

**INTEGRATING THE USE OF YOUTUBE MUSIC
APPLICATION AND ENGLISH SONGS TO
IMPROVE STUDENTS' LISTENING SKILLS**

THESIS

Submitted in partial fulfillment of the requirement for gaining the
Degree of Bachelor of English Language Education



Organized by:

Jihan Fatimatu Zahrok

2103046065

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER
TRAINING WALISONGO STATE ISLAMIC
UNIVERSITY**

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof.Dr. Hamka (Kampus II) Ngaliyan Telp.024-7601293 Fax. 024-7615387 Semarang 50185

THESIS PROJECT STATEMENT

I am Student with following identity

Name Of student : Jihan Fatimatu Zahrok

Student Number : 21030046065

Department : English Language Education

Title : **Investigating The use of Youtube Music Application with
English Songs in Listening class**

Certify that this thesis represents the original work by the author. It can be reasonably assumed that the content of this work is the author's own. And the author is responsible for the content of the thesis .

Semarang, 19 March 2025



Jihan Fatimatu Zahrok

NIM : 2103046065



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof.Dr. Hamka (Kampus II) Ngaliyan Telp.024-7601295 Fax. 024-7615387 Semarang 50185

RATIFICATION

Thesis with the Following identity :

Title : **INTEGRATING THE USE OF YOUTUBE MUSIC APPLICATION AND ENGLISH SONGS TO IMPROVE STUDENTS' LISTENING SKILLS**

Name of Student : Jihan Fatimatu Zahrok
Student Number : 2103046065
Department : English Language Education

Had been ratified by the board of examine of the education and teacher training faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining a Bachelor's Degree in English Education .

Semarang, 21st April 2025

THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Mariam, M.Pd
NIP. 196507271992032002

Secretary,

Awwalia Fitrotin Izza, M.Pd
NIP. 199303012020122005

Examiner I,

Nadiah Ma'mun, M.Pd
NIP. 197811032007012016



Examiner II,

Vina Dairissurayya, M.App Ling
NIP. 199305132020122006

Advisor,

Awwalia Fitrotin Izza, M.Pd
NIP. 199303012020122005



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FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof.Dr. Hamka (Kampus II) Ngaliyan Telp.024-7601295 Fax. 024-7615387 Semarang 50185

ADVISOR NOTE

To:
The Dean of Educational and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamu'alaikum , wr.wb.

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

Title : **Investigating The use of Youtube Music Application
with English Songs in Listening Class**

Name Of student : Jihan Fatimatu Zahrok

Student Number : 2103046065

Department : English Language Education

I state that thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the munaqosyah session.

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Semarang, 19 March 2025

Advisor,

Awwaliyah Fitriatin Izza M.Pd.

NIP.199303012020122005



ABSTRACT

Title : Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills
Writer : Jihan Fatimatu Zahrok
Student ID : 2103046065

This study aims to explain the integration of the YouTube Music application and English songs as a pedagogical tool to improve students' listening skills among English as a Foreign Language (EFL) learners at SMK N 4 Semarang. The objective is to explore whether using YouTube Music and English songs can enhance students' listening comprehension, vocabulary acquisition, and engagement in the classroom. The research employs a qualitative method, utilizing classroom observations and student interviews as primary data collection techniques. Data were processed through steps of data reduction, data display, and conclusion drawing to analyze how the YouTube Music application is implemented and to capture students' responses. The findings indicate that integrating YouTube Music and English songs creates a more dynamic, interactive, and enjoyable learning environment, which supports the development of students' listening skills and increases their motivation to learn.

EnglishKeywords: English Songs, Listening Skill, Youtube Music Application.

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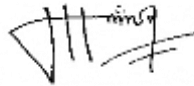
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Semarang, 19 March 2025

The writer

A handwritten signature in black ink, appearing to read 'Jihan Fatimatu Zahrok', with a stylized flourish at the end.

Jihan Fatimatu Zahrok

NIM 2103046065

MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِنَفْسِكُمْ

“ If you do good, you are doing good for yourselves...”

(QS. Al-Isra': 7)

Be a person who benefits others

Jadilah Orang yang bermanfaat bagi orang lain

Study, Strive, and Pray

Belajar, Berusaha, dan Berdo'a

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CHAPTER I

INTRODUCTION

This chapter contains the Background of the research, research questions, Objectives of the Research, and significance of the Study.

A. Background of the Research

English is the most widely used language for communication worldwide. Its importance in a globalized world is undeniable and cannot be ignored. It plays an critical part in numerous zones, counting pharmaceutical, designing, and instruction. Learning English can offer assistance individuals advance and get more career openings. These days, the work worldwide showcase requires representatives who is able to communicate with clients and partners worldwide. To achieve all of the goals, learning English is a necessary first step. Niyozova Aziza Ilyosovna, (2020). This suggests that English not only serves as a communication tool but also facilitates people's ability to adapt to their surroundings and work in both the present and the future. Erlangga Putra (2020)

English requires four fundamental abilities and one of them is tuning in. Tuning in may be a responsive expertise in conjunction

with perusing which is defined as the movement of paying attention to the speaker and attempting to discover meaning from something at's listened. Tuning in is the foremost critical dialect expertise additionally a portion of communication. Ni Luh Gede Windy Lestary (2019) So, Listening skills are an important component of language learning. Effective listening helps students understand oral communication, which is essential for everyday interactions. This skill is not only important for listening, but also enhances students' speaking, reading and writing skills.

However, many students face challenges in developing their listening skills, such as varying speech rates and diverse accents. These difficulties often hinder comprehension, so there needs to be an interesting and effective method to investigate listening skills in the classroom. Rahimi, M., & Bada, E. (2010).

A consider by Kajiura said that the advancement of tuning in abilities is exceptionally essential for EFL students whose mother tongue is not English. Darti and Andi Asmawati (2017) Tuning in is the first step in learning a current dialect because it is how learners are exposed to spoken dialect. This is accomplished in the classroom by listening to the teacher, a CD, or other students. It is a technique for roughly translating what people say into messages. Mayumi Kajiura

(2021) According to a study by Jwahir Alzamil (2021), tuning in is seen to be the most difficult. The findings of this study suggest that understudies have some obstacles when it comes to learning to pay attention. usually as a result of the speaker's speed and pronunciation, ambiguities, vocabulary requirements, and information about the topic under study. This ponder suggests understudies tune in to the dialect because it is talked to progress their tuning in aptitudes successfully.

In this manner, English instructors in Indonesia requires to be able to pay more consideration to students' interface and make more openings for understudies to listen English from anyplace and anybody. Not as it were that, but the educator must too be great at making exercises that make understudies utilize their English abilities ceaselessly so that understudies gotten to be more certain. Poedjiastutie et al Numerous published courses indicate that listening is often regarded as the least important skill in language education. According to a study by Lestary, educators frequently prioritize speaking, reading, and writing over listening skills. However, it is essential for students to listen attentively to teachers and class discussions to effectively comprehend and retain the information presented.

Listening serves as a foundational skill in language learning, providing critical input necessary for developing other language abilities, such as speaking and writing by Lestari

One useful medium for comprehensive listening learning is songs Rosová (2007) says that songs can foster an interactive language learning environment in the classroom and songs are a powerful teaching tool. Songs can also be classified as original material, especially if they are created as art and entertainment for the public. Learning activities that use songs are usually more interesting and interactive. Currently, there are English songs that are easily accessible through online applications such as Instagram, youtube music, and tiktok. This makes it easier for students to learn through English songs. In addition, the English song contains vocabulary that is easy to pronounce and remember, so students will hear it more often will hear them more often. The integration of technology in language education has transformed traditional learning practices. One platform that stands out is the YouTube Music app, which offers a wide array of English songs that can be used to listening skills. listening is fundamental in language acquisition as it enables learners to understand and interpret spoken language effectively. Richards, J. C. (2008). Music as an engaging medium provides a rich context for language learning. Mura (2016) notes that music builds emotional

connections and improves memory, making it easier for learners to master new vocabulary and phrases. The importance of metacognitive strategies in listening is such that learners can benefit by being aware of their listening processes and implementing strategies to improve these skills. The YouTube Music app facilitates this by allowing learners to replay songs, follow lyrics and engage with content at their own pace, thereby supporting metacognitive practice. Vandergrift, L., & Goh, C. (2012).

This study aims to explore how the use of YouTube Music app with English songs can investigate students' listening skills in the classroom, based on the theoretical foundation established by experts. In today's digital age, technology has significantly changed learning methods. One innovation that has attracted attention is the use of music platforms such as YouTube in English language learning. Music, especially English songs, is not only fun but can also be an effective learning tool. Many studies have shown that listening to music can improve language skills, especially in vocabulary comprehension. The YouTube Music app, launched in October 2015, provides access to a comprehensive music library. The app is designed for users who primarily use YouTube for music consumption, complementing the broader services of YouTube Premium. With technological advancements in teaching and learning

media, educators have many apps available to enhance lessons. Teachers can utilize widely recognized music apps to teach pronunciation and other language skills. In the context of learning, the use of songs as a motivational tool has proven to be effective. A hypothesis proposed by Lenka (2011) states that songs can serve as a powerful motivational tool in learning long-distance dialects.

This research by Lenka (2011) aims to analyze the methods of using songs on the YouTube Music app in the classroom, focusing on their impact on students' motivation in learning. The reason the researcher chose this topic is because the existing Perception can yield analytically evaluated solutions. Another element that affects students' ability to create a favorable atmosphere for their teaching and learning activities is perception. Additionally, the researcher decided to concentrate on the YouTube music app since it allows students to develop listening skills and become accustomed to English vocabulary and pronunciation by playing English songs. In addition to being engaging for kids, the songs on YouTube music frequently mirror their musical experiences or opinions. The use of the YouTube music application is the right choice because it is familiar and easily accessible to students, so it can increase their motivation and involvement in the English learning process.

Based on research and observation, many students show high interest in listening to English songs. They feel that the songs are not only fun, but also help them in understanding the language better. Thus, this study will provide an insight into how YouTube Music app can be effectively used in English language learning to investigate students' listening skills in English class as well as their motivation in learning. It is expected that after using YouTube Music app, students can experience a significant increase in their vocabulary. Through interesting and diverse lyrics, they can learn new words in a fun context. Music has a strong appeal to children, so they are more motivated to listen and practice. This creates a more interactive and fun learning atmosphere, which is very important in the language learning process. Through this research, it is expected to contribute to the development of teaching methods that are more innovative and relevant to the needs of students in today's digital era. Thus, this research will not only provide benefits for students in improving their listening skills, but also for educators in creating a more dynamic and interactive learning environment.

B. Research Question

This study aims to Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skill:

1. How is the Implementation of the integrating youtube music application and English songs to listening class?
2. How are the students' perception of the use of youtube music application and English songs to listening class?

C. Objectives of the Research

The researcher conducted two objectives based on the research questions above:

1. To explain the integrating of the youtube music application and English songs to listening class
2. To Describe students' perception of the use youtube music application and English songs to listening class

D. Significance of the study

The research has significant implications for various stakeholders in the education domain, including teachers, students, schools and future researchers. The following points outline the theoretical, practical and pedagogical contributions:

1. Theoretically

Supportive Learning Theory The use of songs in language teaching is supported by several educational theories, including: Students build knowledge through experience. Using songs allows students to associate vocabulary and language

structure with real context, thus facilitating more in-depth learning. Gardner stated that each individual has different types of intelligence, including musical intelligence. Using songs as a learning tool can harness this intelligence, helping students who are better able to learn through music. By Vygotsky, L. S. (1978). intrinsic motivation plays an important role in learning. Interesting songs can increase students' motivation to learn, making the learning process more fun and effective In terms of theory, this research is expected to contribute to the teaching of English, especially in the aspect of listening. This research is also expected to be a reference, a foundation of thought, and a guideline for relevant research in the future. By Deci, E. L., & Ryan, R. M. (2000)

2. Practically

Listening to music can practically improve listening skills and provide benefits for students, making the process of learning listening skills in English classes more interesting and easy to understand.

1. For Teachers

The results of this study are expected to provide alternative methods or learning media in teaching English,

especially in investigating listening skills in English classes.

2. For Students

This research aims to assist students in mastering their listening skills through English songs available on the YouTube Music app, so that their understanding of vocabulary and pronunciation can improve.

3. For Schools

This research can provide support to the school in improving learning media, especially in the aspect of listening skills in English classes.

4. For Researchers

This research can be used as a reference for other researchers who are interested in conducting similar research.

5. For the Author

Through the results of this study, the author hopes to take lessons and provide benefits from this research to many people.

3. Pedagogically

The music listening method in English teaching has been proven

to be an effective approach. Students tend to enjoy the learning process more when music is part of the classroom activities. However, in the context of the Merdeka Curriculum, the application of this method experiences challenges, especially related to the understanding and relevance of the material. Music has a strong appeal to students. When they listen to songs, they not only learn the language, but also feel the emotions and context contained in the lyrics. This makes the learning process more fun and interactive. Music can improve students' recall of new vocabulary and phrases. Pleasant melodies and rhythms help students remember information better. Many students find it difficult to understand song lyrics, especially if the song uses slang or unfamiliar idioms. This can lead to frustration and decreased motivation to learn. The use of music in the classroom requires additional time for discussion and analysis of lyrics, which may be difficult to accommodate in a busy lesson schedule. While the music listening method has great potential to improve students' listening skills in the English classroom, the challenges that arise in its implementation under Merdeka Curriculum need to be noted. More creative and adaptive approaches are needed to keep this method relevant and effective.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This section of the research entitled ‘Integrating The Use Of YouTube Music Application and English Songs to Improve Students' Listening Skill’ will discuss the theoretical review relevant to the research topic. This section aims to provide a theoretical foundation that supports the research, including a review of related literature, previous research, as well as the conceptual framework used to answer the research questions.

The Research from Figen Güler; Eylem Bozkurt (2021) EFL Classroom Activities in Teaching Listening Using Songs for Students. The purpose of this study is to reveal the activities carried out by teachers in teaching listening skills in English Foreign Language (EFL) classes using songs. This study aims to understand how teachers plan and implementation learning activities involving songs, and how students respond to these activities. The results of the study showed that students were very active and involved in the activities carried out by the teacher during listening instruction using songs. The teachers reported that students enjoyed the class and actively

participated in the activities given. To obtain further data on student experiences, a questionnaire was given to sixty randomly selected students. This study implies that teachers need to plan a variety of interesting activities and choose appropriate songs so that all students can be involved in the learning process. The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "EFL Classroom Activities in Teaching Listening Using Songs for Students" share several notable similarities. Both emphasize the development of listening skills within the context of language learning, with the first title specifically mentioning an "English Listening Class" and the second focusing on "Teaching Listening." Each title highlights the use of music as a pedagogical tool; the first refers to the "YouTube Music Application," suggesting a modern, digital approach, while the second explicitly mentions "Songs," indicating the value of musical content in facilitating language acquisition. Furthermore, both titles are situated within the realm of English language learning, with the first focusing on a specific application in an English listening class and the second set in an EFL (English as a Foreign Language) classroom, making them relevant to similar educational environments. They also imply a target audience of students learning English,

with the first title likely aimed at learners in a classroom setting and the second explicitly mentioning "Students." Additionally, both suggest an exploration of innovative teaching methods, with the first title indicating an integrating into how a digital platform can be utilized for language learning, while the second suggests the use of songs as a creative approach to teaching listening skills. Lastly, the first title indicates a research-oriented approach ("Integrating"), while the second suggests practical applications of teaching strategies ("Classroom Activities"), reflecting a systematic exploration of effective methods for teaching listening in English language education. Overall, both titles underscore a shared interest in enhancing listening skills through music in English language learning contexts, highlighting the importance of engaging materials and innovative teaching methods in facilitating language acquisition. The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "EFL Classroom Activities in Teaching Listening Using Songs for Students" exhibit several notable differences that reflect their distinct focuses, methodologies, and contexts. The first title emphasizes the use of a specific digital platform, the "YouTube Music Application," indicating a focus on modern technology in language learning, while the second

centers on "Classroom Activities" that utilize songs, suggesting a more traditional approach to teaching listening skills without a specific emphasis on digital tools. Additionally, the first title includes the term "Investigating," which implies a research-oriented approach aimed at exploring the effectiveness or impact of using YouTube in an English listening class. In contrast, the second title focuses on practical classroom activities, indicating a hands-on approach to teaching listening skills through songs. Furthermore, the first title specifies "English Listening Class," suggesting a formal educational setting focused solely on listening skills, whereas the second refers to "EFL Classroom Activities," indicating a broader context that encompasses various activities designed for English as a Foreign Language learners. While both titles target students learning English, the first does not specify the level or type of students, whereas the second explicitly mentions "Students," which may imply a focus on a specific group, such as young learners or beginner EFL students. Moreover, the first title suggests a narrower scope, focusing specifically on the use of YouTube as a resource for listening practice, while the second implies a wider range of activities that may include various songs and teaching strategies, potentially covering different aspects of listening comprehension. Lastly, the first

title may provide insights into the integration of technology in language teaching, offering educators a perspective on how to effectively use digital resources, whereas the second title may serve as a guide for teachers looking for practical activities and strategies to implement in their classrooms, focusing on the use of songs as a teaching tool. Overall, these differences highlight the varied approaches to enhancing listening skills in language education.

The Research from Eicha Afriyuninda¹, Lulud Oktaviani² (2021). “The use of English songs to improve English students’ listening skills.” The purpose of this study was to determine the effectiveness of using English songs in improving students’ listening skills. This study focused on students in the fifth and seventh semesters of the English Language Education study program at Universitas Teknokrat Indonesia. The results of The data analysis of the study demonstrated how the students’ listening skills improved during the exercise. According to the statistics, using English-language songs has been shown to be successful in enhancing pupils’ listening abilities. Students who had completed listening courses were given questionnaires to complete in order to gather data for the study, which had 100 participants in total.

The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "The Use of English Songs to Improve English Students' Listening Skills" share several similarities that reflect their common focus on enhancing listening skills in English language learning. Both titles emphasize the importance of listening skills in the context of learning English; the first title specifically mentions an "English Listening Class," indicating a formal educational setting dedicated to developing listening abilities, while the second title explicitly states the goal of improving "listening skills" for English students. Additionally, both titles highlight the use of music as a pedagogical tool; the first title refers to the "YouTube Music Application," suggesting a modern, digital approach to incorporating music into language learning, while the second title focuses on "English Songs," indicating that musical content is central to the teaching strategy in both cases. Furthermore, both titles imply a target audience of English language learners. The first title does not specify the level of students but is likely aimed at learners in a classroom setting, while the second title explicitly mentions "English students," suggesting a focus on those who are actively learning the language. Moreover, both titles suggest an exploration of effective methods for teaching listening skills.

The first title's use of the word "Integrating" implies a research-oriented approach to understanding how YouTube can be utilized in listening classes, while the second title indicates a practical application of songs as a means to enhance listening abilities. In summary, both titles reflect a shared interest in improving listening skills through the use of music in English language education, highlighting the significance of engaging materials and innovative teaching methods in facilitating language acquisition. The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "Use of English Songs to Improve English Students' Listening Skills" exhibit several key differences that reflect their distinct focuses, methodologies, and contexts. Firstly, the first title emphasizes the use of a specific digital platform, the "YouTube Music Application," indicating a focus on modern technology in language learning, while the second title refers more generally to "English Songs," suggesting a broader approach that does not necessarily rely on digital resources. This distinction highlights the first title's emphasis on integrating technology into the learning process, whereas the second title focuses on traditional musical content. Secondly, the first title includes the term "Investigating," which implies a research-oriented approach aimed at exploring the

effectiveness or impact of using YouTube in an English listening class, suggesting a systematic examination of the application and its role in teaching. In contrast, the second title does not indicate a research component; instead, it suggests a practical application of songs to improve listening skills, focusing on the implementation of teaching strategies rather than investigation. Additionally, the context of the first title is more specific, as it mentions an "English Listening Class," which implies a formal educational setting dedicated to developing listening skills, while the second title, while also focused on listening skills, does not specify a particular context or setting, making it applicable to a wider range of educational environments. Moreover, the first title does not specify the target audience, while the second title explicitly mentions "English Students," indicating a focus on learners who are actively studying the language, suggesting that the second title may be more tailored to a specific group of learners. Lastly, the scope of content differs between the two titles; the first title suggests a narrower focus on the use of YouTube as a resource for listening practice, while the second title implies a wider range of activities that may include various songs and teaching strategies aimed at improving listening comprehension. In summary, while both titles address the theme of enhancing

listening skills in English language learning, they differ significantly in their focus on technology versus traditional methods, research versus practical application, specificity of context, target audience, and scope of content, highlighting the varied approaches to teaching listening skills in language education.

The Research from Henny Fitri Wahyuni¹, Masagus Firdaus², Hanni Yukamana (2024) “Improving The Students' Pronunciation Mastery by Using Pop Songs on The Youtube Music Application” The purpose of This study aims to investigate how the use of YouTube Music application can improve the pronunciation mastery of eighth grade students at SMP Negeri 56 Palembang. In addition, the study also aimed to identify the causes of difficulties faced by students in English pronunciation. In order to achieve these objectives, the research was conducted through three cycles, each consisting of three face-to-face classroom meetings. As part of Classroom Action Research (CAR), the researcher conducted tests at the end of each cycle to evaluate the effectiveness of using English songs in teaching pronunciation. The results of the study The results show that students' mastery of pronunciation has improved significantly. The data showed that in the second cycle,

students' scores were higher compared to the first cycle, and the third cycle showed better scores compared to the second cycle. Thus, it can be concluded that the use of YouTube Music app, appropriate song selection, as well as appropriate drilling techniques in classroom activities contributed to the improvement of students' performance and pronunciation mastery. In addition, based on the data from the questionnaire, the researcher found three causes of students' difficulties in English pronunciation: 1) Lack of exposure to English; 2) Lack of motivation to learn English pronunciation; and 3) Many sounds or words in English are difficult to pronounce and are not found in their native language. The titles " Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "Improving The Students' Pronunciation Mastery by Using Pop Songs on The YouTube Music Application" share several notable similarities that reflect their common focus on utilizing music as a tool for language learning. Both titles emphasize the integration of the YouTube Music Application, highlighting its role as a modern digital resource in the educational process. Additionally, each title indicates a specific educational objective: the first focuses on enhancing listening skills within an English listening class, while the second aims to improve students' pronunciation

mastery. This suggests that both studies recognize the value of music in facilitating language acquisition and skill development. Furthermore, both titles imply a target audience of students learning English, indicating that the findings and methodologies discussed in each study are relevant to language learners. Lastly, both titles suggest an exploration of effective teaching strategies that leverage music to enhance language skills, underscoring the significance of engaging materials in the learning process. Overall, these similarities highlight a shared interest in the pedagogical benefits of using the YouTube Music Application to support language learning objectives. The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "Improving The Students' Pronunciation Mastery by Using Pop Songs on The YouTube Music Application" exhibit several key differences that reflect their distinct focuses and educational objectives. Firstly, the first title emphasizes a research-oriented approach, as indicated by the term "Investigating," which suggests a systematic exploration of how the YouTube Music Application is utilized in an English listening class. In contrast, the second title focuses specifically on the practical application of pop songs to enhance students' pronunciation mastery, indicating a more targeted instructional

strategy rather than a broad investigation. Additionally, the first title centers on developing listening skills within a formal educational context, while the second title explicitly addresses pronunciation, highlighting a different aspect of language learning. Furthermore, the first title does not specify the type of songs used, whereas the second title explicitly mentions "Pop Songs," suggesting a particular genre that may appeal to students and influence their engagement. Lastly, while both titles involve the use of the YouTube Music Application, the first title implies a broader scope of listening activities, whereas the second title narrows its focus to the specific goal of improving pronunciation through song lyrics. Overall, these differences underscore the varied approaches to utilizing the YouTube Music Application in language education, with each title addressing distinct aspects of language learning.

The Research from Izza Amalia Rahman, Mutmainnah Mustofa, Izzatin Nisa' 2022. "YouTube Music as an Innovative Teaching Media to Improve Students' Listening Mastery" The objective of The usefulness of the YouTube Music platform as a teaching tool to improve students' listening comprehension is examined in this study. The study posits that YouTube Music, as an innovative tool, can effectively engage students and

improve their listening skills. The results of suggest that YouTube Music is an effective medium for enhancing students' listening skills, demonstrating a clear advantage over traditional teaching methods. The positive feedback from students also highlights its potential to engage and motivate learners in the listening process. The titles " Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "YouTube Music as an Innovative Teaching Media to Improve Students' Listening Mastery" share several notable similarities that highlight their common focus on enhancing listening skills through the use of the YouTube Music platform. Both titles emphasize the role of YouTube Music as a valuable resource in the educational process, indicating a recognition of its potential to facilitate language learning. Additionally, each title underscores the objective of improving listening abilities; the first title specifically mentions its application in an "English Listening Class," while the second title explicitly states the goal of enhancing "Students' Listening Mastery." This suggests that both studies aim to explore effective methods for utilizing music to support language acquisition. Furthermore, both titles imply a target audience of students learning English, indicating that the findings and methodologies discussed in each study are

relevant to language learners. Lastly, both titles reflect an innovative approach to teaching, as they highlight the integration of modern technology and engaging materials in the classroom, underscoring the significance of using contemporary resources to enhance the learning experience. Overall, these similarities illustrate a shared interest in leveraging YouTube Music to improve listening skills in English language education. The titles "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" and "YouTube Music as an Innovative Teaching Media to Improve Students' Listening Mastery" exhibit several key differences that reflect their distinct focuses and methodologies. Firstly, the first title emphasizes a research-oriented approach, as indicated by the term "Investigating," which suggests a systematic exploration of how the YouTube Music Application is utilized within an English listening class. In contrast, the second title presents a more straightforward assertion of YouTube Music as a teaching tool, focusing on its role as "Innovative Teaching Media" without implying a research component. Additionally, while both titles address listening skills, the first title specifically situates its context within an "English Listening Class," suggesting a formal educational setting dedicated to listening

practice, whereas the second title broadly refers to "Students' Listening Mastery," which may encompass various educational contexts and levels. Furthermore, the first title does not specify the intended outcomes beyond the investigation itself, while the second title explicitly states the goal of improving listening mastery, indicating a clear educational objective. Lastly, the first title implies a broader scope of inquiry regarding the application of YouTube Music, whereas the second title focuses specifically on its innovative aspects as a teaching medium. Overall, these differences highlight the varied approaches to utilizing YouTube Music in language education, with each title addressing distinct aspects of teaching and learning.

The research from Suharti Siradjuddin and Muhammad Yahrif with the title 'Student Perceptions of Listening Materials at University' in 2021. This study was conducted on students at a university in Indonesia with participants from semester 2. This study aims to assess students' perceptions of listening materials used in listening learning. classes in the English language education programme. A qualitative approach was used as the method and to collect data, the instruments used were questionnaires and interviews. The results of this study showed that there were positive opinions from students

regarding the listening teaching materials used in class. In addition, some potential problems were identified with the use of listening teaching materials. However, the improvement of better listening teaching materials is implied in all perceptions obtained from the participants. Similarity titles, "Student Perceptions of Listening Materials at University" and "Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills," share a common focus on understanding how students engage with listening materials in an educational context. They both aim to explore students' views and attitudes towards the resources used in listening classes, seeking to understand how these materials impact their learning experiences and outcomes. Each title emphasizes the importance of listening as a critical language skill, investigating how different types of materials traditional resources in the first title and digital platforms like YouTube in the second contribute to developing this skill. Additionally, both studies are situated within a university setting, examining students enrolled in English education programs or related fields, which allows for insights into the effectiveness of various teaching methods and resources. Furthermore, while the second title explicitly mentions YouTube, the first title implies the evaluation of diverse listening materials that may

also include digital resources, reflecting a trend in contemporary education to integrate technology into language learning. Overall, these shared elements indicate a broader interest in enhancing listening instruction through effective materials and understanding student feedback in the learning process. The Different titles "Student Perceptions of Listening Materials at University" and " Integrating The Use Of Youtube Music Application and English Songs To improve students' Listening Skills" both emphasize the importance of understanding how students engage with listening materials in an educational context. The first title focuses on students' overall perceptions of various listening resources used in university settings, aiming to assess their effectiveness and impact on learning outcomes. In contrast, the second title specifically investigates the role of the YouTube Music application as a tool for enhancing listening skills in English classes, exploring how this digital platform influences student engagement and comprehension Both studies highlight the significance of effective listening materials in developing language skills and reflect a trend toward incorporating technology into language education. For instance, research indicates that students often find authentic materials, such as those available on YouTube, engaging and beneficial for their

listening practice, as they provide real-life context and cultural insights. Ultimately, these titles underscore a shared interest in improving listening instruction by evaluating student feedback on different types of materials, whether traditional or digital, to enhance the overall learning experience.

B. Literature Review

1. Youtube Music Application in Teaching

Al Jawad & Mansour (2021) state that YouTube is a unique source of contextual resources and can also encourage students to engage with different cultural genres in an educational context through English-language content. This content is also supported by Al Jawad & Mansour (2021) who found that students in EFL classes had a positive attitude towards learning listening through the YouTube platform. Al Jawad & Mansour (2021) point out that on broadcast, most students have low motivation and interest in listening. However, you can use YouTube to increase your attention while learning. Although students have the same opinion, it can be concluded that innovative media still have a great influence on listening comprehension results, and both experimental and control groups have almost the same opinion. However, on the listening test results, students in the control group showed lower

results than students in the experimental group. This shows that the more effective media used in listening learning is the media used in the experimental group, namely YouTube Music. The experimental group is YouTube Music. This is evidenced by Saputra (2018) who found that students who were taught through YouTube became more involved in listening to content. This means that listening is no longer an uninteresting topic. YouTube content offers a variety of skills, new vocabulary, and other English variations to help you mastery your listening skills. YouTube Music has emerged as a valuable tool in educational settings, especially for improving listening skills among students. Research shows that the platform can significantly improve student engagement and comprehension in language learning. YouTube Music is a streaming service that offers a vast library of songs and music videos, making it an innovative medium for education. It allows educators to incorporate music into their teaching strategies, which can help develop students' listening skills and vocabulary acquisition. The interactive nature of YouTube Music helps to engage students, making learning more fun. This engagement is crucial for language acquisition, as motivated students are more likely to practice and improve their skills. YouTube Music serves as an effective educational tool to improve listening skills,

increase student engagement, and provide flexible learning opportunities. Its application in language teaching has been supported by numerous studies highlighting its positive impact on student performance and motivation.

2. Songs in Teaching Learning Process

According to (Listianingsih, 2017), listening to English music is another method of enhancing listening abilities. Listening to music by well-known bands that sing in English is an example of authentic listening material, according to Ross (2006). Generally speaking, music follows us everywhere at home, at school, at work, in our cars, etc. Therefore, we are interested in listening directly to the songs and also learning the language value contained in them. Griffie (1992) recommends the use of short and slow songs for beginning students. Fonseca-Mora et al. (2011) state that song language learning is examined from the perspective of cultivating four abilities: memory, motivation, cultural sensitivity, and activation of both hemispheres of the brain. Furthermore, p. 110 of Fauziati's 2015 work states that songs usually convey a peaceful and joyful mood to the listener. Songs in the learning process are an effective tool to increase student understanding and engagement. The use of songs as

learning media can provide a range of significant benefits in an educational context. Songs are an art form that combines lyrics and melody, and can be used as a medium to convey learning materials. Here are some of the key benefits of using songs in the teaching and learning process.

Improves Memory

Songs have rhythm and repetition that help students remember information better. Catchy melodies allow students to remember vocabulary and language structures more effectively. In language learning, songs can increase students' sensitivity to sound and intonation, and improve their pronunciation. By listening and singing songs, students practice naturally without feeling pressured. Songs can make the learning process more interesting and interactive. It can increase student motivation and create a positive learning environment. To maximize the effectiveness of using songs in learning, choose songs that are appropriate for the students' ability level and relevant to the subject matter. Songs with clear and easy-to-understand lyrics are preferred.

Teach new vocabulary

before listening to the song to help students understand the meaning of the lyrics better.

Engage students

in activities such as singing along or discussing the meaning of the lyrics after listening to deepen their understanding. Thus, the integration of songs in the learning process not only

improves students' academic ability but also makes the learning experience more enjoyable and meaningful.

3. Teaching Listening Skill

Hearing and understanding spoken language is more than just perceiving sounds; it is an important and complex language skill that needs to be developed. As Rost (2002) argues, listening is the same as experiencing contextual effects, i.e. listening as a neurological (experiential) event superimposed on a cognitive event, which results in changes in representation. This is in accordance with Jeon's (2007) opinion. Jeon (2007) states that listening is a series of activities that involve a person's ability to understand, recognize, distinguish, and even ignore certain information. Furthermore, Steinberg (2007) states that listening is not just listening, but a complex process consisting of four stages: sensing and attention, understanding and interpretation, and remembering and responding. Listening skills are an active process that involves several stages, from hearing to understanding the meaning of the speaker's speech. Based on various sources, the definition of listening skills includes several aspects, namely the reception process, where listening begins with the ability to capture sounds and sounds around

us, which is the first step before a person can understand the content of the message. After hearing, individuals must be able to understand and interpret the meaning of the information received; the main focus in listening skills is on understanding the content of the message, not just the words spoken. Learning listening skills can be done through several stages: listening (hearing) to capture sounds and voices; understanding (understanding) to interpret the meaning of information; remembering (remembering) information that has been heard; assessing (evaluating) information to determine its relevance; and responding (responding) by providing a response based on an understanding of the information received. Thus, the development of listening skills is essential for successful communication and learning in various aspects of life.

As stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, learning implementation consists of three main components: introduction or preparation, core activities or learning process, and evaluation or closing learning. Self-Determination theory, developed by Edward Deci and Richard Ryan, (2000) emphasises the importance of

intrinsic motivation in the learning process. In the context of learning, starting from preparation or opening the teacher's role is to create an atmosphere that supports student autonomy, so that they feel they have control over their learning process. At the core activity stage, students are given the freedom to choose learning activities that suit their interests and preferences, which can increase engagement and motivation. In the core activities stage, teachers encourage students to do personal reflection on what they have learned, which strengthens intrinsic motivation and helps students internalise their learning experience. Thus, this theory suggests that fulfilment of autonomy, competence and relatedness needs is essential to improve students' motivation and learning outcomes.

4. Indicator Skill Listening

In the context of the title "Investigating The Use Of YouTube Music Application With English Songs in Listening Class," there are several indicators of listening skills that can be identified. First, students are expected to be able to understand the lyrics of songs played through the YouTube Music application, which helps them capture the main idea and theme of the song. In addition, students need to be able to capture specific details from the lyrics, such as

the names of places or characters mentioned. Rost, M. (2011). Distinguishing accents and intonations is also important, because students can recognize variations in the pronunciation of English used in the song. In addition, students must be able to interpret the meaning of the lyrics, including the emotional nuances and cultural contexts contained therein. The use of listening strategies, such as prediction and inference, is also needed to understand the deeper meaning of the song lyrics. Students are expected to be able to provide appropriate responses to questions asked after listening to the song, as well as summarize the information heard in oral or written form. Finally, the ability to analyze the structure of the song, including parts such as verses and choruses, can help students understand how the structure contributes to the overall meaning of the song. Research shows that the use of music in language learning can significantly improve students' listening skills by Vandergrift, L. (1999). Thus, these indicators can be used to evaluate and develop students' listening skills in the context of using the YouTube Music application in English classes.

C. Conceptual Framework

A conceptual framework is a collection of connected ideas (theories) regarding how a phenomenon works or is related to

its components, or it can be a network of related concepts that together offer a thorough explanation of one or more phenomena by Guntur (2019)

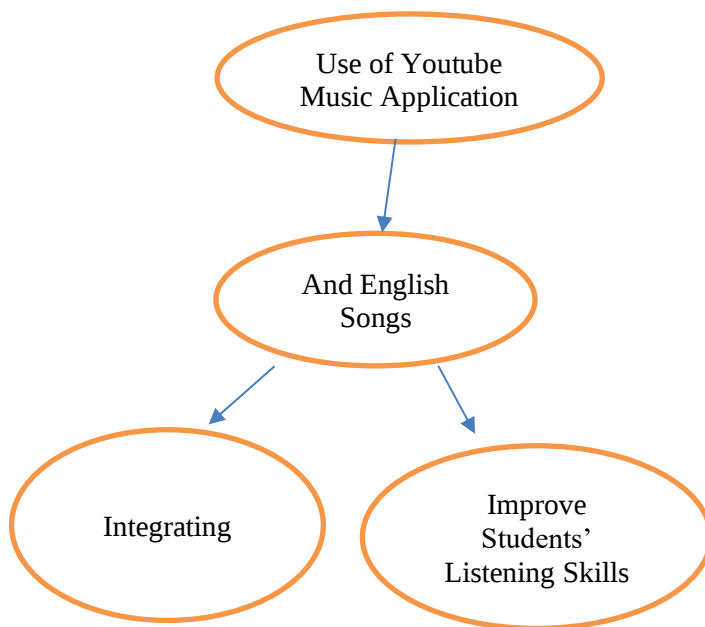


Figure 2.1 Conceptual Framework

Conceptual Framework based on the Theory Guntur (2019), “A Conceptual Framework For Qualitative Research: A Literature Studies” is a collection of connected ideas (theories) regarding how a phenomenon works or is related to its components, or it can be a network of related concepts that

together offer a thorough explanation of one or more phenomena. In this framework, it is explained that the use of popular English songs through the YouTube music application in teaching listening skills can affect students' perceptions. In the teaching and learning process, teachers have various media that can be used to support learning, and songs are one of the effective choices in teaching listening in English classes. Popular English songs are thought to be an effective teaching tool for improving pupils' comprehension of the language, particularly in the area of hearing. It is anticipated that this study would reveal the challenges that students frequently encounter, such as trouble grasping unfamiliar words, which may lead to disparate opinions among them. This impression results from the different difficulties that pupils encounter when learning English. This study will focus on how students view the use of the YouTube application and popular English songs in teaching listening skills, as well as their impact on mastery their listening skills. Thus, this study aims to explore the effectiveness of the use of the YouTube Music application and these songs in supporting the development of students' listening skills.

CHAPTER III

RESEARCH METHODOLOGIES

This chapter discusses the research design, research objects, instruments, and data analysis techniques.

A. Research Design

Research design in qualitative field studies is characterized by its emphasis on understanding phenomena within their natural contexts. According to Creswell (2013), qualitative field research involves collecting data in real-world settings, allowing researchers to observe and interact with participants in their everyday environments. This approach is particularly beneficial for exploring complex social issues, as it provides insights into the lived experiences of individuals and the meanings they attach to those experiences. By engaging directly with participants, researchers can gather rich, contextualized data that reflects the intricacies of human behavior and social interactions. In qualitative field research, data collection methods often include interviews, participant observations, and focus groups, which enable researchers to capture diverse perspectives and experiences. Denzin and Lincoln (2011) emphasize that these methods facilitate an in-depth exploration of participants' thoughts, feelings, and actions, allowing researchers to understand the context in which these experiences

occur. The iterative nature of qualitative research also allows for flexibility in data collection, as researchers can adapt their strategies based on emerging themes and insights during the study. This adaptability is crucial in field settings, where the dynamics of the environment can significantly influence the data collected. Furthermore, qualitative field research requires a strong focus on ethical considerations and the establishment of trust between researchers and participants. As noted by Merriam and Tisdell (2016), building rapport is essential for obtaining honest and meaningful responses, particularly in sensitive contexts.

Researchers must be mindful of their role and the potential impact of their presence on participants and the environment. By prioritizing ethical practices and fostering open communication, qualitative field research can yield valuable insights into how specific tools or interventions, such as the YouTube Music application, affect learning outcomes in real-world educational settings.

B. Object Of the Research

The main focus of this study was the students of class X of SMK Negeri 4 Semarang. The researcher collected data from one class, X DKV 2, which consisted of 36

students. The researcher examined the observation results to determine the use of YouTube Music app to listen to popular English songs in teaching listening skills in English class. Furthermore, the researcher interviewed 6 students who had used the YouTube Music app since they studied in middle school to vocational high school to find out their experiences with the app related to listening skills. The main focus of this research is the students of class X SMK Negeri 4 Semarang. The researcher collected data from one class, X DKV 2, which consisted of 36 students. The researcher examined the observation results to determine the use of YouTube Music app to listen to popular English songs in teaching listening skills in English class. Furthermore, the researcher interviewed 6 students who have been using the YouTube Music app since they studied in middle school to high school to find out their experiences with the app regarding listening skills.

The study will be conducted over four weeks, covering four English class meetings, which run from 7am to 10am. The research is scheduled in October, coinciding with the Introduction to School Environment

(PLP) activities at SMK Negeri 4 Semarang, with students as the main subjects to understand their perspectives on the use of music as a learning tool. The title of this research is 'Integrating the use of youtube music application and english songs to improve students' listening skills.'The purpose of this study is to integrate how YouTube music application and English songs are used in teaching listening skills, focusing on the types of songs chosen, the frequency of their use, and the teaching methods applied by teachers. The sample consisted of 36 students as observation objects and 6 students as interview objects. This sample selection was deemed relevant as it provided sufficient representation of the student population in the class, allowing the researcher to gain an in-depth understanding of students' experiences and responses to music integration in improving their listening skills. The integration of music through apps like YouTube Music is expected to increase student engagement and effectiveness of English language learning, making it an important area of research in the context of language learning.

The reason for choosing the youtube music application. is because YouTube Music is a music streaming application developed by Google, offering a music listening experience by combining audio and video. The app allows users to enjoy songs in various formats, such as music videos, live concerts, remixes and cover songs, which are often not available on other music apps such as Spotify or Apple Music. One of the key advantages of YouTube Music is its visual integration, where users can watch music videos while listening to songs, giving an added dimension to the music experience. In addition, YouTube Music features dynamic recommendations based on users' listening habits, helping them discover new songs that suit their tastes. However, despite its many advantages, the use of YouTube Music among students of SMKN 4 Semarang class X DKV 2 is still relatively low. Out of a total of 36 students in the class, only 6 students use the app. This is likely due to personal preference for other apps such as Spotify or Apple Music, preconceived listening habits, as well as social influence from peers. This study aims to explore the reasons behind the low usage of YouTube Music among students and how this affects their listening

skills. By understanding the factors that influence the selection of music-based learning media, this research is expected to provide useful insights for the development of more effective teaching strategies in improving students' listening skills.

C. Method of Collecting Data

Qualitative data collection involves the selection and creation of linguistic or visual materials aimed at analyzing and understanding various phenomena, social disciplines, subjective experiences, and collective insights, as well as uncovering relevant meanings. These meanings can pertain to either individual or social interpretations. This approach is also employed to identify and explain issues within specific fields, as well as the structures and processes involved in everyday operations and practices. Data collection can involve both naturally occurring information and data that has been specifically gathered. It may draw upon methods such as speaking, listening, observing, and analyzing various materials, including audio recordings, images, and digital content. The methods used for data collection can be singular or multiple. Typically, the objective is to access

sources that allow for generalized statements through the analysis and comparison of different specimens, phenomena, or cases. Ultimately, the primary aim of collecting qualitative data is to provide resources for empirical analysis of the phenomena being investigated. By Uwe Flick, (2018) According to Sugiyono, data collection can take place in a variety of settings, sources, and methods. In terms of techniques or methods for gathering data, this process can involve interviews, questionnaires, observations, or a combination of these approaches.

This Study uses observation and interviews as data collection methods

1. Observation

Creswell defines qualitative observation as the process in which a researcher documents an individual's behavior or activities at a research site through field notes. In these notes, researchers capture their observations in either an unstructured or semi-structured manner, often guided by specific questions they wish to explore. Qualitative observers can assume various roles, ranging from non-

participants to active participants in the setting. Typically, these observations are flexible, allowing the researcher to engage freely with the environment. By Uwe Flick, (2018) Observation can be defined as a method of data collection that involves observing and recording research objects, where such recording is needed to obtain data after the research is conducted. Observers emphasize the importance of maintaining an open attitude, compiling comprehensive field notes, and avoiding extrinsic interpretations of meaning. Observation in this study aims to obtain information about the use of the YouTube music application in implementing popular English songs as media and materials in listening learning. Observations were made by observing student interactions, their level of participation, and their learning styles. The researcher recorded the results of the observations on the observation sheet.

Procedure for collecting observation data:

- a. The researcher prepares an observation sheet.
- b. The researcher enters the class during the English lesson.

- c. The researcher observes the interactions of students who are studying
- d. The researcher records the results of the observations on the observation sheet.

2. Interview

Interviews are utilized to gather data from a small group of subjects across a wide variety of topics. Creswell states that "in qualitative interviews, researchers engage in face-to-face conversations with participants, conduct telephone interviews, or facilitate focus group discussions with 6-8 respondents in each group." These interviews typically consist of unstructured, open-ended questions, although such questions are infrequent and crafted to draw out the participants' opinions. Interviews are a communicative interaction process involving at least two individuals, occurring in a natural setting, where the conversation is guided by objectives and built on a foundation of trust to facilitate understanding. Sugiyono notes that interviews serve as a data collection technique, particularly when researchers seek to gain deeper

insights than what respondents might provide, especially when the number of respondents is limited or within a small scope. There are two types of interviews: structured and unstructured interviews. In qualitative research, unstructured interviews are more commonly employed. These interviews are characterized by their independence, as they do not rely on a fully structured and systematic guide for data collection. Instead, the guidelines serve merely as a general framework for the topics being explored. Unstructured interviews are frequently utilized for more in-depth surveys of respondents.

The researcher used interviews in this study to investigate students' perceptions of the use of the YouTube music application in implementing popular English songs in teaching listening, the interview model used was an unstructured interview.

Procedure for collecting Interview data:

- a. The researcher prepared interview guidelines.
- b. Researchers are looking for participants who will conduct interviews.
- c. After getting the participants, the researcher

provided information about the interview.

d. The researcher interviewed participants one by one at a predetermined time.

e. Researcher record information from interviews by making handwritten notes and with audio recordings

D. Instrument Of the Research

A research instrument is a device that is used to quantify social and natural phenomena that have been observed. Interviews and observation sheets served as the research's instruments.

1. Observation

Observation in this study is intended to obtain information about the implementation of using popular English songs through YouTube music application as a learning media in teaching listening skills. The research will focus on three main aspects of the learning process: first, the preparation of the lesson, which includes the steps taken by the researcher before using the songs in the classroom; second, the implementation of the lesson, where the researcher will observe how students interact during the learning

process; and third, the evaluation of the lesson, which assesses the effectiveness of using the songs in improving students' listening skills. In this context, observations will be made to evaluate how the use of YouTube music application can provide innovation in English learning, as well as to understand students' perceptions of this method. The researcher will use a pre-constructed observation guide to ensure that all important aspects of the learning process are covered during the observation. The results of these observations are expected to provide a deeper insight into the impact of using YouTube Music app in teaching listening skills.

Table 3.1 Observational guide for researchers on the application of English songs through the YouTube music application for teaching listening.

Variable	Aspect	Indicator
	Learning preparation (Pre Activities)	Knowing the teacher's learning preparation in teaching listening using the youtube music

To explain the integrating of the youtube music application and English songs to listening class		application in the application of popular English songs • Student interaction in the learning process using the youtube music application as a listening learning media in the classroom
	Learning process (Main Activities)	• Knowing teachers learning strategies/models used. • students use specialized strategies (e.g., repeated listening, writing down lyrics) to understand the song • students discuss the song with their friends after listening

	Learning evaluation (Closing)	• Knowing the evaluation of learning given by the teacher.
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Adapted from Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units, learning implementation consists of three main components: introduction or preparation, core activities or learning process, and evaluation or closing learning. Self-Determination theory, developed by Edward Deci and Richard Ryan, (2000) emphasises the importance of intrinsic motivation in the learning process. In the context of learning, starting from preparation or opening the teacher's role is to create an atmosphere that supports student autonomy, so that they feel they have control over their learning process. At the core activity stage, students are given the freedom to choose learning activities that suit their interests and preferences, which can increase engagement and motivation. In the core activities stage, teachers encourage students to do personal

reflection on what they have learned, which strengthens intrinsic motivation and helps students internalise their learning experience. Thus, this theory suggests that fulfilment of autonomy, competence and relatedness needs is essential to improve students' motivation and learning outcomes.

2. Interview

Interview, in the context of research, can be defined as the process of gathering information through direct interaction between the researcher and participants. This interview aims to explore students' views, experiences, and perceptions regarding the use of YouTube Music application and popular English songs in learning listening skills. In the interview, the researcher made questions based on the literature regarding the factors that influence perception. Researchers made 10 questions in the form of unstructured and open-ended interviews that allow students to provide more in-depth and detailed answers, so that the data obtained can reflect their understanding of the effectiveness of this media in improving listening skills. In addition, the interview also provides an opportunity for students to express the obstacles they face during the learning process, so that researchers can analyse the factors that affect their learning outcomes.

Table 3.2 Grid guide interview to find out the use of youtube music application in english songs to improve listening skills.

Variable	Aspect	Question	Number Instrument
To describe students' perception of the use youtube music Application and English songs to listening class	• Knowledge Sources about the App • Helpful features • Use of Lyrics or Subtitles	• How did you first use the YouTube Music app? • What features on YouTube Music do you find most helpful in your listening skills? • Do you use lyrics or subtitles	1

		when listening? If so, how does it affect your comprehension?	
	• Interest in Learning • Listening Activities • Songs preferences • Listening skills improvements • Progress measurement	• Do you enjoy learning using English songs on YouTube music in class? • can you describe your experience listening to English	2

		songs on YouTube Music? • Do you prefer listening to songs you already know or discovering new songs? Why? • Do you feel your listening skills have improved after using this app? If yes, can you explain further?	
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		• How do you measure your listening progress after using YouTube Music?	
	• Common Obstacles • Additional Activities	• Are there any obstacles you experience in listening to English while using YouTube Music and how do you overcome them?	3

		• Is there anything else you would like to share about your experience using YouTube music to learn English?	
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Adapted from Research by Izza Amalia Rahman, Mutmainnah Mustofa, and Izzatin Nisa in 2022 titled “YouTube Music as an Innovative Teaching Media to Improve Students’ Listening Mastery” investigated the effectiveness of YouTube Music in improving students’ listening skills. The study showed that the platform can effectively capture students’ attention and improve their listening skills, with better results than traditional teaching methods. Positive feedback

from students confirmed the potential of YouTube Music to engage and motivate students in the learning process. The findings indicate that the integration of modern technologies, such as YouTube Music, can be an innovative approach in education that improves the quality of language learning.

(Listiyarningsih, 2017) also states that one way to improve listening skills is by listening to English songs. According to (Ross, 2006), an example of authentic listening material is listening to songs to learn famous bands that sing in English. In general, songs always follow us at home, school, office, car, and others. Therefore, we are interested in listening directly to the songs and also learning the language value contained in them.

E. Methods of Analyzing Data

Data analysis by sugiyono involves a systematic approach to examining and compiling information gathered during data collection. This process includes organizing the data into categories, formulating hypotheses based on these categories, and drawing

conclusions that can be easily understood by both the analyst and others. Qualitative methods refer to research approaches that do not rely on computational or statistical techniques for analysis. Instead, researchers focus on collecting, organizing, and presenting data in a meaningful way. This study employs the data analysis technique based on the Miles and Huberman model. According to Miles and Huberman, qualitative data analysis consists of three key steps: data reduction, data display, and drawing conclusions.

1. Data Reduction

According to Sugiyono, the field data was sufficiently vast to necessitate a thorough and meticulous explanation. As was already established, the data set gets more complicated the longer a researcher stays in the field. As a result, it is crucial to use data reduction to examine the data quickly. Data reduction involves summarizing, selecting essential information, focusing on key

aspects, and identifying themes and patterns. This process ensures that the condensed data offers a clearer

perspective, making it easier for researchers to gather and access relevant information when necessary.

According to Creswell, the first step in data reduction involves organizing and preparing the data for analysis. This process includes transcribing interviews, documenting observations, and categorizing the data based on its sources. Researchers then read or display all the collected data, which allows them to gain a general understanding of the information and reflect on its overall significance. At this stage, qualitative researchers may make notes in the margins of transcripts or observation field notes, or they may begin to jot down general thoughts about the data. Following this, they proceed to code all the data. Coding involves taking the text or image data gathered during collection and organizing it by grouping sentences (or paragraphs) or images into specific categories. In this step, researchers reviewed all the data collected from the results of informant responses, observations, interviews, image selection, and other notes. Then the researcher made a selection by choosing important things then summarised by identifying the implementation of the use of the youtube music application as the application of popular English songs in

teaching listening and students' perceptions of the use of the youtube music application in the application of popular English songs after learning.

2. Display Data

By presenting data, researchers can analyze based on the researcher's understanding. The researcher chose to display data in the form of a table for the results of observations and describe it in the form of a description for the application and perception of students towards the use of the YouTube music application in the application of popular English songs in listening lessons.

3. Conclusion

The final step after presenting the data is to conclude everything that has been studied in the study. This illustrates the true meaning of the data. The conclusions drawn can be quickly confirmed by examining the phenomenon, and reviewing or discussing field notes so that researchers can gain a more complete understanding. This is done so that the

data obtained and analyzed can be effective and credible and conclusions can be drawn through data interpretation. The data is analyzed, explained, and interpreted in a descriptive form about the process of teaching and learning activities listening using songs applied by teachers and student perceptions of the use of the YouTube music application by listening to English songs in classroom learning.

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

A. Findings

This research was conducted at SMK Negeri 4 Semarang with the research subjects were 36 students of class X DKV 2 in the academic year 2024/2025. The study was carried out between October 2 and October 23, 2024. The data was gathered and analyzed methodically in order to accomplish the study's goals and offer a useful interpretation of the findings. Transcripts of student interviews, lyric test result sheets, and observation sheets were used to gather the data. After that, the researcher presented the data's findings according to the research problem's issue.

1. To explain the integrating of the youtube music application and English songs to listening class

The findings of this observation are to find out how implementation of the youtube music application in the listening class. The observation was conducted by observing the teacher English teacher of class X DKV

2 SMK Negeri 4 Semarang. The aspects observed regarding the implementation of the use of YouTube music application in the listening class, where the first aspect is the preparation of learning, the learning process, and the evaluation of learning. learning, learning process, and learning evaluation.

Table 4.1 The data obtained from the observation can be seen in Table.

Observed Aspects	Indicator	Description Of Observations
Learning preparation (Pre Activities)	Knowing the teacher's learning preparation in teaching listening using the youtube music application in the	1. The teacher opens the lesson by greeting all students. 2. The teacher checks the student attendant list. 3. The teacher asks questions to generate the initial knowledge that students have about the material

Learning process (Main Activities)	application of popular English songs	4. the teacher tells the students to download the youtube music application as an English teaching tool.
	• Knowing teachers learning strategies/models used. • students use specialised strategies (e.g., repeated listening, writing down lyrics) to understand	1. Assess the level of student participation and engagement during the learning process using the youtube music app. 2. students listen to the song repeatedly and remember the lyrics without having to write or take notes.

Learning evaluation (Closing)	the song • students discuss the song with their friends after listening	3. Observe how students convey their opinions and whether they can respond to arguments from their peers.
	• Knowing the evaluation of learning given by the teacher.	1. how to evaluate teachers using written tests and direct observation in assessing

		students
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Based on my observation, the learning process involving preparation, core activities, and evaluation shows how the use of YouTube Music app in teaching listening can improve students' engagement.

In the preparation stage, the teacher takes important steps to prepare students before entering the learning material. Starting with greeting students and checking the attendance list, the teacher creates a friendly and familiar atmosphere. By asking thought-provoking questions, the teacher helps students link their prior knowledge with the material to be learnt. In addition, by asking students to download the YouTube Music app as an English learning aid, teachers not only introduce modern technology but also prepare students to be actively involved in the learning process.

The main activities, the learning strategies used by the teacher focus heavily on students' active engagement. Students are given the opportunity to use certain strategies such as repetitive listening and writing song lyrics, which help them understand and remember the material better. Discussions among friends after listening to the songs also encourage social interaction and collaboration, where students can share their understanding and give opinions to each other. This approach not only improves listening ability but also builds communication and critical thinking skills among students.

At the evaluation stage, the teacher assesses students' participation and engagement during the learning process. By observing how students listen to the song repeatedly and can remember the lyrics without taking notes, the teacher can assess the effectiveness of the teaching method used. In addition, observation of students' ability to express opinions and respond to classmates' arguments gives an idea of their understanding of the material. Teachers also use written

tests and direct observation as evaluation tools to assess overall learning achievement. Overall, this analysis shows that by utilising modern technology such as the YouTube Music app, the learning process becomes more interactive and engaging and is able to effectively meet students' learning needs.

2. To Describe students' perception of the use youtube music application and English songs to listening class

The results of this interview are to find out. student perceptions of the use of YouTube music applications in listening classes. Interviews were conducted with representatives of 6 students, where to get interview participants, researchers took a sample of 6 students who previously always listened to songs through the Youtube music application. In conducting interviews, the questions given to participants are the same questions. Researchers present interview data consisting of 3 aspects and 10 questions, as follows: All of the responses from the interview form are attached in the appendix.

A. Helpful Feature Youtube Music Application

Al Jawad & Mansour (2021) state that YouTube music is a unique source of contextual resources and can also encourage students to engage with different cultural genres in an educational context through English-language content. This content is also supported by Al Jawad & Mansour (2021) who found that students in EFL classes had a positive attitude towards learning listening through the YouTube platform. The YouTube Music app provides support in listening learning for respondents, which is reflected in the positive statement given by one respondent regarding the benefits of the app's features.

Statement from Respondent 1 : *“Lyrics feature. I can tell sometimes if I listen to a song while looking at the lyrics and memorise it too by looking at the lyrics”*

Respondent 1 statement, which highlights the benefits of the lyrics feature in YouTube Music, reveals a significant impact on English language learning. The ability to identify the correct and incorrect parts of the song heard, as well as memorising the lyrics through visual display, demonstrates active engagement in the

decoding and verification process. This not only improves phonological awareness and overcomes accent challenges, but also strengthens memory, vocabulary building and grammar comprehension through visual-audio connections. More than just song comprehension, the use of lyric features also improves reading skills, pronunciation, cultural knowledge and confidence in English. As such, this statement provides concrete evidence of how YouTube Music's lyrics feature facilitates deeper and more meaningful learning, supporting Al Jawad & Mansour's (2021) claim of the platform's value as a valuable resource in language learning.

The respondents found the lyrics feature on YouTube Music to be extremely beneficial in improving his comprehension of English songs. With the availability of lyrics, they can effectively identify the parts of the song that are heard correctly and the parts that are incorrect, thereby facilitating the learning and memorisation process of the song. This feature not only helps to improve the overall understanding of the song's meaning and message, but also contributes to the

improvement of English language skills through accurate exposure and analysis of the lyrics.

B. Listening Activities using youtube music

Saputra (2018) found that students taught through YouTube became more engaged in listening to the content, which means that listening is no longer an uninteresting topic. YouTube content offers a variety of skills, new vocabulary, and other English variations to help you master your listening skills. YouTube Music has emerged as a valuable tool in educational settings, especially for improving listening skills among students. Research shows that the platform can significantly student engagement and comprehension in language learning. YouTube Music is a streaming service that offers a vast library of songs and music videos, making it an innovative medium for education.

Listening skill through YouTube Music shows significant improvement due to the use of interesting music media, which is supported by positive statements from respondents who feel the benefits.

Statement from Responden 3 : *“The experience is fun and enjoyable because you can read the lyrics together. Usually when we listen to music without lyrics, we don't know where the mistakes are. If you look at the lyrics, you can find out what part is wrong.”*

Respondent 3 statement highlights a crucial aspect of the listening skill activities using YouTube Music, namely its ability to provide interactive and enjoyable learning through the integration of lyrics. The respondent emphasised that this activities becomes more enjoyable as the listener can read the lyrics while listening to the music, a feature that is not available in traditional listening methods. Furthermore, he explained that this feature of lyrics plays an important role in the identification of misunderstandings. Without the lyrics, listeners may not notice any mistakes in grasping words or phrases, but with the lyrics, they can compare what they hear with the written text, making it easier to correct and improve accuracy. Thus, Respondent 3 statement confirms that the lyrics feature on YouTube Music not only enhances the entertainment aspect of listening skill,

but also significantly increases its effectiveness in helping listeners understand and master English better.

C. Common Obstacles Using Youtube Music

Research by Henny Fitri Wahyuni et al. (2024) entitled ‘Improving Students’ Mastery of Pronunciation by Using Pop Songs on Youtube Music App’ identified the causes of students’ difficulties in English pronunciation, which can be extended to common barriers for non-native users who want to use YouTube Music for English language learning. Such barriers include lack of exposure to English which makes understanding lyrics difficult, lack of motivation which hinders effective efforts in using the app, and difficulty in pronouncing certain sounds or words due to differences with the native language. Even so, my research shows that most respondents enjoy learning English through YouTube Music, but there are respondents who also feel obstacles in learning to listen to English songs through YouTube Music according to respondent 1's statement.

Statement from Responden 1 : *“If we listen in the app, it's like we can't if the phone is off. So it has to be on all the time right and I want the phone to be able to turn off and then be able to move to one screen to another. Yesterday I tried it, it didn't work”.*

Respondent 1's statement shows that there are some technical obstacles experienced when using YouTube Music to learn English. These obstacles are more related to the use of the app than the language issue itself. Respondent 1 mentioned that they wanted to be able to switch off their phone and still be able to switch between screens without interruption, indicating that they were having difficulties as the app requires the device to remain on for the music to continue. In addition, they also tried using the feature to switch between screens, but to no avail, indicating that they had difficulty with the inadequate multitasking features in the YouTube Music app. To overcome these technical issues, some solutions that can be tried are to use the background play feature if available, so that the music can continue to run even when the app is not active on the main screen. Also, using a device with a larger battery capacity can help if

the problem is a fast battery drain while using the app. Some third-party apps may also offer better multitasking features. By overcoming these technical obstacles, users can focus more on the process of learning English through YouTube Music.

B. Discussion

In this study, researchers discussed the results of the study with a focus on the research objectives. The purpose of this study is to describe the implementation and perceptions of students of class X DKV 2 SMK Negeri 4 Semarang towards the use of Youtube music application in learning English songs during English class. To describe the implementation of the use of YouTube music application, researchers used observation and student perceptions using interviews.

1. To explain the integrating of the youtube music application and English songs to listening class

To find out the implementation of the use of the YouTube music application in listening classes, researchers analysed the results of observations.

According to Al Jawad & Mansour (2021), YouTube music is a unique source of contextual resources and can also encourage students to engage with different cultural genres in an educational context through English-language content. This content is also supported by Al Jawad & Mansour (2021) who found that students in EFL classes had a positive attitude towards learning listening through the YouTube Music platform.

The researcher found that in implementing the use of Youtube music application in English listening class, the teacher taught using lecture, question and answer, and demonstration methods. This is evidenced by the teacher explaining and also singing with students. During the lesson the teacher often asked students, such as asking to remind the material, confirm the explanation, and also check students' understanding. the teacher also gave a test of song lyrics written on paper and students did it while listening to the song through their respective mobile phones or laptops with handset intermediaries.

Observation data shows that the use of YouTube Music app significantly students' engagement during the learning process, which consists of preparation, core activities, and evaluation. In the preparation stage, the teacher fosters a welcoming environment by greeting students and checking attendance, setting a positive tone for the lesson. Thought-provoking questions help connect students' prior knowledge with the new material, while introducing the YouTube Music app prepares them to engage actively. During core activities, instructional strategies prioritise student engagement through techniques such as repeated listening and writing song lyrics, which improve comprehension and retention. discussions encourage social interaction and collaboration, allowing peers to share insights and critique, thus refining listening skills and developing essential communication and critical thinking skills. At the evaluation stage, teachers assess students' understanding through direct observation of their listening habits and discussions with peers, demonstrating their ability to articulate thoughts coherently. Written tests complement these observational assessments, providing a comprehensive

insight into overall learning achievement. Overall, the utilisation of modern technology, such as the YouTube Music app, in education can be explained through There are several theories that support the transformation of traditional classrooms into dynamic and interactive learning environments. Vygotsky's theory of constructivism emphasises the importance of social interaction and access to diverse learning resources to support meaningful learning. By using apps such as YouTube Music, students can explore subject matter in greater depth and understand abstract concepts through engaging audio-visual media. By Gunawan, B. (2017).

The implementation of YouTube Music in the listening class included a comprehensive set of teaching strategies, centred on improving student engagement and understanding. Teachers adopt a combination of traditional methods such as lectures and question and answer, as well as more interactive methods such as demonstrations and sing-alongs, to deliver the subject matter. The use of YouTube Music is specifically designed to increase student participation throughout

the learning process, from the preparation stage to core activities and evaluation. In the preparation phase, teachers create a welcoming and inclusive learning environment, ensuring that students feel comfortable and motivated to learn. They use questions that provoke critical thinking to bridge the gap between the knowledge students already have and the new material to be learnt. During core activities, teachers focus on maximising student engagement through techniques such as repeated listening and writing song lyrics, which help students improve their understanding and retention of the material. Post-listening discussions are essential to promote social interaction and collaboration among students, allowing them to share insights, critique each other's ideas, and together build a deeper understanding of the material. Evaluation is conducted through a combination of direct observation of students' listening habits, class discussions, and written tests, which provide a comprehensive picture of students' learning achievements.

This approach is theoretically supported by Vygotsky's constructivism, which emphasises the importance of

social interaction and access to a variety of learning resources in facilitating meaningful learning. YouTube Music provides a platform rich in contextual resources, allowing students to engage with various cultural genres and enhance their understanding of the English language. In addition, YouTube Music offers a range of practical benefits, such as increased vocabulary, improved listening and speaking skills, and the development of critical thinking skills. By integrating YouTube Music into the listening classroom, teachers can create a more dynamic, interactive, and relevant learning environment for students.

2. To Describe students' perception of the use youtube music application and English songs to listening class

Motivation theory is instrumental in enhancing the effectiveness of using YouTube Music app in English language learning. The positive Activities that students have when using this app, such as the enjoyment of listening to the songs and the ease of access to the lyrics, contribute to their increased motivation to learn. According to motivation theory, when students feel

entertained and engaged in the learning process, they are more likely to continue practising and deepening their understanding of English. This is in line with the view that an enjoyable learning Activities can encourage students to be more active in learning and improving their language skills. Dörnyei, Z. (2001).

In three main aspects of the research results related to the utilisation of YouTube Music in English language learning. First, the useful features of the YouTube Music app will be analysed, focusing on the claim that the platform is a unique contextual resource, as stated by Al Jawad & Mansour (2021). An in-depth analysis will be made of the benefits of the lyrics feature, linking it to increased phonological awareness, vocabulary comprehension, grammar acquisition, as well as its impact on language skills more broadly.

Secondly, the discussion will turn to the interactive and fun listening activities through YouTube Music, highlighting the student engagement and motivation supported by Saputra's (2018) findings. The integration of lyrics will be further explored as a key factor in more

effective learning, and related to students' Activities in using the YouTube Music application as evidenced by interviews that the students are very happy and enjoy the songs from the YouTube Music application due to the easy-to-understand lyrics feature.

Finally, we will discuss general obstacles in using YouTube Music, including the limitations of the application with many advertisements and when using the YouTube Music application to listen to songs on mobile phones, it cannot open other applications. Because if you switch to another application, the song you are listening to will stop itself. technical and accessibility challenges

The use of YouTube Music app in English language learning provides a positive activities for the students. Based on the interviews with several respondents, they revealed that the lyrics feature is very helpful in understanding English songs. The first respondent felt that by looking at the lyrics, she could more easily memorise and understand the meaning of the songs she heard. In addition, many respondents stated that they

enjoy learning while listening to music, as it makes learning more fun and interactive. Although there were some challenges, such as having to keep the device on while listening, overall they felt that YouTube Music was an effective tool in improving their listening skills and English vocabulary. Respondents also showed a preference for listening to familiar songs, although they were open to discovering new songs as a way to expand their English knowledge.

English language learning through the YouTube Music app has become an popular phenomenon, and this study sought to delve deeper into students' perceptions of using this platform to improve their listening skills. By interviewing six representative students who actively use YouTube Music to listen to English songs, this study provides valuable insights into the benefits, challenges, and strategies associated with this learning method. The interviews revealed a strong consensus among the respondents regarding the positive value of YouTube Music as an English language learning tool. One of the key findings of this study is the high appreciation for the lyrics feature

provided by YouTube Music. Respondents consistently mentioned that this feature was very helpful in understanding the meaning of songs, increasing vocabulary, and improving pronunciation and intonation. By viewing the lyrics while listening to the song, the students were able to connect the spoken words with their written representation, thus facilitating deeper understanding and long-term memory.

The lyrics feature also allows them to identify their own pronunciation errors and compare them with the correct pronunciation, thus helping them to improve their accent.

Besides the lyrics feature, respondents also highlighted the ease of access and convenience offered by YouTube Music. The app provides an extensive and diverse music library, allowing students to choose songs that suit their interests and ability levels. They can easily search for new songs, create playlists, and listen to music anytime and anywhere through their mobile devices. This ease of access makes English learning more flexible and integrated into their daily lives. The

research also revealed that the use of YouTube Music in English language learning is not only effective in improving listening skills, but can also increase motivation and interest in learning. The respondents reported that they enjoy listening to English songs because music makes the learning process more enjoyable. becomes more enjoyable and interesting. Music can evoke positive emotions and create a more relaxed and less stressful learning atmosphere. In addition, the use of YouTube Music allows students to learn English through content that is authentic and relevant to popular culture, thus making learning more meaningful and relevant.

Nonetheless, this study also identified some challenges associated with using YouTube Music in English language learning. One of the main challenges is the need for a stable internet connection to access the music content. For students living in areas with limited internet access, this can be a significant obstacle. In addition, some respondents also mentioned that they are sometimes annoyed by adverts that appear between songs. While these adverts can be removed by

subscribing to YouTube Premium, not all students can afford the subscription fee. Another challenge identified in this study is the need for discipline and consistency in learning. While YouTube Music offers many benefits, its effectiveness largely depends on how often and how regularly the students use the app. Some respondents admitted that they sometimes lost motivation or were too busy to learn English through YouTube Music regularly. This shows that learning English through YouTube Music requires strong commitment and self-discipline.

Despite these challenges, the overall results of this study suggest that YouTube Music is a potentially effective tool for improving students' English listening skills. By utilising the lyrical features, ease of access, and entertainment nature of music, students can learn English in a more enjoyable, flexible, and relevant way. The research also highlights the importance of discipline and consistency in learning, as well as the need to overcome technical obstacles such as limited internet connection.

To maximise the benefits of YouTube Music in English language learning, this study recommends several strategies. Firstly, students should choose songs that match their interests and ability levels. Listening to songs that are too difficult or uninteresting can lead to frustration and loss of motivation. Secondly, they should actively use the lyrics feature, either by reading the lyrics while listening to the song, or by finding out the meaning of unfamiliar words. Thirdly, they should try to sing songs that they like, as this can help them to improve their pronunciation and intonation. Fourth, they should make a regular study schedule and try to stick to it, even when they feel busy or unmotivated. In addition, this study also recommends that English teachers consider integrating YouTube Music into their learning activities. Teachers can use English songs to introduce new vocabulary, explain grammar, or practice listening skills. They can also give students assignments to analyse song lyrics, make presentations about their favourite singers, or write reviews about music albums. By integrating YouTube Music into the curriculum, teachers can make English learning more interesting, relevant, and effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and analysis of the research in the previous chapter, the researcher draws the following conclusions:

Based on the research objectives of this thesis, it can be concluded that the integration of the use of YouTube Music application and English songs in learning aims to improve students' listening skills as learners of English as a foreign language (EFL). This research highlights the importance of listening skills as a foundation in mastering English and overcoming various obstacles faced by students such as variations in speaking speed, unfamiliar accents, and limited vocabulary. By utilising an engaging and easily accessible medium such as YouTube Music, this research seeks to create a more dynamic, interactive and fun learning environment that can increase students' motivation and comprehension in English listening.

Furthermore, the results showed that the use of YouTube Music application that integrates English songs is effective in supporting the listening learning process in the classroom. Through classroom observations and interviews with students, this study found that this approach not only helped students in improving listening skills and vocabulary acquisition, but also strengthened students' engagement and positive response to learning. Therefore, the use of this application can be used as an innovative pedagogical tool for English teachers to develop listening learning methods that are more relevant to the needs of students in today's digital era

B. SUGGESTION

After summarizing all the discussions, there are some good points to be suggestions from the researcher which are explained:

1. For English Teacher

The research underscores the potential of YouTube Music as a valuable tool for enriching English language learning. Teachers are encouraged to integrate YouTube Music strategically into their lessons, leveraging its engaging content

to introduce vocabulary, explain grammatical concepts, and hone listening skills. By incorporating interactive activities such as analyzing song lyrics, facilitating discussions, and assigning presentations, educators can foster a dynamic and interactive classroom environment. Thoughtful consideration should be given to selecting songs that align with students' diverse interests and proficiency levels, ensuring an accessible and enjoyable learning experience that promotes active participation and critical thinking.

2. For Student

The study emphasizes the pivotal role of student engagement and motivation in harnessing the benefits of YouTube Music for English language acquisition. Students are encouraged to actively engage with lyrics, utilizing the lyrics feature to enhance comprehension, expand vocabulary, and refine pronunciation. The ease of access and diverse music library of YouTube Music provide a flexible and convenient platform for learning anytime, anywhere. While challenges such as internet connectivity and distractions exist, students can overcome these obstacles through discipline, consistency, and strategic selection of content that resonates with their interests

and abilities, transforming English learning into an enjoyable and rewarding endeavor.

3. For Other Research

This study suggests that we should do more research on how YouTube Music can help learn English. Future research could look at whether YouTube Music is effective for improving speaking, reading and writing skills, in addition to listening skills. It is also important to find out what other factors make the use of YouTube Music successful in learning English. In addition, research could be conducted in different learning settings and with different students. Long-term studies should also be conducted to see the effects of YouTube Music over time. Comparing YouTube Music with other language learning tools can also provide useful information. Finally, it is also important to listen to the experiences of students who use YouTube Music, to understand more deeply how this method works for them.

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APPENDIXES

Appendix 1

Observation Guidelines

Observation Guidelines

Research Title : Integrating The Use of Youtube Music
Application and English songs to improve
students' listening skills

Research Location : SMK N 4 Semarang

Research Participants : 36 Student (X DKV 2)

Time Allocation : 2X Meetings

Observed Aspects	Indicator	Description Of Observations	YES
------------------	-----------	-----------------------------	-----

Learning preparation (Pre Activities)	Knowing the teacher's learning preparation in teaching listening using the youtube music application in the application of popular English songs	- The teacher opens the lesson by greeting all students. - The teacher checks the student attendant list. - The teacher asks questions to generate the initial	√ √ √ √
Learning process (Main Activities)			

		knowledge that students have about the material 4. the teacher tells the students to download the youtube music application as an English teaching tool.	
--	--	--	--

Learning evaluation (Closing)	• Knowing teachers learning strategies/models used. • students use specialised strategies (e.g., repeated listening, writing down lyrics) to understand the song • students discuss the song with their friends	1. Assess the level of student participation and engagement during the learning process using the youtube music app. 2. students listen	√ √ √
--	---	---	----------------------------

	after listening	to the song repeatedly and remember the lyrics without having to write or take notes.	
		3. Observe how students convey their opinions and whether	

		r they can respon d to argume nts from their peers.	
	Knowing the evaluation of learning given by the teacher.	1, how to evaluate teachers using written tests and direct observation in assessing students	√

Appendix 2

Test Liric Songs

This test aims to measure students' understanding of song lyrics. investigating participants' listening skills. Strengthen understanding of vocabulary and sentence structure in English. Measure how well participants can understand and remember the lyrics after listening to the song through the YouTube Music application.

"Perfect" Missing Lyrics Test

Instructions: Complete the missing lyrics below with the correct words based on

the song "Perfect."!

I found a love for me

Darling, just dive right in and follow my _____

Well, I found a girl, beautiful and _____

I never knew you were the someone waiting for me

'Cause we were just kids when we fell in _____

Not knowing what it was

I will not give you up this time

Darling, just hold my _____

Your heart is all I own

And in your _____ I'm holding mine

Baby, I'm dancing in the _____

With you between my arms

Barefoot on the grass, listening to our _____

When you said you looked a mess

I whispered underneath my _____

But you heard it, you look perfect tonight

Answer After participants complete the test, they can compare their 'answers with the original lyrics to evaluate their understanding of the songs

Appendix 3

Test assignment worksheet

Wednesday, 09 October 2024

"Perfect" Missing Lyrics Test

Complete the missing lyrics below with the correct words based on.

Darling, just dive right in and follow my lead ✓
Well, I found a girl, beautiful and sweet ✓
'Cause we were just kids when we fell in love ✓
Darling, just hold my hand ✓
And in your eyes, I'm holding mine ✓
Baby, I'm dancing in the dark ✓
Barefoot on the grass, listening to our favorite song ✓
I whispered underneath my breath ✓

Nama: Zahrah Putri Andini
Kelas: X DICI 2
No: 35

100

Scanned with CamScanner

Wednesday 9 Okt 2024

Perfect Song

No. 1

Date:

I Found a love for me

Darling, Just dive right in and follow my lead

Well, I found a girl, beautiful and Sweet ✓

I never knew you were the Someone waiting for me

Cause we were just kids when we fell in love ✓

Not knowing what it was

I will not give you up this time

Darling, Just hold my Slow, x

Your heart is all I own ✓

And in your eyes I'm holding mine ✓

$$7 \times 10 = 70 + 2$$

Baby, I'm dancing in the dark ✓

$$= 90$$

With you between my arms

Barefoot on the grass, listening to our Favorite Song ✓

When you said you looked a mess

I whispered underneath my breath

But you heard it, you look Perfect tonight

Name : Indah Setyaning Pramesti

Class : XDKU 2

No. A : 14

Scanned with CamScanner

Make your self proud

Sains Nur / 32 / KPKV.2

Date: _____

I found a love for me
Darling, just dive right in and follow my lead x
Well, I found a girl, beautiful and sweet
I never knew you were the someone waiting for me
Cause we were just kids when we fell in love
Not knowing what it was
I will not give you up this time
Darling, just hold my hand
Your heart is all I own
And in your ~~eyes~~ your I'm holding mine
Baby I'm dancing in the dark
With you between my arms
Barefoot on the grass listening to our favorite song
When you said you looked a mess
I whispered underneath my breath x
But you heard it, you were perfect to night

$$6 \times 10 = 60 + 20$$

$$= 80$$

Rabu, 9 Oktober 2024

Date: _____

Nama: Akbar Ananda P.W

$$1 \times 10 = 10 + 20$$

Perfect

$$= 30$$

I FOUND A LOVE FOR ME
OH, DARLING JUST DIVE RIGHT IN
AND FOLLOW MY LEAD v

Appendix 4

Score Test

Number	Student According to the Absence	Score
1	Student 1	100
2	Student 2	80
3	Student 3	100
4	Student 4	30
5	Student 5	100
6	Student 6	100
7	Student 7	100
8	Student 8	100
9	Student 9	100
10	Student 10	100
11	Student 11	100
12	Student 12	100
13	Student 13	100
14	Student 14	90
15	Student 15	100
16	Student 16	100
17	Student 17	100
18	Student 18	100
19	Student 19	100
20	Student 20	100
21	Student 21	100
22	Student 22	100
23	Student 23	100
24	Student 24	100
25	Student 25	100
26	Student 26	100
27	Student 27	80
28	Student 28	100

29	Student 29	100
30	Student 30	100
31	Student 31	90
32	Student 32	80
33	Student 33	100
34	Student 34	100
35	Student 35	100
36	Student 36	100

Appendix 5

Interview Question

1. How did you first use the youtube music app?
2. Do you enjoy learning using English songs on YouTube music in class?
3. Can you describe your experience listening to English songs on YouTube music?
4. What features on YouTube Music do you find most helpful in your listening skills?
5. Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?
6. Do you prefer listening to songs you already know or discovering new songs? Why?
7. Do you feel your listening skills are good after using this application? If yes, can you explain further?

8. How do you measure your listening progress after using YouTube Music?
9. Are there any obstacles that you experience in listening to English when using the youtube music application and how do you overcome them?
10. Is there anything else you would like to share about your experience using YouTube music to learn English?

Appendix 6

Interview Transcript

Interview Transcript of Student 1

Name : Indah Setyaning

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	I'm happy because I know more English songs from the app,
2.	Do you enjoy learning using English songs on YouTube music in class?	I'm happy, I'm also lazy to open the spotify application

		so it's better to youtube music because it is already listed on the cellphone. So I don't need to download the spotify app or anything else.
3.	Can you describe your experience listening to English songs on YouTube music?	Happy to use the app
4.	What features on YouTube music do you find most helpful in your listening skills?	Lyrics feature. I can tell sometimes if I listen to a song while looking at the lyrics and memorize it while also looking at the lyrics
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	I didn't see the lyrics but used subtitles. And I just listened to it more.
6.	Do you prefer listening to songs you already know	Sometimes we play the same thing over

	or discovering new songs? Why?	and over again, sometimes we want to look for something else so that we know more about what English-language music is.
7.	Do you feel your listening skills are good after using this application? If yes, can you explain further?	It has improved, because I can learn from the lyrics.
8.	How do you measure your listening progress after using YouTube Music?	So it's easier to memorize after seeing the lyrics of the song. Usually, you don't memorize it, so you look at the lyrics to memorize the song.
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and	If we listen in the app, it's like we can't if the phone is off. So it has to be on all the time right and I want the phone to be able to turn off and then be able to move to one screen to

	how do you overcome them?	another. Yesterday I tried it, it didn't work.
10	Is there anything else you would like to share about your experience using YouTube music to learn English?	I have no experience to share. I just enjoy and appreciate the song.

Interview Transcript of Student 2

Name : Kirana Ayu Putri

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	when I want to do an assignment, an English assignment. You have to use a song. I tried the song on YouTube Music. An English song that

		I think I know. I learned from there.
2.	Do you enjoy learning using English songs on YouTube music in class?	Happy. Because English songs on YouTube music are very diverse and the lyrics are easy to understand.
3.	Can you describe your experience listening to English songs on YouTube music?	English songs on YouTube music are like the language so it's easy to remember, so it's like this English, we understand this Indonesian.
4.	What features on YouTube music do you find most helpful in your listening skills?	The lyrics feature is because it is easy to remember the lyrics have the same meaning.
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	Some use it, some don't. The ones I often hear are those that don't use lyrics or subtitles because I already understand the language.

6.	Do you prefer listening to songs you already know or discovering new songs? Why?	Sometimes there are some that I've already heard. Listen to them again and sometimes there are random English songs that I want to know the meaning of in English.
7.	Do you feel your listening skills are good after using this application? If yes, can you explain further?	Yes. Because the lyrics presented can be easily understood with clear and concise language.
8.	How do you measure your listening progress after using YouTube Music?	English progress, previously did not know the meaning of this. So after listening to the song and seeing the lyrics and subtitles, I understand the language better.
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and	Add more songs in English and other languages to make it easier to learn.

	how do you overcome them?	
10	Is there anything else you would like to share about your experience using YouTube music to learn English?	Yes, learning English using YouTube music is like learning while playing. So listening to songs but we know the meaning of the lyrics or from that platform and it can also be used to learn English

Interview Transcript of Student 3

Name : Sania nur Azifah Rizqiyana

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	The first time I was happy because I also happen to like listening to music.

2.	Do you enjoy learning using English songs on YouTube music in class?	I was so happy because I just like listening to music
3.	Can you describe your experience listening to English songs on YouTube music?	The experience was fun and enjoyable because we could read the lyrics. Usually when we listen to music without lyrics, we don't know what's wrong. If we look at the lyrics, we can know what's wrong.
4.	What features on YouTube music do you find most helpful in your listening skills?	The lyrics feature can tell which is right and which is wrong.
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	Yes, I use the lyrics to help understand words that I don't understand
6.	Do you prefer listening to songs you already know or discovering new songs? Why?	I like the ones that are already known so I often hear them and know the lyrics. If it's new, I don't know the lyrics so it's not fun.
7.	Do you feel your listening skills are good after using this	It doesn't increase much because it's not listened to continuously. And

	application? If yes, can you explain further?	it's also rare. If you have time, just keep listening to it.
8.	How do you measure your listening progress after using YouTube Music?	It doesn't improve because I don't listen to it continuously and don't always look at the lyrics. Just listen and enjoy it without paying too much attention to the meaning of the song.
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and how do you overcome them?	Subtitle features
10	Is there anything else you would like to share about your experience using YouTube music to learn English?	Not available

Interview Transcript of Student 4

Name : Oscar Ascension

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	I like listening to music from the YouTube music application.
2.	Do you enjoy learning using English songs on YouTube music in class?	Yes, I enjoy learning English too. And when I hear English songs I feel more enjoyable. Because I think I understand the language better.
3.	Can you describe your experience listening to English songs on YouTube music?	My experience of listening to music has been around for a long time, since the Covid pandemic, there have been no activities, so I listen to English songs

		while improving my English skills for English listening.
4.	What features on YouTube music do you find most helpful in your listening skills?	The feature that helps me in listening is the lyrics because the lyrics can help me understand the words, intonation and language used and can add to my vocabulary and intonation.
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	If the song is not clear enough for me, I use subtitles to understand the meaning of the song and the content of the song
6.	Do you prefer listening to songs you already know or discovering new songs? Why?	I prefer listening to old songs because old songs have a nostalgic feel. And if it's a new song,

		maybe I don't like it at first
7.	Do you feel your listening skills are good after using this application? If yes, can you explain further?	Yes. It really helps me in learning listening and vocabulary in English through this YouTube music
8.	How do you measure your listening progress after using YouTube Music?	I might just improve my listening and language skills
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and how do you overcome them?	Maybe there is a translation feature so that I can better understand languages or words that I don't know the meaning of and can improve my listening skills

10	Is there anything else you would like to share about your experience using YouTube music to learn English?	My experience can improve my skills in English and moreover I can understand
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interview Transcript of Student 5

Name : Akbar Ananda putra wahyudi

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	Can listen and search for songs
2.	Do you enjoy learning using English songs on YouTube music in class?	Happy
3.	Can you describe your experience listening to English songs on YouTube music?	Can and happy

4.	What features on YouTube music do you find most helpful in your listening skills?	English lyrics
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	Lyrics to understand the song
6.	Do you prefer listening to songs you already know or discovering new songs? Why?	Already known
7.	Do you feel your listening skills are good after using this application? If yes, can you explain further?	Increasing, because it's good
8.	How do you measure your listening progress after using YouTube Music?	Improve can be easy to learn English
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and how do you overcome them?	Nothing

10	Is there anything else you would like to share about your experience using YouTube music to learn English?	Actually, English is what makes me happy. But I haven't mastered it yet.

Interview Transcript of Student 6

**Name : DAEVIN CHRISTGRACIO AFIRSTDA
OETOMO**

Class : X DKV 2

NO	Question	Answer
1.	How did you first use the youtube music app?	The first time I used YouTube music, I saw an ad on YouTube that the video was interesting and I tried it
2.	Do you enjoy learning using English songs on YouTube music in class?	I was happy. Because there are interesting features so when I listen to it,

		it's calm and comfortable.
3.	Can you describe your experience listening to English songs on YouTube music?	There used to be an assignment, so I tried opening YouTube Music. I was bored with other apps and just enjoyed it like other apps, more or less the same.
4.	What features on YouTube music do you find most helpful in your listening skills?	Lyrics and subtitles feature. So when listening, look at the lyrics so you don't make mistakes
5.	Do you use lyrics or subtitles when listening? If so, how does it affect your understanding?	Use subtitles so that when singing, you sometimes forget the lyrics, so look at the lyrics so you don't make mistakes

6.	Do you prefer listening to songs you already know or discovering new songs? Why?	I prefer to listen to songs that I already know so I'm comfortable and it's smooth
7.	Do you feel your listening skills are good after using this application? If yes, can you explain further?	Increase your listening. Because I had time to read the subtitles and read the lyrics so I just listened to it.
8.	How do you measure your listening progress after using YouTube Music?	Now when I listen to music, I just listen to the karaoke so I don't see the singer.
9.	Are there any obstacles that you experience in listening to English when using the youtube music application and how do you overcome them?	So far, there hasn't been any, I just like it, if there are subtitles, it's more comfortable.

10	Is there anything else you would like to share about your experience using YouTube music to learn English?	Yes. Youtube music is very helpful in learning English. Especially if you are asked to search for English lyrics, sometimes people are confused, so Youtube music is very helpful.

Appendix 7 Permission Letter

to conduct Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://iik.walisongo.ac.id>

Nomor : 4930/Un.10.3/K/KM.00.11/11/2024

Semarang, 12 November 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.
Kepala Sekolah SMK N 4 Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi
Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Jihan Fatimatu Zahrok
NIM : 2103046065
Semester : 7

Judul Skripsi: "Investigating The Use Of Youtube Music Application in english songs to Enhance
Listening Skill"

Dosen Pembimbing: Awwalia fitrotin izza M.Pd

untuk melakukan penelitian/riset di SMK N 4 Semarang yang Bapak/Ibu pimpin.
Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset
dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang dilaksanakan
pada tanggal 13 – 29 November 2024.

Demikian, atas perhatian dan terakabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



a.n. Dekan,
Kepala Bagian Tata Usaha

Yth Khotimah

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

Appendix 8

Documentation

1.Documentation When Research as Teachers Observe the learning Process



Figure 1.1 Teacher Opening Class





Figure 1.2 Observation Student using Youtube Music Application

2. Documentation when the research conducted interview students. The interview was conducted with students one by one in the class with different participant. (There were a total of 6 Participants interviewed)



Figure 2.1 The interview was conducted with students one



Figure 2.2 The interview was conducted with students Two



Figure 2.3 The interview was conducted with students Three



Figure 2.4 The Interview was Conducted with Student Four



Figure 2.5 The Interview was Conducted with Student Five



Figure 2.6 The Interview was Conducted with Student Six



Figure 2.7 Participants 36 Student at SMK N 4 Semarang.

CURRICULUM VITAE

A. Personal Data

1. Name : Jihan Fatimatu Zahrok
2. Place of Birth : Pati
3. Date of Birth : 16 th June 2003
4. Religion : Islam
5. Gender : Female
6. Address : Wuwur, Gabus, Pati, Central Java
7. Email : jihan2018pati@gmail.com.
8. Phone : 082378480437

B. Formal Educational

1. Bachelor of English Education Department, Faculty of Education and Teacher Training, Walisongo State Islamic University Semarang
2. MA NU Nurul Ulum Jekulo Kudus
3. MTS Nihayaturroghibin Kayen
4. MI SIROJUL HUDA WUWUR
5. RA SIROJUL HUDA WUWUR

C. Informal Education

1. Kresna English Institute

Semarang, 19th March 2025

The Writer,

Jihan Fatimatu Zahrok

2103046065