Extensive Listening (EL) is an approach to learning to listen that aims to give students more opportunities to listen to English without pressure (Gavenila et al., 2021). This is also said by Pamuji et al. (2019) in their research, who argue that extensive listening provides fun listening activities and can be done at students' convenience, anywhere and anytime (Pamuji et al., 2019). Extensive listening can be done comfortably outside the classroom. In EL, L2 students spend their time listening to a large amount of listening material with pleasure (Pamuji, 2020).

Extensive listening has important benefits for different areas of language skills, such as vocabulary

development, productive skills, especially pronunciation and speaking, and motivation to learn. Promoting Extensive Listening in Language Learning (Öztürk & Tekin, 2020). Chang (2018) in his research argues that EL is essential for the development of listening fluency as evidenced by the results of the RO group which showed that only reading without adequate listening practice does not help the development of efficient listening skills because people learn to listen by listening. In addition, written texts lack many of the qualities of spoken texts that would otherwise aid students' comprehension (Chang et al., 2019).

The benefits of EL have been well recognized in the educational process. Extensive listening can motivate students because learners listen to material that they want to listen to and can understand and enjoy. Extensive listening provides an opportunity to understand the material better because they repeatedly listen to the words used in a narrow topic, and connect the spoken and written word forms presented together. Therefore, EL materials are easy to understand and motivate learners to continue listening in the target language (Ivone & Renandya, 2019).

In addition, EL develops listening fluency and automaticity in recognizing spoken text. It builds learners' confidence and ability to handle normal speaking speed, recognizes spoken words and cuts for better comprehension, as well as enhances fluency by building auditory speed. As learners practice listening to aural texts at their proficiency level for a long time, they become familiar with words used in a narrow range of topics and contexts. Therefore, listening to texts with native speakers' voices is recommended to provide them with an original spoken language model (Purnamaningwulan, 2021). In other words, (Bellanca, 1997; Bumen, 2004), argue that individuals with auditory intelligence have a better capability of learning melodies, rhythms, musical tones, or words, and are quicker to understand details in music. Songs expressed through melody or rhythm directly influence language development. In the context of foreign language learning, people with a passion for music are more likely to progress faster (Ünal, 2022). However, In the opinion of Siti Rahmi Nurhasanah and Maman Suryaman (2022), although it has been proven that English songs have benefits in auditory learning, several students feel that this learning method is unsuitable for them. However, this should not be seen



as a problem, as every student has their learning method preferences. Therefore, it is the educator's task to consider students' preferences and provide a healthy and successful learning environment (Nurhasanah & Suryaman, 2022). On the other hand, Murphey (1992) suggests the importance of allowing students to make their own choices regarding the songs to be used as new materials in class, enabling them to actively engage in the learning process (Bokiev et al., 2018).

The main goal of extensive listening is to improve students' listening fluency, this can be achieved when students are linguistically suited to select listening materials and when they do so over some time. Finding material for extensive listening is also not difficult, nowadays many provide the material on the internet or through a song, video, and others. Students can also do Extensive Listening conveniently by watching YouTube videos or movies of their choice on their gadgets (Pamuji et al., 2021). Because extensive listening is flexible, students can listen to the material repeatedly without worry. Repeated listening is the most effective way to improve listening comprehension.

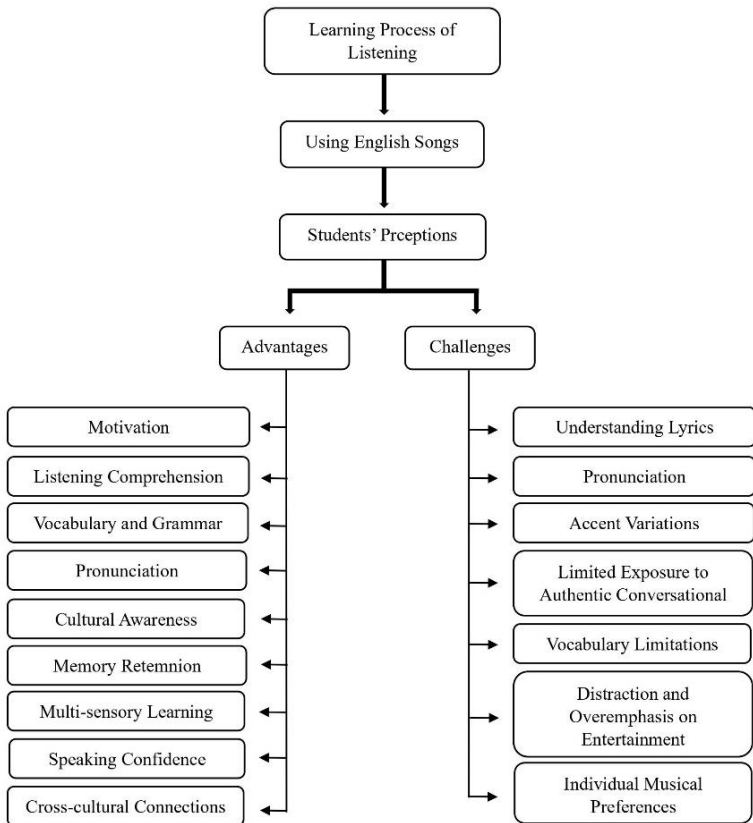
It can be summarized that listening is considered the most important skill in second language learning.

Extensive listening, which focuses on listening for pleasure, offers a method to keep language learners engaged and motivated during the learning process. Extensive Listening (EL) provides students with the opportunity to listen to English without pressure, as supported by the research of Gavenila et al. (2021) and Pamuji et al. (2019). EL can be conveniently done outside the classroom, where learners spend time listening to a large amount of material that they find interesting. This approach has a range of benefits, including vocabulary development, improved productive skills such as pronunciation and speaking, and increased motivation to learn. EL is essential for the development of listening fluency, as suggested by Chang (2018), as it allows learners to practice listening to spoken texts and enhances their ability to understand and recognize spoken words. The use of authentic materials with native speakers' voices is recommended for EL to provide students with a model of native spoken language.

## **B. Conceptual Framework**

In general, this study consists of several main structures related to the use of English songs in learning English pronunciation, namely the advantages and challenges of using songs as an extensive learning resource for English.

Mastering English listening skills is important for learners to avoid mistakes in communicating in English conversations. In addition, English songs can be used as an extensive learning resource because they have many benefits in language learning. However, EFL learners have their own difficulties to use songs in pronunciation lessons. Therefore, in this study, the researcher will highlight the advantages and challenges of using songs as a listening resource.



Picture 2.1 Conceptual Framework

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This study uses quantitative descriptive research methods. Descriptive research aims to describe the characteristics of the sample and reveal the relationship between phenomena, situations, and events observed by researchers (Thyer, 2009). The results of descriptive research present data that describes the basis of the relationship to increase understanding of the questions asked (Rubin & Babbie, 2008). According to Thyer (2009) in descriptive research, there is generally no hypothesis formation, and in rare cases, there is a hypothesis, they focus on correlations and associations, not cause-and-effect relationships. In this context, descriptive research does not investigate the impact of a phenomenon or intervention and does not aim to explain or confirm the relationship between independent and dependent variables (Thyer, 2009).

In conducting descriptive research, researchers first identify the way variables are distributed or the way sample characteristics can be described. The process of describing the characteristics of the sample includes understanding the demographics of the participants as well as the extent to which they experience particular problems or issues of

interest. These findings are often represented with the help of charts or graphs that display percentages, proportions, averages, or frequencies (Thyer, 2009). Therefore, the findings in this study obtained through questionnaires will be presented in the form of diagrams and will be presented descriptively to answer the research questions.

## **B. Population and Sample**

In this study, the population participants consisted of 121 students enrolled in English Education at UIN Walisongo Semarang. These participants included students from various semester levels, ranging from semester 2 to semester 8, representing the overall span of their learning process within the 2022/2023 academic year. By involving students from various semester levels, this study has a diversity of participants that can provide a more comprehensive picture of student's perceptions and experiences in English learning.

## **C. Research Setting**

This research was conducted on June 03th-09th, 2023, with English Education Students of UIN Walisongo Semarang through Google form. In this study, the setting and time of the research were adjusted to the conditions of the participants who had different activity schedules. This was done to ensure that participants could comfortably and

flexibly fill out the questionnaire according to their time availability so that the data obtained could accurately reflect their thoughts and perceptions.

#### **D. Data Source**

In this study, researchers used primary data in the form of questionnaires distributed to students majoring in English education at UIN Walisongo Semarang. The questionnaire in this study is a list of questions given to participants indirectly. The questionnaire is an important aspect of research that consists of a series of questions to collect information from participants. The questionnaire consisted of 31 closed-ended questions and was intended to find out their perceptions and challenges related to the research topic. Most of the secondary data in this study came from journals, books, and articles that have been written by previous researchers to complement the primary data.

#### **E. Instrument**

Instruments are tools that assist researchers in using methods of data collection systematically and more easily. This research instrument is a list of questions to ask participants. In this study, the research instrument was to use a questionnaire via Google Forms. Questionnaires were given to students to find information about their

experiences using songs as a resource for extensive listening materials. Ended questions were asked For participants to be able to answer questions more easily and relevant to the questions given and get information about students' perception of the use of English songs as a source of extensive listening material and the challenges experienced when using songs as a source of extensive listening material.

**Table 3.1. Grid of Questionnaire Guidelines**

<b>No</b>	<b>Variable</b>	<b>Aspects</b>	<b>Question Number</b>
1.	<b>Perception of Using English Songs in Listening Learning</b>	Motivation	1-3
		Listening Comprehension	4-5
		Vocabulary and Grammar	7
		Pronunciation	8-9
		Cultural Awareness	10-12
		Memory Retention	13
		Multi-sensory Learning	14-15



		Speaking Confidence	16
		Cross-cultural Connections	17-19
2.	<b>The challenge of Using English Songs in Listening Learning</b>	Understanding Lyrics	20-22
		Pronunciation	23-24
		Accent Variations	25
		Limited Exposure to Authentic Conversational English	26-27
		Vocabulary Limitations	28
		Distraction and Overemphasis on Entertainment	29
		Individual Musical Preferences	30

## F. Data Analysis

After the data is obtained, researchers analyze the data by applying descriptive quantitative techniques, researchers analyze ordinal data to understand students'

perceptions of the advantages and challenges in using songs as an extensive listening learning resource. The data that has been obtained is rough data from the responses of the participants. Furthermore, the rough results are converted into percentages that have been determined by the formula

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage

F = number of responses from respondents

N = number of respondents

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the research findings and discussion about Students' Perceptions and Challenges of Using English Songs as a Resource For Extensive Listening Material in EFL Learners.

#### **A. Research Findings**

This section discusses the research findings and discussion. The researcher examined the use of English songs as an extensive listening learning resource for students of the English Education Department. The study was conducted at the English Education Department, Faculty of Tarbiyah, and Teacher Training UIN Walisongo in Semarang. 121 students from the English Education Department of the Faculty of Tarbiyah and Teacher Training served as the study's subjects. The information was gathered using a Google Forms survey that was designed and then disseminated. When gathering data, 16 aspects are utilized as a guide to learn about students' perceptions and challenges of using English songs as a resource for extensive listening material.

**Table 4.1 the result of questionnaire**

<b>No</b>	<b>Response Percentages</b>			
	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>
1	41.3%	57.9%	0.8%	0%
2	49.6%	19.8%	30.6%	0%
3	43.8%	55.4%	0%	0.8%
4	43%	51.2%	5%	0.8%
5	22.3%	27.3%	29.8%	20.7%
6	3.3%	47.9%	46.3%	2.5%
7	28.9%	47.9%	23.1%	0%
8	47.1%	48.1%	5%	0.8%
9	28.1%	70.2%	0.8%	0.8%
10	82.6%	4.1%	4.1%	9.2%
11	40.5%	33.9%	14.9%	10.7%
12	19%	61.2%	15.7%	4.1%
13	58.7%	36.4%	4.1%	0.8%
14	36.4%	40.5%	16.5%	6.6%
15	38%	58.7%	1.7%	1.7%
16	25.6%	58.7%	14.9%	0.8%
17	18.2%	59.5%	19%	3.3%
18	33.1%	44.6%	11.6%	10.7%
19	30.6%	56.2%	9.9%	3.3%
20	5%	71%	20.7%	3.3%
21	52.1%	30.6%	12.4%	5.5%
22	24%	69.4%	5.8%	0.8%

23	4.1%	76%	15.7%	4.1%
24	19.8%	44.6%	32.2%	3.3%
25	13.2%	67.8%	10%	0%
26	13.2%	73.6%	13.2%	0%
27	16.5%	62%	19.8%	1.7%
28	4.1%	55.4%	34.7%	5.8%
29	41.3%	55.4%	2.5%	0.8%
30	37.2%	49.6%	9.9%	3.3%

## 1. Perception of the Advantages of Using English Songs in Listening Learning

In the first aspect, namely engagement and motivation, the researcher elaborated it into three questions:

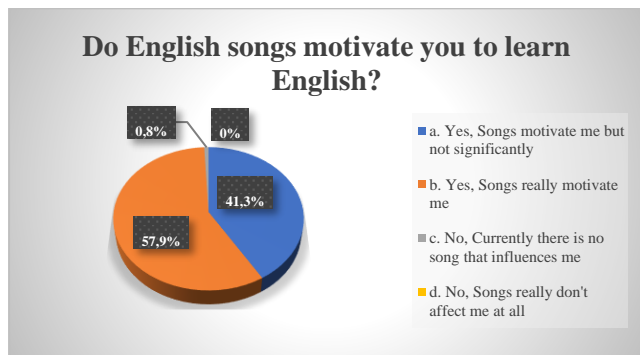


Chart 4.1

The student's responses to the first question are as follows: Yes, Songs motivate me, Yes, Songs motivate me but not significantly, No, Currently no

song influences me, No, Songs don't affect me at all. Based on the results of the first question, English songs motivate students because 57,9% of participants answered “Yes, Songs really motivate me”. 41,3% answered "Yes, Songs motivate me but not significantly" and 0,8% answered No, Currently there is no song that influences me. Based on these results, English songs are acceptable and can motivate most students.

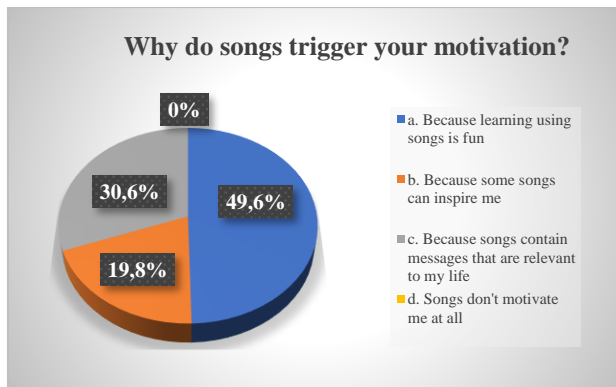


Chart 4.2

Students' reasons for songs triggering their motivation varied widely, with 49.6% of participants choosing to learn using songs because they found it fun. This shows that songs can create a fun and engaging learning experience for most participants. 30.6% of participants chose to learn using songs because songs

contain messages that are relevant to their lives. This shows that songs have meanings and messages that can relate to participants' life experiences and thoughts. 19,8% of participants chose to learn using songs because some songs can inspire them. This suggests that certain songs have the potential to generate inspiration and motivation in the learning process.

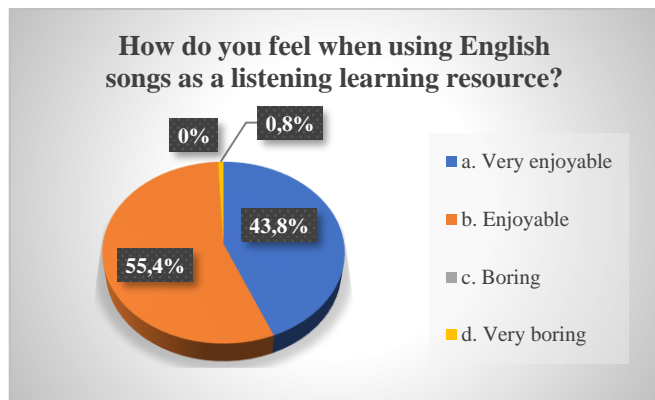


Chart 4.3

Based on the results found, the researcher found three different participant answers, namely: 43.8% of participants stated that the experience was very enjoyable. 55.4% of participants stated that the experience was enjoyable. 0.8% of participants stated that the experience was very boring. Although the number is very small, there is a small percentage of

participants who found the experience very boring and less interesting for them.

These results show that most participants found the experience enjoyable, with most stating that the experience was fun and a small number of participants finding it very boring. This suggests that the majority of participants had a positive perception of the experience, while only a minority had a negative perception.

In the second aspect, namely regarding listening comprehension, the researcher elaborated it into three questions:

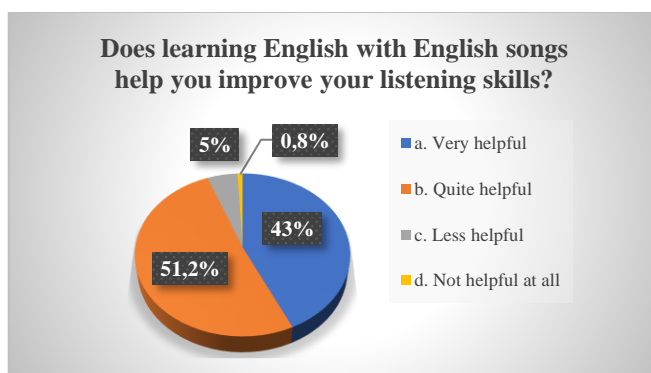


Chart 4.4

The students' responses to the first question were as follows: very helpful, quite helpful, less helpful, not helpful at all. The results showed that 43% of participants stated that the experience was very helpful. 51,2% of participants stated that the experience was



quite helpful. 5% of participants stated that the experience was less helpful. 0,8% of participants stated that the experience was not helpful at all.

These results show that the majority of participants found the experience helpful, with most stating that the experience was moderately helpful and a small number of participants having a less positive perception.

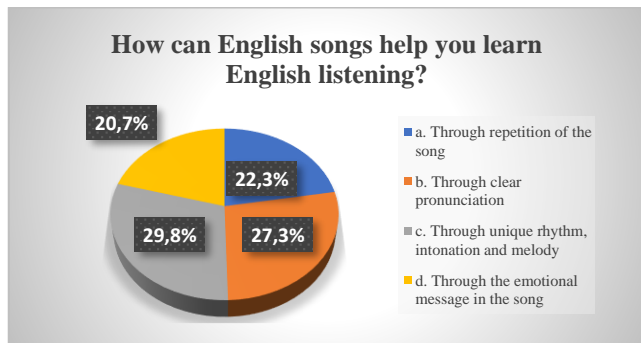


Chart 4.5

Based on the information found, participants have several different ways of learning to use songs. 22.3% of participants stated that they learned to use songs through repetition. 27.3% of participants stated that they learned to use songs through clear pronunciation. 29.8% of participants stated that they learned to use songs through unique rhythm, intonation, and melody. 20.7% of participants stated that they learned to use songs through the emotional messages contained in the songs.

The results that there are various ways in which participants learn to use songs. Repetition of songs, clear pronunciation, unique rhythms and melodies, and emotional messages in songs are all important factors that help participants learn listening skills and understand songs better.

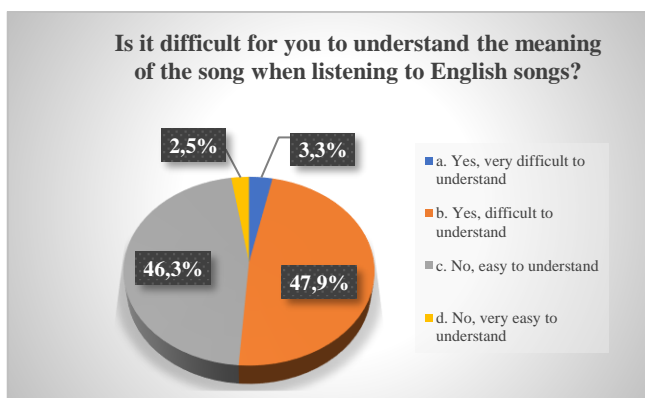


Chart 4.6

Based on the results found, participants have various levels of difficulty in understanding the meaning of songs when listening to English songs. As a result, 3.3% of the participants stated that they consider it very difficult to understand the meaning of songs when listening to English songs. 47.9% of participants stated that they found it difficult to understand the meaning of songs when listening to English songs. 46.3% of participants stated that they found it easy to understand the meaning of songs when listening to English songs.

2.5% of participants stated that they found it very easy to understand the meaning of songs when listening to English songs.

These results demonstrate the variation in the level of difficulty in understanding the meaning of the song when listening to an English song. Some participants found it very difficult or difficult to understand, most felt that it was a challenge, and the majority of participants found it easy or very easy to understand the meaning of the song.

In the third aspect, namely vocabulary and grammar, the researcher elaborated it into one question:

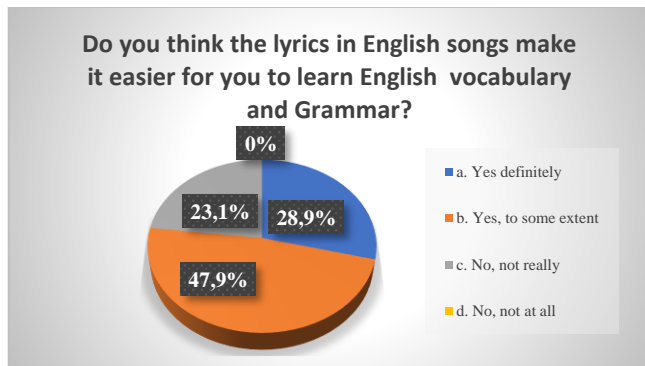


Chart 4.7

The results of the question showed that 28.9% of the participants answered "Yes definitely", indicating that almost a third of the total participants strongly believe that the lyrics in English songs help them in

learning English vocabulary and grammar significantly. Then, 47.9% of the participants answered "Yes, to some extent", which indicates that almost half of the total participants agree that the lyrics in English songs help them in learning English vocabulary and grammar to some extent. This shows that they see the benefits of the lyrics, but there may be some limitations or drawbacks. And 23,1% of the participants answered "No, not really", which shows that almost a quarter of the total participants felt that the lyrics in English songs did not help them in learning English vocabulary and grammar.

These results provide an overview of participants' views on the effect of lyrics in English songs on their ability to learn English vocabulary and grammar. Although the majority of participants agree or see benefits in using these lyrics, there are still some participants who feel otherwise.

In the fourth aspect, namely regarding pronunciation, the researcher elaborated it into two questions:

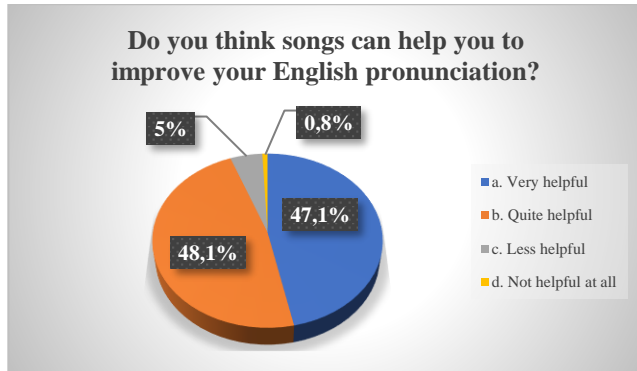


Chart 4.8

The answers of participants show that 47.1% of the participants found songs to be “Very helpful” in improving their English pronunciation. Then, 48,1% of the participants considered songs to be “Quite helpful” in improving their English pronunciation. 5% of the participants felt that songs were “Less helpful” in improving their English pronunciation. And 0,8% of the participants expressed that songs were “Not helpful at all” in improving their English pronunciation.

These results provide an overview of the participants' perspectives regarding the helpfulness of songs in enhancing their English pronunciation. The majority of participants found songs to be either very helpful or quite helpful, indicating a positive impact on their pronunciation. However, there was also a minority

who considered songs to be less helpful or not helpful at all in this regard.

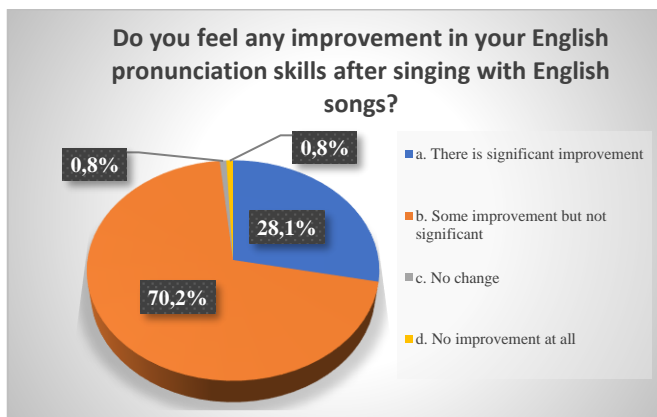


Chart 4.9

The answers of respondents show that 28.1% of the participants reported a “significant improvement” in their English pronunciation skills. Then, 70.2% of the participants felt that they had “some improvement but not significant” in their English pronunciation skills. 0,8% of the participants stated that there was “no change” in their English pronunciation skills. And 0,8% of the participants claimed “no improvement at all” in their English pronunciation skills.

These results provide insights into the participants' subjective experiences regarding the impact of singing English songs on their English pronunciation skills. While the majority perceived at least some

improvement, there were also a small number of participants who reported no change or no improvement at all.

In the fifth aspect of cultural awareness, researchers elaborated on three questions:

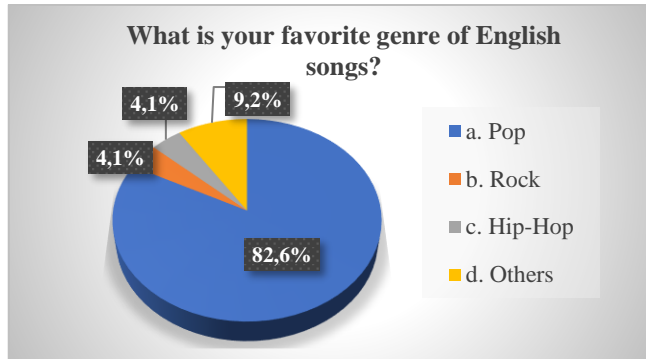


Chart 4.10

The data shows that 82,6% of the participants selected “Pop” as their favorite genre of English songs. This indicates that the majority of participants have a strong inclination towards pop music, finding it enjoyable and appealing. Then, 4,1% of the participants expressed a preference for “Rock” as their favorite genre. This suggests that a small but notable percentage of participants have a specific fondness for rock music within the English song repertoire. 4,1% of the participants indicated “Hip-Hop” as their preferred

genre. This implies that a similar percentage of participants favor hip-hop music when it comes to English songs. And 9,2% of the participants stated that they prefer other genres, such as R&B, Metal, Jazz, Blues, and Ballad. This demonstrates that a significant portion of participants have diverse musical preferences beyond the three main genres listed. These results provide insights into the diverse musical tastes and preferences of the participants when it comes to English songs. While pop music appears to be the most popular choice, there is also a notable interest in rock, hip-hop, and various other genres.

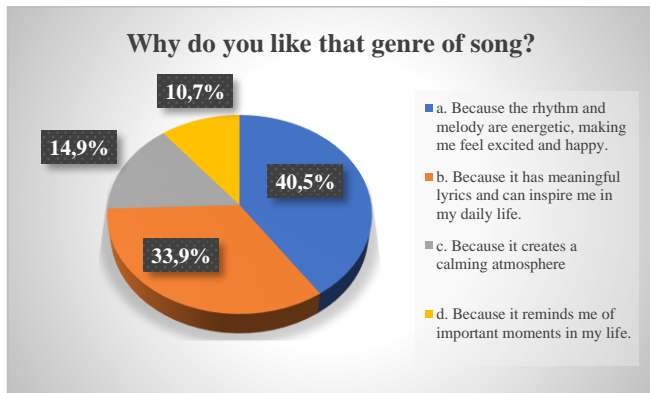


Chart 4.11

The result of the question shows that 40.5% of the participants mentioned that they like their favorite genre of song because of its energetic rhythm and melody,



which brings about feelings of excitement and happiness. Then, 33.9% of the participants stated that they appreciate their favorite genre of song because it has meaningful lyrics and serves as a source of inspiration in their daily lives. 14.9% of the participants mentioned that they enjoy their favorite genre of song because it creates a calming atmosphere. And 10.7% of the participants expressed that they like their favorite genre of song because it reminds them of important moments in their lives.

These results shed light on the various reasons individuals have for liking their preferred genre of song. While energetic rhythm and melody, meaningful lyrics, and emotional connections are highlighted as important factors, there is also a notable appreciation for music that creates a calming atmosphere. This demonstrates the diverse ways in which music can impact and resonate with individuals on an emotional and personal level.

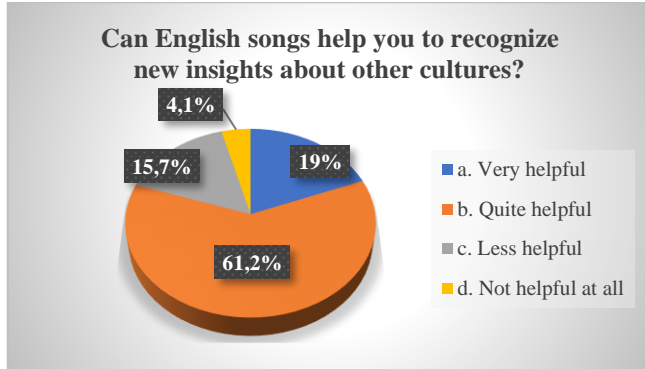


Chart 4.12

The results show that 19% of the participants found English songs to be “very helpful” in providing new insights about other cultures, and 61.2% of the participants considered English songs to be “quite helpful” in providing new insights about other cultures. 15,7% of the participants felt that English songs were “less helpful” in providing new insights about other cultures. And 4,1% of the participants claimed that English songs were “not helpful at all” in providing new insights about other cultures.

These results provide insights into the participants’ perspectives on the ability of English songs to help them recognize new insights about other cultures. While the majority of participants considered English songs to be helpful to varying degrees, some participants perceived them to be less helpful or not helpful at all in this regard.

It is important to note that the effectiveness of English songs in cultural exploration may vary depending on individual experiences and preferences.

In the sixth aspect of memory retention, the researcher elaborated on one question:



Chart 4.13

The results represent the responses to a question about the effectiveness of learning with English songs in improving the memory of English words and phrases. The results showed that 58.7% of the participants answered “Yes, songs make me remember English words and phrases better”. Then, 36,4% of the participants chose “Yes, songs make me remember English words and phrases a little better”. 4,1% of the participants stated, “No, learning by using English songs does not help me remember English words and

phrases better than other methods”. And 0,8% of the participants answered “Not at all because I haven't felt any effect on my memory ability”.

These results provide insights into the participants' perspectives on the efficacy of learning with English songs in improving the retention of English words and phrases. While the majority of participants found songs to be beneficial in memory enhancement, some participants experienced a more limited effect or did not find it helpful compared to other methods. It is important to note that individual experiences and preferences may vary in terms of the effectiveness of learning English songs.

In the seventh aspect of multi-sensory learning, the researcher elaborated on two questions:

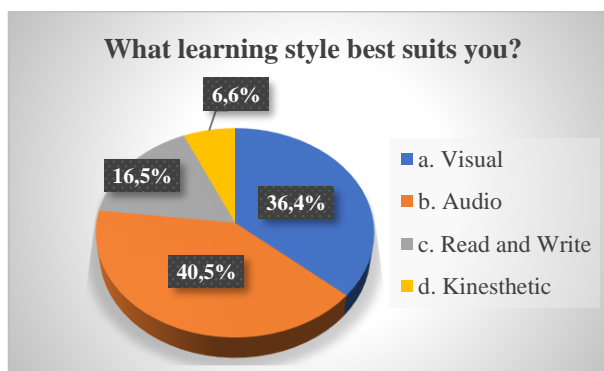


Chart 4.14

The results represent the responses to a question about the preferred learning style among the participants. 36,4% of the participants indicated a preference for the “Visual” learning style. 40,5% of the participants chose the “Audio” learning style. 16,5% of the participants identified with the “Read and Write” learning style. 6,6% of the participants stated a preference for the “Kinesthetic” learning style.

These results provide insights into the participants' preferred learning styles. While a significant number of participants favor either visual or audio learning, there is also a notable percentage that finds reading and writing or kinesthetic learning more effective for their learning process. It is important to recognize that individuals may have a combination of learning preferences and that different learning styles can be effective for different subjects and contexts.

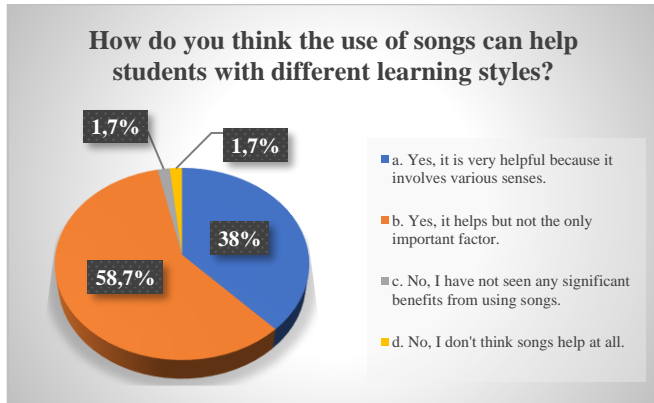


Chart 4.15

The results represent the responses to a question about the perceived benefits of using songs to assist students with different learning styles. 38% of the participants believed that using songs is “very helpful” for students with different learning styles because it involves various senses. 58.7% of the participants agreed that using songs helps students with different learning styles, but they also acknowledged that it is not the only important factor. 1.7% of the participants stated that they have not seen any significant benefit from using songs in supporting students with different learning styles. 1.7% of the participants believed that songs do not help at all in assisting students with different learning styles.

These results provide insights into the participants' perspectives on the use of songs as a tool to aid students

with different learning styles. While a significant number of participants recognized the benefits, such as engaging multiple senses, some participants expressed skepticism or did not perceive significant benefits. It is important to note that individual experiences and preferences may vary, and a combination of teaching methods may be needed to effectively accommodate diverse learning styles.

In the eighth aspect of speaking confidence, the researcher elaborated on one question:

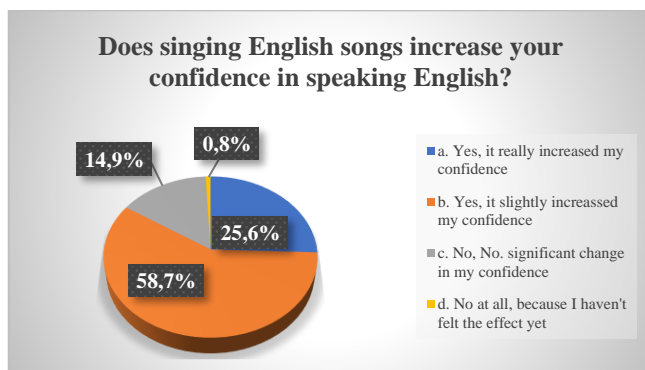


Chart 4.16

The results represent the responses to a question about the impact of singing English songs on individuals' confidence in speaking English. 25.6% of the participants stated that singing English songs “really increased” their confidence in speaking English. This indicates that a significant portion of participants

experienced a notable boost in their confidence levels as a result of singing English songs. They likely found that engaging in this activity positively influenced their ability to communicate in English. 58.7% of the participants reported that singing English songs “slightly increased” their confidence in speaking English. This suggests that the majority of participants felt a moderate improvement in their confidence levels after singing English songs. While the impact may not have been drastic, they still noticed a positive effect on their ability to express themselves in English. 14.9% of the participants stated that singing English songs did not result in any significant change in their confidence. This implies that a small percentage of participants did not observe a notable improvement in their confidence levels after engaging in singing English songs. Their confidence in speaking English likely remained unchanged. 0,8% of the participants claimed that they haven't felt any effect on their confidence yet, indicating that they did not perceive any impact on their confidence levels after singing English songs.

These results provide insights into the participants' experiences regarding the influence of singing English songs on their confidence in speaking English. While a significant number of participants reported an increase



in confidence, either to a high or slight degree, some participants did not experience a significant change or had not yet observed any effect. It's important to note that individual experiences and the effectiveness of singing English songs in building confidence may vary.

In the ninth aspect, namely regarding cross-cultural connections, the researcher elaborated it into three questions:

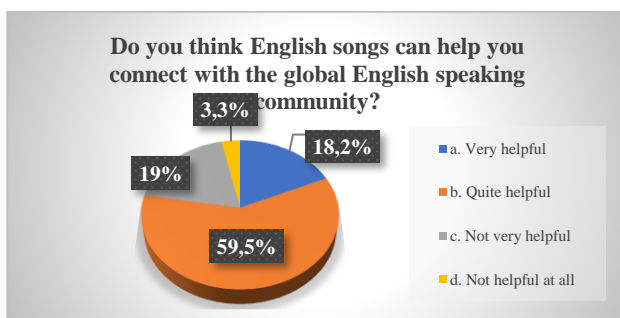


Chart 4.17

The results show that 18.2% of the participants believed that English songs are “very helpful” in connecting with the global English-speaking community. 59,5% of the participants considered English songs to be “quite helpful” in connecting with the global English-speaking community. Then, 19% of the participants stated that English songs are “not very helpful” in connecting with the global English-speaking community. This implies that a significant percentage

of participants did not find English songs to be particularly effective in fostering connections or building relationships within the English-speaking community. 3,3% of the participants claimed that English songs are “not helpful at all” in connecting with the global English-speaking community.

These results provide insights into the participants' perspectives on the role of English songs in facilitating connections with the global English-speaking community. While a majority of participants considered English songs to be helpful, to varying degrees, in fostering connections, some participants had a less positive view or did not perceive significant benefits in this regard. It is important to note that individual experiences and preferences may vary, and other factors, such as language proficiency and cultural understanding, can also influence one's ability to connect with the global English-speaking community.

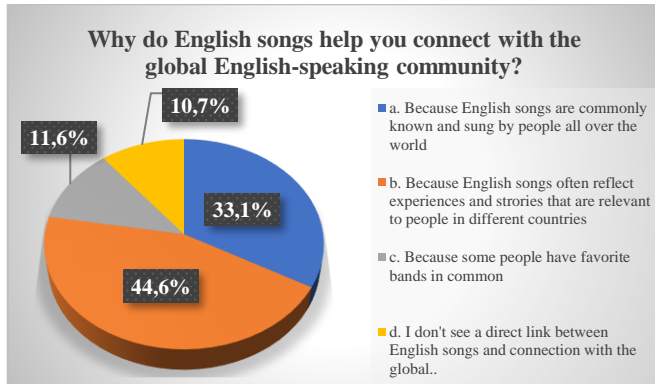


Chart 4.18

The results show that 33.1% of the participants believed that English songs help them connect with the global English-speaking community because these songs are commonly known and sung by people all over the world. 44.6% of the participants stated that English songs help them connect with the global English-speaking community because these songs often reflect experiences and stories that are relevant to people in different countries. 11.6% of the participants believed that English songs help them connect with the global English-speaking community because some people have favorite bands in common. 10.7% of the participants stated that they did not see a direct link between English songs and connection with the global English-speaking community.

These results provide insights into the participants' perspectives on why English songs help in connecting with the global English-speaking community. While a significant number of participants attributed this connection to the widespread familiarity or relatability of English songs, there were also participants who either highlighted shared musical preferences as a factor or did not see a direct link between English songs and community connection. It is important to note that individual experiences and perspectives may vary, and multiple factors contribute to the connections formed within the global English-speaking community.

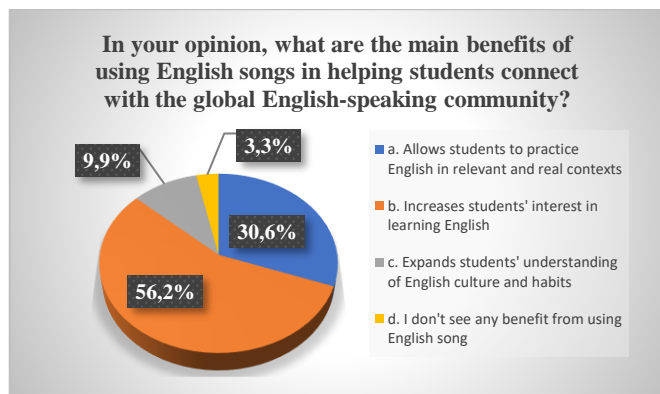


Chart 4.19

The results show that 30.6% of the participants believed that using English songs allows students to practice English in relevant and real contexts. 56.2% of

the participants indicated that using English songs increases students' interest in learning English. 9,9% of the participants stated that using English songs expands students' understanding of English culture and habits. 3,3% of the participants claimed that they didn't see any benefit from using English songs.

These results provide insights into the participants' perspectives on the main benefits of using English songs to help students connect with the global English-speaking community. The responses highlight the importance of providing relevant language practice, increasing student interest, and promoting cultural understanding through the use of English songs. However, some participants did not identify any perceived benefits from this approach. It is important to consider individual preferences and learning styles when incorporating English songs into language learning, as different students may respond differently to this method.

## **2. The Challenge of Using English Songs in Listening Learning**

In the tenth aspect, namely understanding lyrics, the researcher elaborated it into three questions:

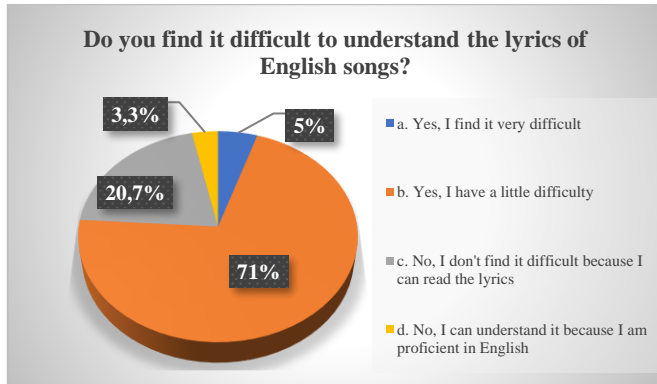


Chart 4.20

The answer of the participants showed that 5% of the participants stated that they find it “very difficult” to understand the lyrics of English songs. 71% of the participants indicated that they have “a little difficulty” in understanding the lyrics of English songs. 20.7% of the participants claimed that they do not find it difficult to understand the lyrics because they can read them. 3.3% of the participants stated that they do not find it difficult to understand the lyrics because they are proficient in English.

These results provide insights into the participants' experiences and difficulties in understanding the lyrics of English songs. While a majority of participants reported encountering some level of difficulty, there were variations in the severity of these challenges. Some participants relied on reading the lyrics or their

proficiency in English to overcome these difficulties. Understanding the lyrics of English songs can depend on language proficiency, exposure to the English language, and familiarity with the particular song or genre.

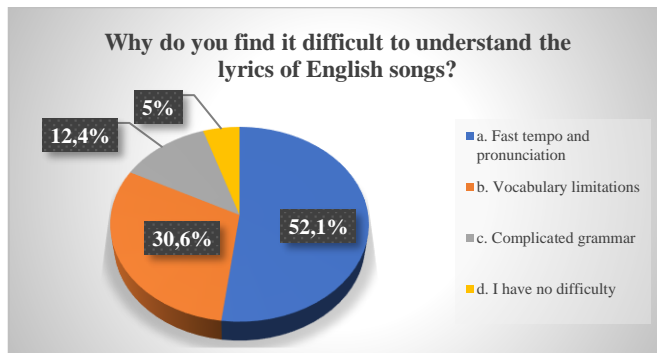


Chart 4.21

The results show that 52.1% of the participants attributed their difficulty in understanding the lyrics of English songs to the fast tempo and pronunciation. This suggests that a majority of participants struggle with the speed at which the lyrics are delivered and the pronunciation of the words in English songs. The rapid pace and unique vocal styles in music can pose challenges for comprehension. 30.6% of the participants cited vocabulary limitations as the reason for their difficulty in understanding English song lyrics. This implies that a significant portion of participants face difficulties due to unfamiliar or complex

vocabulary used in the lyrics. Limited vocabulary knowledge can hinder their ability to grasp the meaning of the words and phrases in songs. 12.4% of the participants identified complicated grammar as a factor contributing to their difficulty in understanding English song lyrics. This suggests that some participants find it challenging to decipher the grammatical structures and sentence formations employed in the lyrics. Complex grammar patterns can make the lyrics more difficult to comprehend. 5% of the participants claimed that they had no difficulty understanding the lyrics of English songs. This implies that a small percentage of participants do not face any challenges in comprehending the lyrics, suggesting a high level of proficiency or familiarity with English song lyrics.

These results provide insights into the reasons why individuals find it difficult to understand the lyrics of English songs. Fast tempo and pronunciation, vocabulary limitations, and complicated grammar were cited as common difficulties. It is important to note that individual experiences and language proficiency levels can vary, leading to different levels of difficulty in understanding English song lyrics.



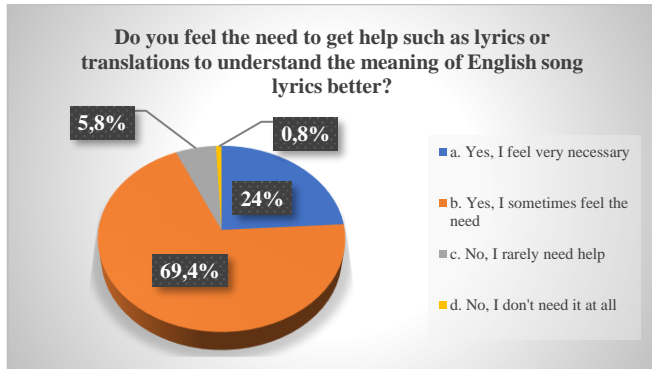


Chart 4.22

The results show that 24% of the participants expressed that they feel it is “very necessary” to seek help, such as lyrics or translations, to understand the meaning of English song lyrics. This suggests that a significant percentage of participants strongly feel the need for additional support to enhance their understanding of the lyrics. They recognize the value of having access to lyrics or translations to fully grasp the intended meaning. 69.4% of the participants indicated that they “sometimes” feel the need to get help to understand the meaning of English song lyrics. This implies that the majority of participants recognize situations where they may encounter difficulties and would benefit from seeking assistance. They may rely on lyrics or translations periodically when they encounter particularly challenging or unfamiliar lyrics.

5,8% of the participants claimed that they “rarely” need help to understand the meaning of English song lyrics. This suggests that a small percentage of participants find themselves in situations where they can comprehend the lyrics without additional assistance. They may possess a high level of English proficiency or have a good understanding of the context and cultural references within the songs. 0.8% of the participants stated that they didn't need help at all to understand the meaning of English song lyrics. This indicates that a small portion of participants feel confident in their ability to understand the lyrics without relying on any external aids.

These results provide insights into the participants' perspectives on seeking help, such as lyrics or translations, to understand the meaning of English song lyrics better. While a majority of participants acknowledge the occasional need for assistance, some participants feel a stronger necessity or have less reliance on external aids. Individual language proficiency, familiarity with English song lyrics, and personal preferences can influence the perceived need for additional help in understanding the lyrics.

In the eleventh aspect, namely pronunciation, the researcher elaborated it into two questions:

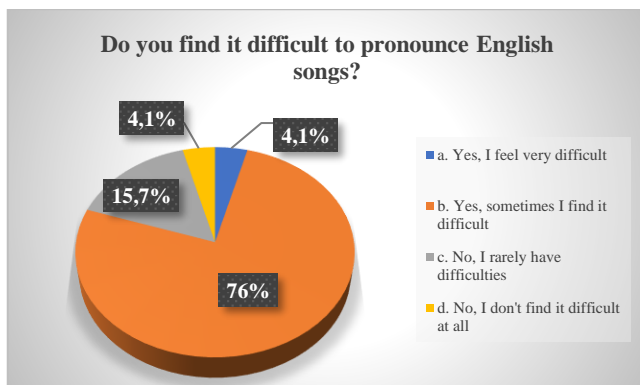


Chart 4.23

The response of the participants showed that 4.1% of the participants stated that they find it “very difficult” to pronounce English songs. This suggests that a small percentage of participants struggle significantly with pronouncing the lyrics of English songs, indicating challenges in articulating the words, sounds, or rhythm accurately. 76% of the participants indicated that they “sometimes” find it difficult to pronounce English songs. This implies that the majority of participants encounter occasional difficulties in pronouncing certain lyrics or words in English songs. Pronunciation challenges may arise due to unfamiliar or complex phonetic patterns present in the songs. 15,7% of the participants claimed that they “rarely” have difficulties in pronouncing English songs. This suggests that a notable percentage of participants feel relatively

comfortable with their pronunciation skills and do not encounter significant challenges in pronouncing the lyrics of English songs. 4.1% of the participants stated that they do not find it difficult at all to pronounce English songs. This indicates that a small portion of participants feel confident in their pronunciation abilities and do not face any significant difficulties in articulating the lyrics of English songs.

These results provide insights into the participants' experiences and difficulties in pronouncing English songs. While a majority of participants reported encountering some level of difficulty, there were variations in the severity and frequency of these challenges. Pronouncing English songs can depend on factors such as language proficiency, familiarity with English pronunciation rules, exposure to English songs, and individual vocal abilities.

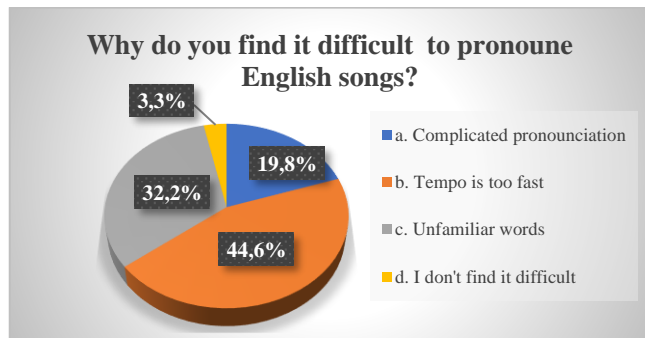


Chart 4.24

The response of the participants showed that 19,8% of the participants attributed their difficulty in pronouncing English songs to “complicated pronunciation”. 44.6% of the participants cited the “tempo is too fast” as a reason for their difficulty in pronouncing English songs. 32.2% of the participants identified “unfamiliar words” as a factor contributing to their difficulty in pronouncing English songs. 3,3% of the participants claimed that they do not find it difficult to pronounce English songs.

These results provide insights into the reasons why individuals find it difficult to pronounce English songs. Complicated pronunciation, fast tempo, and unfamiliar words were cited as common challenges. It is important to note that individual experiences, language proficiency levels, and exposure to English songs can vary, leading to different levels of difficulty in pronunciation.

In the twelfth aspect, accent variations, the researcher elaborated it into one question:

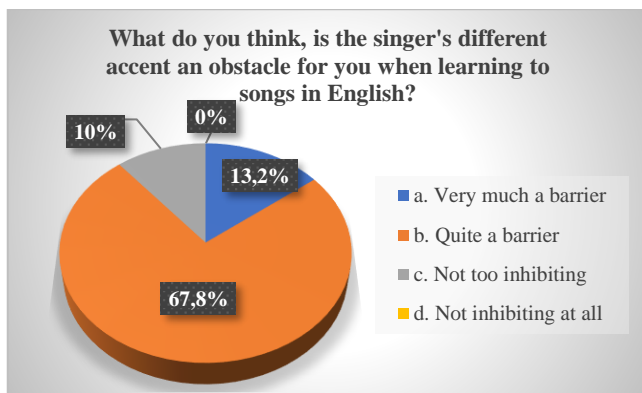


Chart 4.25

The data shows that 13.2% of the participants feel that a singer's different accent is “very much a barrier” when learning to listen to songs in English. 67,8% of the participants consider a singer's different accent to be “quite a barrier”. 10% of the participants believe that a singer's different accent is “not too inhibiting”. 0% of the participants perceive a singer's different accent as “not inhibiting at all”.

These results highlight the varying perceptions of participants regarding the influence of a singer's different accents on their ability to understand English songs. While a majority find the accent to be a significant or notable barrier, some individuals perceive it as less inhibiting. It's important to consider that accents can vary widely, and individual experiences

with different accents may differ based on their exposure, language proficiency, and familiarity with various accents.

In the thirteenth aspect, namely limited exposure to authentic conversational English, the researcher elaborated it into two questions:

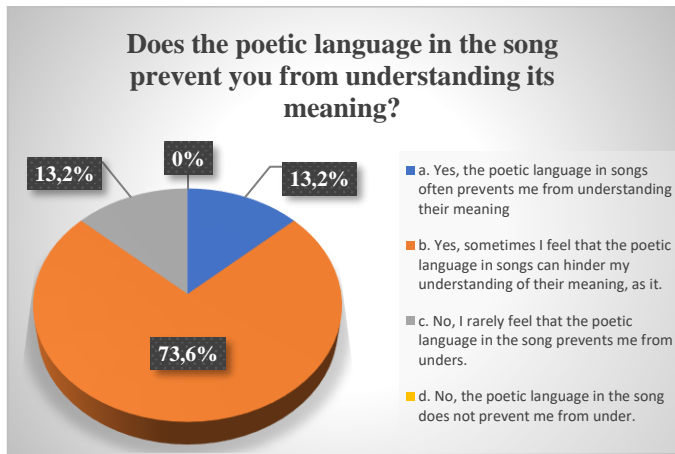


Chart 4.26

The data shows that 13.2% of the participants indicated that the poetic language in songs often prevents them from understanding the meaning. 73,6% of the participants expressed that they sometimes feel that the poetic language in songs can hinder their understanding of the meaning. 13.2% of the participants stated that they rarely feel that the poetic language in

songs prevents them from understanding the meaning. They can enjoy the songs and catch the message they convey despite the presence of poetic language. 0% of the participants claimed that the poetic language in songs does not prevent them from understanding the meaning.

These results shed light on the perceptions and experiences of participants regarding the impact of poetic language in songs on their understanding of the meaning. While a significant majority acknowledge that poetic language can sometimes hinder their comprehension, there are individuals who rarely or never feel obstructed by it. It is important to note that the interpretation and understanding of poetic language can vary based on individuals' language proficiency, familiarity with literary devices, and personal preferences.

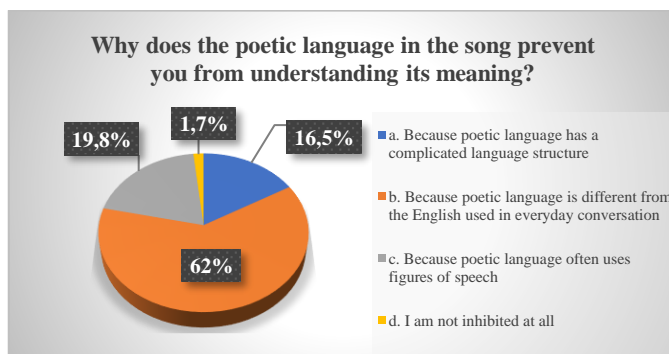


Chart 4.27



The result shows that 16.5% of the participants believe that the poetic language in songs prevents understanding due to its “complicated language structure”. 62% of the participants attribute their difficulty in understanding the meaning of poetic language to the fact that it is “different from the English used in everyday conversation”. 19,8% of the participants feel that the use of figures of speech in poetic language hinders their understanding of the meaning. 1.7% of the participants stated that they are not inhibited at all by the poetic language in songs.

These results provide insights into the reasons why participants feel that the poetic language in songs hinders their understanding of the meaning. Factors such as complicated language structure, differences from everyday conversation, and the use of figures of speech were mentioned as common barriers. It is important to consider individual language proficiency, familiarity with poetic devices, and exposure to different styles of songwriting when examining the impact of poetic language on comprehension.

In the fourteenth aspect, namely vocabulary limitations, the researcher elaborated it into one question:

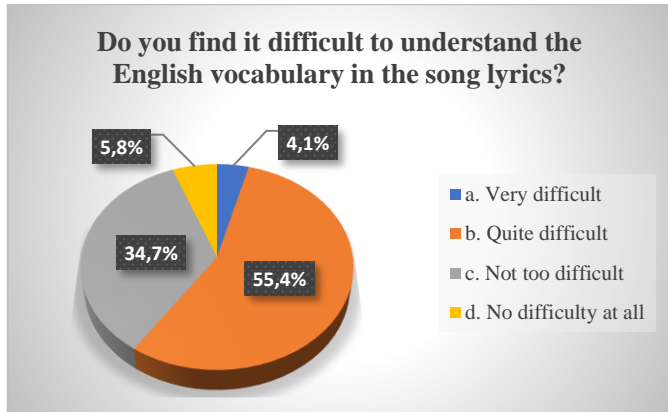


Chart 4.28

The answer of the participants shows that 4.1% of the participants find it “very difficult” to understand the English vocabulary in song lyrics. This suggests that a small percentage of participants encounter significant challenges in comprehending the meaning of words used in songs. 55,4% of the participants consider it “quite difficult” to understand the English vocabulary in song lyrics. This implies that the majority of participants experience some level of difficulty in grasping the meaning of words used in songs, indicating that the vocabulary may be unfamiliar or require additional effort to comprehend. 34,7% of the participants find it “not too difficult” to understand the English vocabulary in song lyrics. This suggests that a significant portion of participants perceive the

vocabulary used in songs as manageable and can comprehend the intended meaning with relative ease. 5,8% of the participants claim to have “no difficulty at all” in understanding the English vocabulary in song lyrics. This indicates that a small percentage of participants find the vocabulary used in songs to be easily understandable, suggesting a higher level of familiarity or proficiency with English vocabulary.

These results highlight the varying experiences and perceptions of participants regarding the difficulty of understanding English vocabulary in song lyrics. While a majority find it at least somewhat difficult, some individuals perceive it as less challenging or have a high level of proficiency that enables them to comprehend the vocabulary without difficulty. It is important to consider factors such as language proficiency, exposure to English songs, and familiarity with vocabulary in determining the level of difficulty participants may experience.

In the fifteenth aspect, namely distraction and overemphasis on entertainment, the researcher elaborated it into one question:

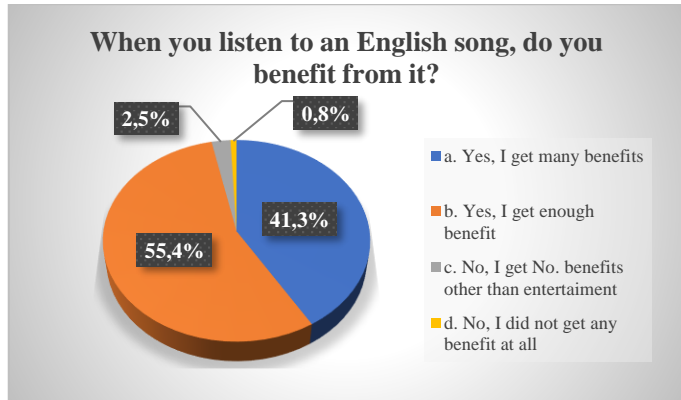


Chart 4.29

The answer from participants shows that 41.3% of the participants believe that listening to English songs provides them with “many benefits.” This suggests that a significant percentage of participants find value and advantages in listening to songs in English, beyond mere entertainment. 55,4% of the participants feel that they receive “enough benefit” from listening to English songs. This implies that the majority of participants perceive that listening to songs in English offers them sufficient advantages, indicating that they find value and usefulness in this activity. 2,5% of the participants claim to receive “no benefits other than entertainment” when listening to English songs. This suggests that a small percentage of participants primarily view listening to songs in English as a source of entertainment rather than a means of acquiring

additional benefits. 0.8% of the participants stated that they “did not get any benefit at all” from listening to English songs. This indicates that a minimal percentage of participants feel that listening to songs in English does not provide them with any perceivable advantages.

These results demonstrate that a significant portion of participants perceive benefits from listening to English songs, whether they consider these benefits to be numerous or sufficient. However, it is worth noting that a small percentage of participants primarily view listening to songs as a form of entertainment without perceiving additional benefits. Overall, the majority of participants find value in listening to English songs and believe that it offers them various benefits beyond mere enjoyment.

In the sixteenth aspect, namely individual musical preferences, The researcher gives the following question:

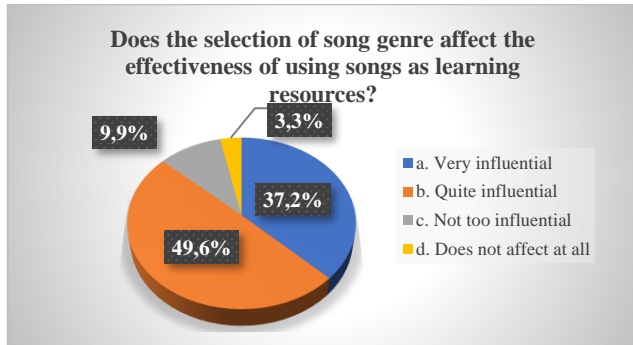


Chart 4.30

The results show that 37.2% of the participants believe that the selection of song genre is “very influential” in determining the effectiveness of using songs as learning resources. This suggests that a significant percentage of participants perceive that the choice of genre has a strong impact on the effectiveness of utilizing songs for educational purposes. 49.6% of the participants feel that the selection of song genre is “quite influential” in determining the effectiveness of using songs as learning resources. This indicates that the majority of participants recognize the importance of genre selection and its influence on the efficacy of incorporating songs into educational activities. 9.9% of the participants consider the selection of song genre to be “not too influential” in determining the effectiveness of using songs for learning. This suggests that a small percentage of participants believe that genre selection

has a relatively limited impact on the overall effectiveness of using songs as educational resources. 3.3% of the participants believe that the selection of song genre “does not affect at all” the effectiveness of using songs as learning resources. This indicates that a minimal percentage of participants perceive no connection between song genre selection and the educational value of incorporating songs into learning activities.

These results highlight the varying perspectives regarding the influence of song genres on the effectiveness of using songs as learning resources. While a significant portion of participants believe that genre selection plays a substantial role, others perceive it to have a more limited impact or no impact at all. It's important to consider individual preferences and learning styles when choosing song genres for educational purposes, as it can affect the engagement and effectiveness of the learning experience.

## **B. Research Discussion**

Based on the findings in this study, it can be seen that English songs are acceptable and can motivate most students which can be seen in the answers of participants who answered "Yes, Songs really motivate me" and 41.3%

answered, "Yes, Songs motivate me but not significantly". The English songs create a fun and engaging learning experience that relates to the respondents' life experiences and thoughts, which has the potential to generate inspiration and motivation in the learning process. Ur's (1996) opinion is in line with this, he argues that listening activities are based on simulating real-life situations and is likely to be more interesting and motivating to do (Afriyuninda & Oktaviani, 2021). This gets the same result as the research conducted by Eicha Afriyuninda and Lulud Oktaviani (2021) they stated that by utilizing English songs as a source of listening learning, it can be seen that songs have various advantages. Some of these include the ability of songs to motivate students and increase their confidence in understanding the material (Afriyuninda & Oktaviani, 2021). In addition, M. Hadi (2019) in his research concluded that songs in English teaching are also effective in overcoming some student problems, such as lack of concentration, boredom, and lack of motivation. Students enjoyed the learning process and meaningful learning objectives were achieved (Hadi, 2019). However, contrary to this argument, the research of Zulfa et al. (2019) noted that the use of songs in learning has disadvantages, namely not all students can accept what is conveyed by their teachers, songs can disrupt classes adjacent to the ongoing



lesson, songs can cause teachers to lose control in the classroom, and the song has vocabulary that is difficult to understand (Zulfa et al., 2019).

English songs help to improve listening skills because they are fun and useful, with positive perceptions of the experience. Various factors, such as repetition, clear pronunciation, unique rhythms and melodies, and emotional messages, contribute to better listening and comprehension. This is in line with the opinion of Eicha Afriyuninda and Lulud Oktaviani (2021) who stated that songs are an effective resource in improving listening skills because songs can be found in various places and help train our ears in listening (Afriyuninda & Oktaviani, 2021). Research conducted by Ester Sekeon et. al (2022) also showed similar findings, where students recognized the benefits provided by songs in the learning process. Students perceived an improvement in their listening skills through listening to English songs, as the activity made them more familiar with English vocabulary and made it easier for them to memorize new vocabulary contained in the song lyrics (Sekeon et al., 2022). However, Listening is not just a receptive act but also involves various physiological and cognitive processes simultaneously (Merina, 2022). In this study, almost half of the participants had difficulty understanding the meaning when listening to English

songs. This is consistent with the theory proposed by Underwood (1990: 15), where several studies conducted by language teachers show that listening skills have their challenges compared to other language skills. There are several difficulties in listening to English, such as listeners not being able to understand the speaker's intention because they cannot control the speed of message delivery, listeners not having the opportunity to ask the speaker to repeat or explain the message conveyed, lack of vocabulary mastery, and errors in interpreting the message or meaning intended by the speaker (Luh et al., 2019).

Although understanding the vocabulary of English songs had varying degrees of difficulty, the majority found it easy to understand. Participants recognized the benefits of lyrics in English songs for learning vocabulary and grammar, as well as the positive impact of songs on English pronunciation. As stated by Albaladejo (2018) songs offer many pedagogical benefits for language learning, as melody, rhythm, and intonation are thought to facilitate the development of pronunciation, and new vocabulary (Albaladejo Albaladejo et al., 2018). In addition, songs can also play an important role in the listening aspect as Manal (2020) said, songs which are pedagogical tools can improve learners' listening, pronunciation, speaking, and grammar skills (Al-Smadi, 2020). Contrary to that, according to

Muhamad and Rahmat's research, it was found that students have two main problems in understanding English songs, namely pronunciation and song meaning. It was also found that the most frequent mistakes made by the students in pronouncing English words were fricative consonants, pure vowels, conjunctions, and diphthongs (Muhamad & Rahmat, 2020). In addition to enriching students' vocabulary, music helps to adjust the correct pronunciation of words. While music helps to match the correct pronunciation of words and enrich students' vocabulary, however, finding songs that match word learning can be overwhelming and time-consuming (Graciano Neto et al., 2019).

English songs were considered helpful in recognizing new insights into other cultures, although some participants found them less helpful. Participants had diverse musical tastes, with pop music being the most popular, but there were also those interested in rock, hip-hop, and other genres. This is similar to the perspective of Rothbaum and Tsang (1998), who state that music is an important cultural product and plays a role in shaping people's identities. In addition, the combination of lyrics and music often reflects certain cultural norms. For example, in China, a country with a tendency towards collectivism, popular song lyrics tend to promote themes

related to the concept of collectivism, in contrast to song lyrics originating from individualist countries such as the United States. In addition, individualism and collectivism can also influence the use of music in everyday life, such as appreciating song lyrics that focus on family topics (Barradas & Sakka, 2022). In line with the previous argument, Kenny (2017) argues that the classroom can be an ideal place to begin culturally responsive teaching where students learn about other cultures. By discussing and performing culturally and socially relevant music, students can learn about developing cross-cultural competence (Joseph et al., 2020).

English songs also have benefits in improving the retention of English words and phrases, although their effectiveness varied among the participants in this present study. This research provides insight into participants' views on the effectiveness of learning by using English songs to improve the retention of English words and phrases. According to Albaladejo (2018), songs are considered helpful in reinforcing the understanding of new structures and vocabulary (Albaladejo Albaladejo et al., 2018). In addition, according to Brewster et al. (2002), utilizing songs as learning resources has many advantages. First, songs serve as language resources that introduce new

vocabulary, reinforce vocabulary comprehension, and present familiar language in a fresh and fun format (Albaladejo Albaladejo et al., 2018).

The findings in this study provide insight into the learning style preferences of the participants. Although most of the participants were more inclined towards audio learning. This finding is supported by the theory proposed by (Bellanca, 1997; and Bumen, 2004), who argue that individuals with auditory intelligence tend to learn melodies, rhythms, musical tones, and words more easily, and understand musical details more quickly. Songs containing melody or rhythm in poems, stories, novels, critical articles, and the like directly influence language development. In the context of foreign language learning, those with an interest in music tend to progress faster (Ünal, 2022). While many people recognize the benefits of using songs as a learning tool with different styles, some people remain skeptical or do not feel significant benefits. In line with Siti Rahmi Nurhasanah and Maman Suryaman (2022), they argue that although the benefits of English songs in auditory learning have been proven, there are still some students who feel that this learning method is not suitable for them (Nurhasanah & Suryaman, 2022). However, this should not be a problem as every student has their own preferences and learning methods. It is the educator's job to

consider those students' preferences to create a healthy and successful learning environment.

Generally, students often feel less confident when teachers teach speaking lessons in class. They worry about making mistakes or being ridiculed by their peers. However, singing English songs can increase confidence in speaking English for many participants, although not all experienced significant changes. This finding is in line with the findings of Yetti et al. (2019) in their journal, where it is mentioned that songs make learning more enjoyable for children, help integrate and improve existing programs, and provide a means to improve children's overall development. Through movement and song, children have the opportunity to experience their lives and conditions as children, communicate, share ideas, socialize with peers, and increase self-confidence (Yetti et al., 2019). On the other hand, according to Griffee (2001:10), a song is a part of music that is expressed through words. It has a close relationship with speaking, as speaking is a way to communicate with others using spoken language. Spoken language can be explained simply as an activity that combines words to be understood. Therefore, for students' speaking ability to improve, teachers need to motivate them by singing songs that can make them more interested in developing their speaking ability and also provide a fun

experience in practicing speaking with certain techniques (Liva et al., 2015).

English songs were perceived as helpful in strengthening links with the global English-speaking community, although some people had less positive views. The main benefits identified were relevant language practice, increased student interest, and promotion of cultural understanding. This is in line with the opinion of ChenHafteck and Crawford (2013) who argue that singing songs from different cultures plays an important role in the formation of our identity and the way we perceive and understand others and ultimately ourselves. Through song teaching, students' cultural understanding can be enhanced (Joseph et al., 2020).

The findings in this study provide valuable insights into participants' experiences and difficulties in understanding English song lyrics. The majority of participants reported that they experienced challenges, but the severity of these difficulties varied. Some participants relied on reading the lyrics or their English language skills to overcome this barrier. Language proficiency, exposure to English, and familiarity with the song or genre were identified as factors influencing comprehension of English song lyrics. The findings also shed light on the reasons behind individuals finding it difficult to understand English

song lyrics. Common difficulties mentioned include fast tempo and pronunciation, limited vocabulary, and complicated grammar. In addition, individual experience and language proficiency level can cause different levels of difficulty for students in understanding English song lyrics. In line with this, the opinion of Azmi Bingol et al. (2014) states that when students listen to something that contains familiar words, students will understand it more easily. If students understand the meaning of the words, this can foster their interest and motivation and have a positive impact on students' listening comprehension skills. Many English words have more than one meaning, and if not used appropriately in the appropriate context, learners can feel confused (Gilakjani & Sabouri, 2016). A similar opinion is also conveyed by Underwood (1989), that speed can be an obstacle in listening comprehension. If the speaker speaks too fast, students may face difficulties in understanding words in the second language (L2). In this situation, the listener has no control over the speed of speech, and this can result in problems in listening comprehension (Gilakjani & Sabouri, 2016). In addition, this study provides insight into participants' perspectives on seeking help, such as lyrics or translations, to better understand the meaning of English song lyrics. While most participants acknowledged that they sometimes needed help, some participants felt a



stronger need or relied less on outside help. Individual language proficiency, familiarity with English song lyrics, and personal preferences were found to influence the perceived need for additional help in understanding lyrics.

This study also explored participants' experiences and difficulties in reciting English songs. Although most participants experienced some level of difficulty, the severity and frequency of these challenges varied. Factors such as language proficiency, English pronunciation, exposure to English songs, and individual vocal ability were identified as factors that influence the pronunciation of English songs. The reasons behind difficulties in pronouncing English songs were also examined in this study. Challenges such as complicated pronunciation, fast tempo, and unfamiliar words were commonly mentioned. It is crucial to consider an individual's experience, language proficiency level, and exposure to English songs, as they can contribute to different levels of difficulty in pronunciation. This is in line with the opinion of Bloomfield et al (2010) and Walker (2014) who state that one of the main challenges in listening comprehension is the difference between the pronunciation of spoken words and their written form. Since spoken language has differences from written language, recognition of spoken words can be difficult for students. Vandergrift (2007) and

Walker (2014) also argue that in addition to recognizing spoken words, students must also understand the linguistic components contained in the word. Prosodic features of spoken language such as word emphasis, weak and strong forms of words, and intonation also play a role in the comprehension of spoken texts (Gilakjani & Sabouri, 2016).

The study revealed a range of perceptions among participants regarding the effect of singers' accents on their ability to understand English songs. As a result, while most found accents to be a significant barrier, some found them to be less so. Wide variations in accents, as well as individual exposure, language proficiency, and familiarity with different accents, were identified as factors that may shape individuals' experiences with accents in English songs. This is also corroborated by Munro and Derwing's (1999) argument, which states that the presence of excessive accents can result in a significant decrease in comprehension. and Goh (1999) also found that 66% of students reported that the speaker's accent was a factor that significantly affected listener comprehension. Unfamiliar accents, both by native speakers and non-native speakers, can cause serious problems in listening comprehension, while familiarity with the accent can aid listener comprehension. Buck (2001) identifies that when listeners

first hear an unfamiliar accent, such as Indian English after having only studied American English, they will face significant difficulties in listening (Gilakjani & Sabouri, 2016).

Participants' perceptions and experiences regarding the impact of poetic language in songs on their understanding of the meaning of songs were also investigated. While most acknowledged that poetic language can sometimes hinder comprehension, there were also individuals who rarely or never felt hindered by poetic language. Interpretation and understanding of poetic language were found to vary based on language proficiency, familiarity with poetic language, and personal preference. The reasons behind participants' perceptions were that the poetic language in the songs hindered their understanding, these included complex language structures, differences from everyday speech, and the use of figures of speech. Language proficiency and one's familiarity with the poetic language of different songs were highlighted as factors to consider.

Participants' experiences regarding the difficulty of understanding English vocabulary in English songs were also discussed. While most found it at least somewhat difficult, some found it less challenging or had such a high level of proficiency that they were able to understand the

vocabulary without difficulty. Proficiency in English and their limited vocabulary were considered influential factors in determining the level of difficulty experienced by the participants. Similar findings were found in Mellasari Hadian's research (2015), where the study confirmed that students' limited vocabulary is also an issue that needs to be considered in the selection of songs to be used in the classroom. This is because students learn English mainly through their mother tongue as the language of daily communication. Therefore, students should try to adapt themselves to the language contained in the song lyrics (Hadian, 2015). In contrast, according to research conducted by Shaleha Isnaini and Dyah Aminatun (2015), students also find English songs interesting and entertaining as a means to learn new vocabulary, including vocabulary they have not known previously, and to improve their ability to pronounce words correctly. They try to understand the meaning of the lyrics of English songs and search for the meaning of the words. After that, they apply the vocabulary in English in daily life both in writing and orally, and gradually they become familiar with the words and use them fluently (Isnaini & Aminatun, 2021). In line with this opinion, according to Brewster et al. (2002), taking advantage of songs as a learning resource has various advantages, one of which is strengthening grammar and

vocabulary understanding, as well as presenting familiar language in a fun and exciting way (Hampp, 2019).

Meanwhile, in this study, it was found that most participants recognized the benefits of listening to English songs, both a lot and a little. However, a minority of participants only viewed listening to songs as entertainment without perceiving any additional benefits. Overall, the majority found value in listening to English songs and believed that they offered benefits that went beyond mere entertainment. This is following the opinion of Hadian (2015) who stated that students often consider song lyrics as a means of entertainment rather than a means of learning, therefore learning English through song lyrics is comfortable and fun (Hadian, 2015). On the other hand, According to Brewer's view in Sari et al. (2019), songs not only serve as entertainment but can also be an innovative tool in language learning. Playing songs can help create an optimistic mood to start the day or the beginning of a learning session in class, as well as help maintain a positive attitude during the day (Isnaini & Aminatun, 2021).

In addition, the study also revealed participants' likes and dislikes for different music genres. Pop, rock, and hip-hop were identified as the main genres of dislike, while some participants expressed their dislike for jazz, metal, ballads, or other unmentioned genres. Conversely, some

individuals had no specific dislikes or appreciated all genres. It is important to recognize that individual music preferences can vary greatly, and people have diverse tastes when it comes to different genres of songs. It is also conveyed by Pei-Ying Lin Gosselin (2015) that language in song lyrics is one of the important factors in a song. Listeners' knowledge of the language can influence their preference for songs in that language (Gosselin, 2015).

While most participants believed that song genre selection played an important role, others considered that it had a more limited impact or no impact at all. Individual preferences and learning styles should be considered when selecting song genres for educational purposes, as they can affect the engagement and effectiveness of the learning experience. Likewise, Murphey (1992) recommends allowing students to put forward their choices of songs to be used as the new material in class so that they become active in the learning process (Bokiev et al., 2018).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion of research on students' perception of the advantages and challenges of using English songs as resources of listening material in EFL learners, it can be concluded that student perceptions of the advantages of the use of English songs as a resources for extensive listening learning received various positive responses from the participants. This result is based on a series of participant responses in the questionnaire which in the aspects of motivation, listening comprehension, vocabulary and grammar, pronunciation, cultural awareness, memory retention, multi-sensory learning, speaking confidence, cross-cultural connections get a positive response regarding the use of English songs as a source of extensive listening learning from participants.

Challenges in the learning process of using English songs as a learning resource for extensive listening were also found, namely the difficulty of participants to understand the lyrics in English songs because of the speed of tempo and pronunciation and the limited vocabulary that participants had. Poetic language, the singer's accent is also

a challenge for participants in using English songs as a learning resource for extensive listening, they think that different accents and the complexity of poetic language can affect their English listening comprehension because poetic language is different from the use of everyday language as learned and different accents affect their listening comprehension where there is a misunderstanding if the emphasis and intonation spoken is different from what they learned. Music preference is also a challenge in itself. This is based on the research findings that if learners learn English through songs they don't like, it will be difficult to capture the meaning contained because they have the view that the genre they don't like can be boring, on the contrary, if they learn through songs they like it will make them repeat the song, sing along, and it will be fun.

## **B. Suggestion**

This study is limited to students' perceptions about the advantages and challenges of the using English songs as a learning resource for extensive listening in the English education department. Therefore, researchers hope that future researchers can add several participants from various levels of education. Then, not only about the use of songs as a learning resource for extensive listening, researchers hope that further research can examine various media that



are considered a means of entertainment by people but have the potential as a source of listening learning as well.

## REFERENCES

- Abdulrahman, T., Basalama, N., & Widodo, M. R. (2018). The impact of podcasts on efl students' listening comprehension. *International Journal of Language Education*, 2(2), 23–33. <https://doi.org/10.26858/ijole.v2i2.5878>
- Afriyuninda, E., & Oktaviani, L. (2021). The Use of English Songs to Improve English Students'. *Journal of English Language Teaching Annd Learning*, 2(2), 80–85. <https://doi.org/https://doi.org/10.33365/jeltl.v2i2.1442>
- Al-Smadi, M. H. (2020). The Effect of Using Songs on Young English Learners' Motivation in Jordan. *International Journal of Emerging Technologies in Learning*, 15(24), 52–63. <https://doi.org/10.3991/ijet.v15i24.19311>
- Albaladejo Albaladejo, S., Coyle, Y., & de Larios, J. R. (2018). Songs, Stories, and Vocabulary Acquisition in Preschool Learners of English as a Foreign Language. *System*, 76, 116–128. <https://doi.org/10.1016/j.system.2018.05.002>
- Ali, A. A. (2020). Using English Songs to Improve Young Learners ` Listening Comprehension. *IJELS*, 5(4), 949–959. <https://doi.org/10.22161/ijels.54.19>
- Barradas, G. T., & Sakka, L. S. (2022). When words matter: A cross-cultural perspective on lyrics and their relationship to musical emotions. *Psychology of Music*, 50(2), 650–669. <https://doi.org/10.1177/03057356211013390>
- Bokiev, D., Bokiev, D., Aralas, D., Ismail, L., & Othman, M. (2018). Utilizing Music and Songs to Promote Student Engagement in ESL Classrooms. *International Journal of Academic Research in Business and Social Sciences*, 8(12), 314–332. <https://doi.org/10.6007/ijarbss/v8->

- Chang, A., Millett, S., & Renandya, W. A. (2019). Developing Listening Fluency through Supported Extensive Listening Practice. *RELC Journal*, 50(3), 422–438. <https://doi.org/10.1177/0033688217751468>
- Dewi, S. K., & Sukarni, S. (2020). The Influence of Students' Habit of Listening to English Songs on Their Pronunciation Ability. *Scripta: English Education Journal*, 7(2), 14–24. <https://doi.org/10.37729/scripta.v7i2.827>
- Gavenila, E. I., Wulandari, M., & Renandya, W. A. (2021). Using TED Talks for Extensive Listening. *Pasaa*, 61(June), 147–175.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 9(6), 123. <https://doi.org/10.5539/elt.v9n6p123>
- Gosselin, P. Y. L. (2015). The effects of language on English language learners' music preferences. *International Journal of Music Education*, 35(2), 216–226. <https://doi.org/10.1177/0255761415582346>
- Graciano Neto, V. V., Siqueira, S. W., & Borim, M. C. (2019). Find me a song and add the blanks: Supporting teachers to retrieve lyrics to English listening lessons. *Proceedings - IEEE 19th International Conference on Advanced Learning Technologies, ICALT 2019*, 267–271. <https://doi.org/10.1109/ICALT.2019.00080>
- 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>

- Hadian, M. (2015). The Use of Song Lyrics in Teaching Listening : A Case Study of Junior High School Grade 8 in Bandung. *Journal of English and Education*, 3(1), 96–105. <https://ejournal.upi.edu/index.php/LE/article/view/4613>
- Hampp, P. L. (2019). Use of Songs in Teaching Simple Tobe and Past Tense Teaching. *Journal of English Language and Literature Teaching*, 4(1), 15–24. <https://doi.org/10.36412/jellt.v4i1.939>
- Isnaini, S., & Aminatun, D. (2021). Do You Like Listening To Music ?: Students' Thought on Their Vocabulary Mastery Using English Songs. *Journal of English Language Teaching and Learning (JELTL)*, 2(2), 62–67. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Ivone, F. M., & Renandya, W. A. (2019). Extensive Listening And Viewing in ELT. *TEFLIN Journal*, 1986, 237–256. <https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v30i2/237-256>
- Jabak, O. (2021). The Role of English Songs in Saudi Students' Self-Learning of English. *Theory and Practice in Language Studies*, 11(11), 1405–1415. <https://doi.org/10.17507/TPLS.1111.07>
- Joseph, D., Nethsinghe, R., & Cabedo-Mas, A. (2020). “We Learnt Lots in a Short Time”: Cultural Exchange Across Three Universities Through Songs From Different Lands. *International Journal of Music Education*, 38(2), 177–193. <https://doi.org/10.1177/0255761419880027>
- Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. *Education Research International*, 2022. <https://doi.org/10.1155/2022/3384067>

- Liva, C., Y, Y. G. S., & Bunau, E. (2015). Improve The Students' Speaking Ability Through English Song. *Jurnal Pendidikan Dan Pembelajaran*, 4(2), 1–13.
- Luh, N., Windy, G., Luh, S., & Seriadi, N. (2019). The Use of Songs to Improve Students' Listening Comprehension Ability. *Journal of Language Education*, 2(2).  
<https://doi.org/https://doi.org/10.25078/yb.v2i2.1024>
- Maba, W. (2017). Teacher's Perception on The Implementation of The Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities (IJSSH)*, 1(2), 1.  
<https://doi.org/10.21744/ijssh.v1i2.26>
- Mahdum, M., Hadriana, H., & Safriyanti, M. (2019). Exploring teacher perceptions and motivations to ICT use in learning activities in Indonesia. *Journal of Information Technology Education: Research*, 18, 293–317. <https://doi.org/10.28945/4366>
- Merina, H. (2022). The Influence of Applying English Songs to Improve Students' Listening, Writing and Speaking Skills. *English Education, Linguistic and Art Journal*, 3, 1–18.  
<https://doi.org/https://doi.org/10.31539/edulia.v3i1.5240>
- Mirazna, M. N., & Hikmah, N. (2019). Students Perceptions Toward Grammar in English Classroom. *PROJECT (Professional Journal of English Education)*, 2(5), 682.  
<https://doi.org/10.22460/project.v2i5.p682-686>
- Muhamad, N., & Rahmat, N. H. (2020). Investigating Challenges for Learning English Through Songs. *European Journal of English Language Teaching*, 6(1), 1–15. <https://doi.org/10.46827/ejel.v6i1.3270>
- Nurhasanah, S. R., & Suryaman, M. (2022). Students' Perception on the Use of English Songs in Auditory Learning : Listening Skill. *Jurnal Ilmiah Mandala*

*Education*, 8(2), 1292–1297.  
<https://doi.org/10.36312/jime.v8i2.3135>

- Öztürk, D. T., & Tekin, S. (2020). Encouraging Extensive Listening in Language Learning. *Language Teaching Research Quarterly*, 14(2010), 80–93.  
<https://eric.ed.gov/?id=EJ1270185>
- Pamuji, K. D. (2020). Technology for Extensive Listening Practice : EFL Teachers ' Preferences and Views. *ICFET 2020: Proceedings of the 2020 The 6th International Conference on Frontiers of Educational Technologies*, 1–5.  
<https://doi.org/https://doi.org/10.1145/3404709.3404712>
- Pamuji, K. D., Setyarini, S., & Kurniawan, E. (2021). Extensive Listening for Teaching English to Young EFL Learners: The Views of Asian EYL Teachers. *Journal of Asia TEFL*, 18(3), 976–984.  
<https://doi.org/10.18823/asiatefl.2021.18.3.17.976>
- Pamuji, K. D., Waring, R., & Kurniawan, E. (2019). EFL Teachers' Experiences in Developing L2 Proficiency Through Extensive Listening. *Teflin Journal*, 30(2), 257–273. <https://doi.org/10.15639/teflinjournal.v30i2/257-273>
- Purnamaningwulan, R. A. (2021). Video-Assisted Extensive Listening Program to Improve Pre-Service EFL Teachers' Listening Skills. *Celtic*, 8(1), 33–43.  
<https://doi.org/10.22219/celtic.v8i1.16566>
- Putri, B. G., Degeng, P. D. D., & Isnaini, M. H. (2022). EFL Students' Perception Towards the Use of English Songs as Listening Learning Media. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)*, 6(2), 1–15. <https://doi.org/10.33479/klausa.v6i2.625>
- Ridhani, N. A., Muhajir, A., & Nasution, Y. (2022). The Effect of English Songs to Improve Student's Listening Ability. *Education & Learning*, 3, 12–15.

<https://doi.org/https://doi.org/10.57251/el.v2i1.176>

- Sekeon, E., Rombepajung, P., & Kumayas, T. (2022). Students' Perception Towards English Song as A Learning Media of Listening Comprehension. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(1), 23–43.  
<https://doi.org/https://doi.org/10.2801/jotell.v1i1.3290>
- Selian, S., Muslim, U., Al, N., & Medan, W. (2023). The Effect Of Using English Song in Teaching Students' Listening Ability at The Second Grade Of Smp Swasta Satria Dharma Perbaungan. *Journal Pusat Studi Pendidikan Rakyat*, 3, 37–42.  
<https://doi.org/https://doi.org/10.51178/jpspr.v2i4.1046>
- Thyer, B. (2009). *The Handbook of Social Work Research Methods* (2nd ed.). SAGE.
- Ünal, K. (2022). A Study on the Effect of Visual and Auditory Tools in Foreign Language Teaching. *Journal of Research in Social Sciences and Language*, 2(2), 108–117. <https://doi.org/https://doi.org/10.20375/0000-000f-7453-1>
- Vitoria, L., Mislinawati, M., & Nurmasyitah, N. (2018). Students' perceptions on the Implementation of E-Learning: Helpful or Unhelpful? *Journal of Physics: Conference Series*, 1088. <https://doi.org/10.1088/1742-6596/1088/1/012058>
- Yetti, E., Syafnita, T., & Siti Syarah, E. (2019). The Effect of Motion and Song on Children's Speaking Ability. *Advances in Social Science, Education and Humanities Research*, 178(ICoIE 2018), 429–433.  
<https://doi.org/10.2991/icoie-18.2019.92>
- Zeng, Y., & Goh, C. C. M. (2018). A Self-Regulated Learning Approach to Extensive Listening and its Impact on Listening Achievement and Metacognitive Awareness.

*Studies in Second Language Learning and Teaching*, 8(2  
Special Issue), 193–218.  
<https://doi.org/10.14746/sslit.2018.8.2.2>

Zulfa, A., Amalia, S., Bahari, B. N., & Akmal. (2019).  
Teacher's perspective toward the use of song in English  
language classroom. *International Journal of Scientific  
and Technology Research*, 8(11), 2455–2458.



## APPENDIX

### A. Appendix of Questionnaire

#### 1. Perception of Using English Songs in Listening Learning

##### Motivation

1. Do English songs motivate you to learn English?
  - a. Yes, Songs really motivate me
  - b. Yes, Songs motivate me but not significantly
  - c. No, Currently there is no song that influences me
  - d. No, Songs really don't affect me at all
2. Why do songs trigger your motivation?
  - a. Because learning using songs is fun
  - b. Because some songs can inspire me
  - c. Because songs contain messages that are relevant to my life
  - d. Songs don't motivate me at all
3. How do you feel when using English songs as a listening-learning resource?
  - a. Very enjoyable
  - b. Enjoyable
  - c. Boring
  - d. Very boring

##### Listening Comprehension

4. Does learning English with English songs help you improve your listening skills?
  - a. Very helpful
  - b. Quite helpful
  - c. Less helpful
  - d. Not helpful at all
5. How can English songs help you learn English listening?
  - a. Through repetition of the song
  - b. Through clear pronunciation
  - c. Through unique rhythm, intonation, and melody
  - d. Through the emotional message in the song
6. Is it difficult for you to understand the meaning of the song when listening to English songs?
  - a. Yes, very difficult to understand

- b. Yes, difficult to understand
- c. No, easy to understand
- d. No, very easy to understand

**Vocabulary and Grammar**

7. Do you think the lyrics in English songs make it easier for you to learn English vocabulary and Grammar?
- a. Yes definitely
  - b. Yes, to some extent
  - c. No, not really
  - d. No, not at all

**Pronunciation**

8. Do you think songs can help you to improve your English pronunciation?
- a. Very helpful
  - b. Quite helpful
  - c. Less helpful
  - d. Not helpful at all
9. Do you feel any improvement in your English pronunciation skills after singing English songs?
- a. There is a significant improvement
  - b. Some improvement but not significant
  - c. No change
  - d. No improvement at all

**Cultural Awareness**

10. What is your favorite genre of English songs?
- a. Pop
  - b. Rock
  - c. Hip-Hop
  - d. Others
11. Why do you like that genre of song?
- a. Because the rhythm and melody are energetic, making me feel excited and happy.
  - b. Because it has meaningful lyrics and can inspire me in my daily life.
  - c. Because it creates a calming atmosphere
  - d. Because it reminds me of important moments in my life.
12. Can English songs help you to recognize new insights about other cultures?

- a. Very helpful
- b. Quite helpful
- c. Less helpful
- d. Not helpful at all

### **Memory Retention**

13. Does learning with English songs help you remember English words and phrases better?
- a. Yes, songs make me remember English words and phrases better.
  - b. Yes, songs make me remember English words and phrases a little better
  - c. No, learning by using English songs does not help me remember English words and phrases better than other methods.
  - d. Not at all, because I haven't felt any effect on my memory ability.

### **Multi-sensory Learning**

14. What learning style best suits you?
- a. Visual
  - b. Audio
  - c. Read and Write
  - d. Kinesthetic
15. How do you think the use of songs can help students with different learning styles?
- a. Yes, it is very helpful because it involves various senses
  - b. Yes, it helps but not the only important factor
  - c. No, I have not seen any significant benefits from using songs
  - d. No, I don't think songs help at all

### **Speaking Confidence**

16. Does singing English songs increase your confidence in speaking English?
- a. Yes, it increased my confidence
  - b. Yes, it slightly increased my confidence
  - c. No, No significant change in my confidence
  - d. Not at all, because I haven't felt the effect yet

### **Cross-cultural Connections**

17. Do you think English songs can help you connect with the global English-speaking community?
    - a. Very helpful.
    - b. Quite helpful.
    - c. Not very helpful.
    - d. Not helpful at all
  18. Why do English songs help you connect with the global English-speaking community?
    - a. Because English songs are commonly known and sung by people all over the world.
    - b. Because English songs often reflect experiences and stories that are relevant to people in different countries.
    - c. Because some people have favorite bands in common
    - d. I don't see a direct link between English songs and connection with the global English-speaking community.
  19. In your opinion, what are the main benefits of using English songs in helping students connect with the global English-speaking community?
    - a. Allows students to practice English in relevant and real contexts
    - b. Increases students' interest in learning English
    - c. Expands students' understanding of English culture and habits
    - d. I don't see any benefit from using English songs
- 2. The Challenge of Using English Songs in Listening Learning**
- Understanding Lyrics**
20. Do you find it difficult to understand the lyrics of English songs?
    - a. Yes, I find it very difficult
    - b. Yes, I have a little difficulty
    - c. No, I don't find it difficult because I can read the lyrics

- d. No, I can understand it because I am proficient in English.
- 21. Why do you find it difficult to understand the lyrics of English songs?
  - a. Fast tempo and pronunciation
  - b. Vocabulary Limitations
  - c. Complicated grammar
  - d. I have no difficulty
- 22. Do you feel the need to get help such as lyrics or translations to understand the meaning of English song lyrics better?
  - a. Yes, I feel very necessary
  - b. Yes, I sometimes feel the need
  - c. No, I rarely need help
  - d. No, I don't need it at all

**Pronunciation**

- 23. Do you find it difficult to pronounce English songs?
  - a. Yes, I feel very difficult
  - b. Yes, sometimes I find it difficult
  - c. No, I rarely have difficulties
  - d. No, I don't find it difficult at all
- 24. Why do you find it difficult to pronounce English songs?
  - a. Complicated pronunciation
  - b. The tempo is too fast
  - c. Unfamiliar words
  - d. I don't find it difficult

**Accent Variations**

- 25. What do you think, is the singer's different accent an obstacle for you when learning to listen to songs in English?
  - a. Very much a barrier
  - b. Quite a barrier.
  - c. Not too inhibiting
  - d. Not inhibiting at all

**Limited Exposure to Authentic Conversational English**

- 26. Does the poetic language in the song prevent you from understanding its meaning?

- a. Yes, the poetic language in songs often prevents me from understanding their meaning.
  - b. Yes, sometimes I feel that the poetic language in songs can hinder my understanding of their meaning, as it is different from everyday English conversation.
  - c. No, I rarely feel that the poetic language in the song prevents me from understanding its meaning, I can enjoy the song and catch the message it conveys.
  - d. No, the poetic language in the song does not prevent me from understanding its meaning.
27. Why does the poetic language in the song prevent you from understanding its meaning?
- a. Because poetic language has a complicated language structure
  - b. Because poetic language is different from the English used in everyday conversation
  - c. Because poetic language often uses figures of speech.
  - d. I am not inhibited at all

**Vocabulary Limitations**

28. Do you find it difficult to understand the English vocabulary in the song lyrics?
- a. Very difficult
  - b. Quite a difficult
  - c. Not too difficult
  - d. No difficulty at all

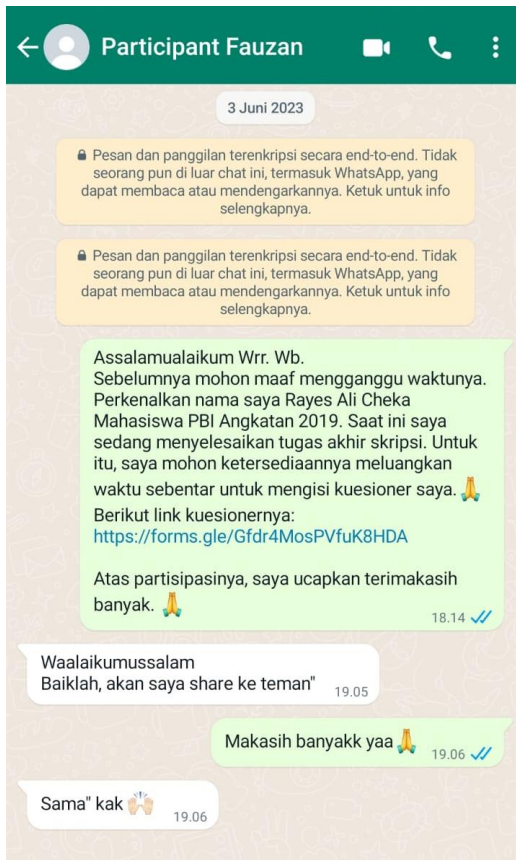
**Distraction and Overemphasis on Entertainment**

29. When you listen to an English song, do you benefit from it?
- a. Yes, I get many benefits
  - b. Yes, I get enough benefits
  - c. No, I get no benefits other than entertainment
  - d. No, I did not get any benefit at all

**Individual Musical Preferences**

30. Does the selection of song genre affect the effectiveness of using songs as learning resources?
- Very influential.
  - Quite influential.
  - Not too influential.
  - Does not affect at all.

## B. Proof of Questionnaire Distribution



## CURRICULUM VITAE

### A. Personal Data

1. Name : Rayes Ali Cheka
2. Born : Brebes, 05<sup>th</sup> October 2000
3. Student's Number : 1903046090
4. Major : English Education  
Department
5. Religion : Islam
6. Address : Jl. Limbangan RT 03 RW 01  
Desa Limbangan Kec. Losari  
Kab. Brebes
7. Email : rayesfama@gmail.com
8. Phone : 081320306568

### B. Educational Background

1. TK Al-Ikhlas Limbangan
2. MI Al-Ikhlas Limbangan
3. MTs Al-Ikhlas Losari
4. MAN 02 Cirebon
5. English Education of UIN Walsiongo Semarang

Semarang, 18<sup>th</sup> August 2023



Rayes Ali Cheka