

**INVESTIGATING STUDENTS' PERCEPTIONS ON THE  
USE OF ENGLISH POPULAR SONGS IN TEACHING  
LISTENING**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Bachelor  
Degree of Education in English Language Education



**By:**

**SAHLA NUR MAGHFIROH**

**1803046069**

**ENGLISH EDUCATION DEPARTMENT  
EDUCATION AND TEACHER TRAINER FACULTY  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
2022**

## THESIS STATEMENT

I am a student with the following identity:

Name : Sahla Nur Maghfiroh

Student Number : 1803046069

Department : English Education

Certify that this thesis entitled:

### **INVESTIGATING STUDENTS' PERCEPTIONS ON THE USE OF ENGLISH POPULAR SONGS IN TEACHING LISTENING**

Is my work. I am completely responsible for the content of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance ethical standards.

Semarang, 27 December 2022

The Researcher,



**Sahla Nur Maghfiroh**

**1803046069**

# RATIFICATION



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

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

## RATIFICATION

Thesis with the following identity:

Title : Investigating Students' Perceptions on The Use of English  
Popular Songs in Teaching Listening

Name : Sahla Nur Maghfiroh

Student Number : 1803046069

Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.


Semarang, 27 December 2022

### THE BOARD OF EXAMINERS

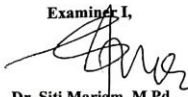
Chairperson,

  
**Dr. Siti Tarwiyah, M.Hum**  
NIP. 19721108 199903 2 001

Secretary,


  
**Dra. Nuna Mustikawati Dewi, M.Pd**  
NIP. 19650614 199203 2 001

Examiner I,


  
**Dr. Siti Mariam, M.Pd**  
NIP. 19650727 199203 2 002



Examiner II,

  
**Nadiyah Ma'mun, M.Pd**  
NIP. 19781103 200701 2 016

Advisor,

  
**Dra. Nuna Mustikawati Dewi, M.Pd**  
NIP. 19650614 199203 2 001

## ADVISOR NOTE



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

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

### ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty  
Walisongo Islamic State University Semarang

Assalamualaikum Wr. Wb.

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

Name of Student : Sahla Nur Maghfiroh

Student Number : 1803046069

Department : English Education

Title : **Investigating Students' Perceptions on the Use of English  
Popular Songs in Teaching Listening**

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

Wassalamu'alaikum wr. wb.

Semarang, 16 Desember 2022

Advisor,

**Dra. Nuna Mustikawati Dewi, M.Pd.**

**NIP. 19650614 199203 2 001**

## **DEDICATION**

This thesis is dedicated to:

1. Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.
2. My beloved parents (Mr. Mulyo Waskito and Mrs. Retno Wati) who always give me endless support, advice and prays.
3. My beloved brothers (Ikhwan Nurulloh, Hafidz Rizqulloh, Muhammad Alfatih)
4. All of my friends who always give support and prays.

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

For indeed, with hardship [will be] ease. (QS. Al Inshirah 94: 5)

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Indeed, with hardship [will be] ease. (QS. Al Inshirah 94: 6)

## ABSTRACT

Title : **Investigating Students' Perceptions on the Use of English Popular Songs in Teaching Listening**  
Name : Sahla Nur Maghfiroh  
Students number : 1803046069

Learning listening skill is not as easy as one might think. In the case of Indonesian students, they have difficulty learning English because their mother tongue is very different from English. In addition, unfamiliar vocabulary is also a factor causing students' difficulties in learning English. The difficulty of learning new vocabulary in English makes students have a perception about the use of songs in English. The previous research only focused on the effect of English songs on students' vocabulary learning. This study aims to explain the implementation of using English popular songs in teaching listening and to describe students' perception of using English popular songs in teaching listening. This study used qualitative method with descriptive research design. The participants in this study were students of Senior High School class XI Social 3 which consisted of 36 students. Data collection techniques were carried out by observation and interviews. The results showed that students give a good response when the teacher applies the use of English popular songs in teaching listening. Also, students had positive perceptions during the learning process, so English songs have succeeded in motivating students to learn English. Thus, it can be concluded that the use of English popular songs is particularly appropriate for EFL students' practice of their listening skills. Therefore, this study can motivate teachers to better understand what students need and to be able to communicate it to students.

**Keywords:** *English popular songs, Students' perceptions, Teaching listening*

## ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim,*

*Alhamdulillah* All praises to Allah SWT who is the most Gracious and the Most Merciful, the Almighty God for the blessing, kindness, and inspiration, so that the writer can complete the thesis entitled **INVESTIGATING STUDENTS' PERCEPTIONS ON THE USE OF ENGLISH POPULAR SONGS IN TEACHING LISTENING.**

*Sholawat* and *salam* are always offered to the prophet Muhammad SAW who has brought us to this bright era.

The researcher realizes that this thesis cannot be completed without guidance, support, advice, help, and encouragement from many parties. Therefore, with all due respect, the researcher would like to express the deepest appreciation to:

1. Dr. KH. Ahmad Ismail, M.Ag., M. Hum., the dean of Education and Teacher Trainer Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhilah. S.Pd.I, M.Pd., the head of English Education Department of Education and Teacher Trainer Faculty of UIN Walisongo Semarang.



3. Dra. Nuna Mustikawati Dewi, M.Pd., the advisor, who had responsibility for her patience in providing careful guidance, helpful correction, good advice as well as suggestion, and encouragement during consultation.
4. All of the lectures in the English Education Department of Education and Teacher Trainer Faculty of UIN Walisongo Semarang.
5. My beloved parents and my brothers who always give me endless support and prayers.
6. Sri Ati, S.Pd., M.Pd., the headmaster of SMA Negeri 2 Slawi, who had given the permission to conduct this research.
7. Heni Triyana, S.Pd., the English Teacher of SMA Negeri 2 Slawi, who had guided and helped patiently during research.
8. My friends in UIN Walisongo Semarang, especially PBI B 2018 always support and pray for me.
9. My friends in Kos S25 who always give me support and advice.
10. The last but not least, those who cannot be mentioned one by one always have a part throughout the research. Thank you very much.

Furthermore, the writer realizes that this thesis is still far from being perfect. So, it requires any suggestions and criticisms in order to make this thesis better. The writer hopes this thesis can be useful for improvement of English teaching and learning process, especially for

the writer and for the readers in general. May Allah always provide the best way for us. Amen.

Semarang, December 2022

The writer,

**Sahla Nur Maghfiroh**

1803046069

## TABLE OF CONTENTS

THESIS STATEMENT .....	i
RATIFICATION .....	ii
ADVISOR NOTE .....	iii
DEDICATION .....	iv
MOTTO.....	v
ABSTRACT .....	vi
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENTS .....	x
LIST OF TABLES .....	xii
LIST OF PICTURES .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I INTRODUCTION .....	1
A. BACKGROUND OF THE RESEARCH .....	1
B. RESEARCH QUESTIONS.....	8
C. RESEARCH OBJECTIVES.....	9
D. PEDAGOGICAL SIGNIFICANCE.....	9
E. LIMITATIONS OF THE STUDY .....	10
CHAPTER II REVIEW OF RELATED LITERATURE.....	11
A. PREVIOUS RESEARCH.....	11
B. LITERATURE REVIEW .....	16
1. Teaching Listening for EFL Learners .....	16
2. English Popular Songs for Teaching Listening.....	25
3. Students' Perception .....	28
C. CONCEPTUAL FRAMEWORK.....	41

CHAPTER III RESEARCH METHODOLOGY .....	43
A. RESEARCH DESIGN .....	43
B. PARTICIPANTS AND SETTING .....	45
C. SAMPLE .....	45
D. METHODS OF COLLECTING DATA .....	47
E. INSTRUMENTS .....	52
F. METHODS OF ANALYZING DATA .....	55
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS .....	60
A. RESEARCH FINDINGS .....	60
1. The implementation of the Use of English Popular Songs in Teaching Listening .....	60
2. Students' Perceptions of The Use of English Popular Songs in Teaching Listening .....	72
B. DISCUSSIONS .....	75
1. The implementation of the Use of English Popular Songs in Teaching Listening .....	75
2. Students' Perceptions of The Use of English Popular Songs in Teaching Listening .....	79
CHAPTER V CONCLUSION AND SUGGESTION .....	82
A. CONCLUSION .....	82
B. SUGGESTION .....	83
REFERENCES .....	85
APPENDIX .....	93

## **LIST OF TABLES**

Table 3.1 Observational Guide Grid For Teachers on The Implementation of English Popular Songs .....	53
Table 3.2 Interviews Guide Grid For Students' Perceptions on The Use of English Popular Songs In Teaching Listening .....	54
Table 4.1 The Result of Tachers' Observation.....	61

## **LIST OF PICTURES**

Picture 2.1 The Conceptual Framework.....	41
---	----

## **LIST OF APPENDICES**

Appendix 1 Observation Sheet.....	93
Appendix 2 Song Analysis .....	103
Appendix 3 Interviews Questions .....	106
Appendix 4 Interviews Transcript.....	107
Appendix 5 Research Permission Letter .....	128
Appendix 6 Research Letter .....	129
Appendix 7 Documentations of The Activity .....	130

# CHAPTER I

## INTRODUCTION

This chapter discusses about research background, research questions, research objectives, pedagogical significance, and limitation of the study.

### A. BACKGROUND OF THE RESEARCH

English is the most commonly used language for communication in the world. The importance of the English language in a globalized world cannot be denied or ignored. It plays an important role in many areas, including medicine, engineering, and education. Learning English can help people progress and get more career opportunities. Nowadays, the employment global market requires employees who can communicate with partners and customers around the world. Learning English is an important step forward for all goals to be achieved.<sup>1</sup> This means that English not only acts as a communication tool but also makes it easier for people to adapt to the environment and work both in the present and future.<sup>2</sup>

English requires four basic skills and one of them is listening. Listening is a receptive skill along with reading which is defined as the activity of paying attention to the

---

<sup>1</sup> Niyozova Aziza Ilyosovna, "The Importance of English Language," *International Journal On Orange Technologies* 02, no. 01 (2020): 3.

<sup>2</sup> Erlangga Putra, "The Importance of Learning English Nowadays," *Institut Teknologi Sepuluh Nopember*, November 2020, 8.



speaker and trying to find meaning from something that is heard. Listening is the most important language skill and also a part of communication.<sup>3</sup> So, listening is not just about “going from the right ear to the left ear” or vice versa. There are serious processes that cannot be achieved by habits, reflexes, and instincts alone. Listening demands being able to understand input language. Broughton states that listening requires active participation in communication between participants and receptiveness to understand the message.<sup>4</sup>

Learning listening skills is not as easy as one might think. The best way to understand people is to listen. People need to hear a different kind of English repeatedly and continuously if they want to communicate correctly, meaningfully, and naturally. Since it can be inferred without hearing, someone cannot acquire language because listening provides language input. Listening in a foreign language is very important because listening skills play an important role in students’ English skills development.<sup>5</sup> A study by Kajiura said

---

<sup>3</sup> Ni Luh Gede Windy Lestary, “The Use of Songs to Improve Students’ Listening Comprehension Ability,” *Yavana Bhasha: Journal of English Language Education* 2, no. 2 (August 23, 2019): 34, <https://doi.org/10.25078/yb.v2i2.1024>.

<sup>4</sup> Neri Permata Sari and Santi Susilowati, “Improving Listening Skill Using Learn English By Listening Application,” *PROJECT (Professional Journal of English Education)* 2, no. 4 (July 4, 2019): 455, <https://doi.org/10.22460/project.v2i4.p455-460>.

<sup>5</sup> Darti and Andi Asmawati, “Analyzing Students’ Difficulties Toward Listening Comprehension,” *ETERNAL (English, Teaching, Learning and Research Journal)* 3, no. 2 (December 30, 2017): 206–20,

that the development of listening skills is very important for EFL learners because English is not their mother tongue.<sup>6</sup> For learners, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this happens by listening to the teacher, a CD, or other learners. It is the process of interpreting messages about what people say.<sup>7</sup>

In learning listening skills, there are many conveniences as well as difficulties. Difficulties in learning to listen are influenced by several factors. Many learning problems are caused by the difference in elements found between the two languages, namely the first language and the target language. In the case of Indonesian students, they have difficulty learning English because their mother tongue is very different from English. In addition, unfamiliar vocabulary is also a factor causing students' difficulties in learning. Indonesian students' level of English communication is considered low and unsatisfactory. Although it may be different for each student, in general, the areas and levels of

---

<https://doi.org/10.24252/Eternal.V32.2017.A9>.

<sup>6</sup> Mayumi Kajiura et al., "Brain Activity Predicts Future Learning Success In Intensive Second Language Listening Training," *Brain and Language* 212 (January 2021): 104839, <https://doi.org/10.1016/j.bandl.2020.104839>.

<sup>7</sup> Abeer Abou Ali, "Using English Songs to Improve Young Learners' Listening Comprehension," *International Journal of English Literature and Social Sciences* 5, no. 4 (2020): 949–59, <https://doi.org/10.22161/ijels.54.19>.

difficulty they face are almost the same.<sup>8</sup> A study conducted by Alzamil found that listening is ranked as the most challenging. The results of this study show that students face several challenges in learning to listen. This is due to the speaker's pronunciation and speed, insecurities, lack of vocabulary, and information about the topic being discussed. This study recommends students listen to the language as it is spoken to improve their listening skills effectively.<sup>9</sup>

Students need to improve their listening skills not only in the classroom.<sup>10</sup> Therefore, English teachers in Indonesia requires to be able to pay more attention to students' interests and create more opportunities for students to hear English from anywhere and anyone. Not only that, but the teacher must also be good at making activities that make students use their English skills continuously so that students become more confident.<sup>11</sup> However, it should be recognized that all types of

---

<sup>8</sup> Dwi Poedjiastutie et al., "Does Curriculum Help Students to Develop Their English Competence? A Case in Indonesia," *Arab World English Journal* 9, no. 2 (June 15, 2018): 175–85, <https://doi.org/10.24093/awej/vol9no2.12>.

<sup>9</sup> Jwahir Alzamil, "Listening Skills: Important but Difficult to Learn," *Arab World English Journal* 12, no. 3 (September 15, 2021): 366–74, <https://doi.org/10.24093/awej/vol12no3.25>.

<sup>10</sup> Stephanie O Solanon et al., "Heeding to English Music and Songs Enhances Listening Skills," *International Journal of New Economics and Social Sciences* 2, no. 12 (2020): 13, <https://doi.org/10.5604/01.3001.0014.6887>.

<sup>11</sup> Poedjiastutie et al., "Does Curriculum Help Students to Develop Their English Competence? A Case in Indonesia."

listening activities need to be properly taught with clear goals.

In language teaching, listening is the main component because in the classroom students do more listening than speaking.<sup>12</sup> Therefore, teaching listening skills is the basis for the development of other language skills.<sup>13</sup> On the contrary, a large number of published courses show that in language teaching and practice listening is still considered the least important skill in the classroom. A study by Lestary said that in teaching, teachers tend to prioritize speaking, reading, and writing skills. Meanwhile, in the classroom, students have to listen carefully and attentively to teachers and class discussions to understand and retain the information they have received.<sup>14</sup> Moreover, students' ability to communicate correctly and naturally in English is a long-term goal because English proficiency is a major requirement in today's globalization trends. Before being a good speaker of the language, we need to be good listeners first. If a student can catch the meaning of what they hear in English well, it shows that they have mastered English.

---

<sup>12</sup> Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability."

<sup>13</sup> Ali, "Using English Songs to Improve Young Learners' Listening Comprehension."

<sup>14</sup> Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability."

English song is one of the most common but unique activities for language learning that can play important roles in the use of English, such as creating a fun learning environment to stimulate language learning in learning English.<sup>15</sup> The main purpose of using songs is to introduce and improve English. Songs can provide attractive instructional media in learning activities. The use of songs is commonly used by younger learners to improve motivation and facilitate learning of new words, and grammar, and develop listening skills.<sup>16</sup>

The reason why the researcher chose this topic is because with perception there will be answers that can be analyzed. Perception is also a factor that influence students in creating a good environment for their teaching and learning activities. In addition, the researcher chose popular English songs because by listening to English songs students could train their hearing to get used to listening to English words. English popular songs can motivate students because of their appeal and the presence of these songs in their lives can reflect their own experiences or views on English songs. The use of English popular songs is an option because they are very familiar to

---

<sup>15</sup> Shuqiong Luo, "Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou," *International Journal of Information and Education Technology* 9, no. 11 (2019): 843–48, <https://doi.org/10.18178/ijiet.2019.9.11.1315>.

<sup>16</sup> Solanon et al., "Heeding to English Music and Songs Enhances Listening Skills."

students. The fact that students enjoy listening to English popular songs will make them put more effort into learning. Students will be motivated to learn what they are interested in without any coercion.

The research conducted by Shuqiong Luo found the phenomenon that singing English songs to learn English words can be a scenario for English teachers to be used in practical English lessons and useful for students' interest in learning English vocabulary. Choosing appropriate teaching materials is needed because many popular English songs are not suitable for learning. However, based on research, students find it difficult to learn new things English words, especially to memorize them during exams in High school which often demand difficult vocabulary. As a result, some students feel pressured or lose interest in learning English step by step.<sup>17</sup>

The existence of learning difficulties and the difficulty of learning new vocabulary in English makes students have a perception about the use of songs in English. Therefore, this case will be a gap between previous research and the current study. Besides, previous research only focused on the effect of English songs on students' vocabulary learning, but the current study also wants to investigate the use of songs during learning from the perspective of students by using students' perceptions

---

<sup>17</sup> Luo, "Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou."

as the main tool for revealing the results. Not only considering the use of English songs, students are also considered has a significant role in learning a language in order to make a good result in the teaching-learning activity, especially in listening. Perception depends on how one interprets things that happen from someone's point of view. In human perception, there are different points of view in sensing. Some think that something is positive or negative perceptions that will affect humans.

From the background of the problem above, the results of this study are expected to motivate teachers to better understand what students need and to be able to communicate it to students so that the learning process can be more enjoyable and students can more easily understand in learning English, especially in listening skills. Accordingly, the researcher conducted research entitled **“Investigating Students’ Perceptions on the Use of English Popular Songs in Teaching Listening”**

## **B. RESEARCH QUESTIONS**

1. How is the implementation of using English popular songs in teaching listening?
2. What are students’ perceptions of using English popular songs in teaching listening?

### **C. RESEARCH OBJECTIVES**

1. To explain the implementation of using English popular songs in teaching listening.
2. To describe students' perception of using English popular songs in teaching listening.

### **D. PEDAGOGICAL SIGNIFICANCE**

There are theoretical and practical benefits from this research as follows:

1. The theoretical benefits.

This research is expected to be used as a contribution of knowledge in the use of popular songs in English lessons to teach listening skills. Provide input for all of us about the use of popular English songs for learning English, especially in teaching listening.

2. The practical benefits.

- a. Teachers

The results of this study can be a source of information for teachers about students' perceptions of using English popular songs in teaching listening. Both negative and positive perceptions by students in the learning process will have an impact on student learning outcomes. To motivate teachers to better understand what students need and to be able to communicate it to students. So that the learning



process can be more enjoyable and students can more easily understand in learning English.

b. Students

The results of this study are expected to be information for students about the existence of English popular songs. It can help students face difficulties in learning English and have a positive impact on improving their listening skills.

c. Researchers

The results of this study are expected to be used as the basis for further research, especially those related to students' perceptions of English popular songs.

## **E. LIMITATIONS OF THE STUDY**

This research is mainly focused on describing and explaining what is the students' perceptions of the use of English popular songs in teaching listening to class XI at Senior High School 2 Slawi. Besides that, the researcher also discussed how the teacher and students were during a teaching-learning activity, especially in the listening session. This study involved participants from class XI IPS 3, and 10 of them were selected to participate in interviews for data collection.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter presents three theoretical reviews related to the research. These theories can provide information that is used to answer questions about research, previous research and conceptual framework related to the title of this research.

#### **A. PREVIOUS RESEARCH**

Many studies have been done in the field. A study conducted by Stephanie O. Solanan et al entitled “Heeding to English Music and Songs Enhances Listening Skills” in 2020. This study was conducted to determine whether listening to English music and songs improves students’ listening skills. This study uses a phenomenological qualitative method and uses a focus group with in-depth interviews as the instrument. The results showed that the participants were not genre oriented. They chose English music and song by themselves and can be under the influence of peers. Listening to English music and songs can stabilize them emotionally and sharpen their thinking and language skills. Also, they can linguistically recognize dialect changes and distinguish properly enunciated English words.<sup>18</sup> The similarity between this study and the current study is that both topics are researching the use of songs

---

<sup>18</sup> Solanon et al., “Heeding to English Music and Songs Enhances Listening Skills.”

on listening skills and using qualitative methods. While the difference is that the focus of this study was on improving listening skills, while the focus of the current study is on students' perceptions.

A study by Ali, A. A. about "Using English Songs to Improve Young Learners' Listening Comprehension" was conducted in 2020. This study is an experimental study conducted on people who use Arabic as their first language. The survey was conducted on 80 young students in grades 3 and above. The research used a quantitative method. Research data were collected using three instruments to determine the effectiveness of the use of songs to improve students' listening comprehension in the first cycle, there is structured interviews, pre-test and post-test, and questionnaire. The results show that their listening skills develop by using songs despite many inhibiting factors. Most young learners enjoy and find it helpful to learn English by listening to songs.<sup>19</sup> The similarity between this study and the current study is that both topics are researching the use of songs on listening skills. While the difference is the focus of this study was on improving listening skills and using the quantitative method, while the focus of the current study is on students' perceptions using the qualitative method.

---

<sup>19</sup> Ali, "Using English Songs to Improve Young Learners' Listening Comprehension."

This research was conducted in 2019 by Shuqiong Luo with the title “Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou”. This study aims to investigate how singing English songs affects the learning effects of junior high school students and their interest in English vocabulary in Guangzhou, China. Data were collected from fifty participants in Guangzhou by interview and pre-test as well as post-test. This research uses mixed methods, namely qualitative and quantitative methods. The results show that singing English songs has benefits for the effectiveness of student learning and interest in learning English vocabulary in high school.<sup>20</sup> The similarity between this study and the current study is that both topics are researched English songs. While the difference is the focus of this study was on its effect on vocabulary learning, while the focus of the current study is on students’ perception of the use of English songs.

This research was conducted by Suharti Siradjuddin and Muhammad Yahrif with the title “Students’ Perception of Listening Materials at University” in 2021. This research was conducted on students at an Indonesian university with 2nd-semester students as participants. This study aims to assess students’ perceptions of the listening material used in listening

---

<sup>20</sup> Luo, “Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou.”

classes in English education programs. A qualitative approach was used as a method and to collect data the instruments used were questionnaires and interviews. The results of this study indicate that there are positive opinions from students regarding listening teaching materials used in class. In addition, several potential problems were identified with the use of listening materials. However, the improvement of better listening material was implied in all the perceptions obtained from the participants.<sup>21</sup> The similarity between this study and the current study is that both topics are researching students' perceptions. While the difference is the focus of this study was on listening materials, while the focus of my research is on teaching listening.

The research entitled "Students' Perception on the Use of Podcasts in Teaching Listening" in 2021 by Rahmiyati et al. This study was conducted to determine students' perceptions of the use of podcasts in teaching listening. The design of this study used a quantitative descriptive method. To collect data, the researcher used a questionnaire to ensure that the student's initial outcome was their perception of podcasts in teaching listening. As a result, students have positive perceptions

---

<sup>21</sup> Suharti Siradjuddin and Muhammad Yahrif, "Students' Perception of Listening Materials at University," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (December 19, 2021): 578–88, <https://doi.org/10.24256/ideas.v9i2.1998>.

regarding the use of podcasts in teaching listening.<sup>22</sup> The similarity between this study and the current study is that both topics are researching students' perceptions. While the difference is that the focus of this study was on the use of podcasts, while the focus of my research is on the use of English songs.

This research was conducted by Geminastiti Sakkir et al with the title "Students' Perceptions toward Using YouTube in EFL Classrooms" in 2021. This study aims to identify students' perceptions of the use of YouTube in the English learning process at the Faculty of English Education at Makassar State University. The data was collected using a questionnaire to measure student perceptions of YouTube's use in EFL lessons. In analyzing the data, this study used a quantitative descriptive method. This survey shows that the majority of students show a positive perception and desire to use YouTube in EFL lessons. Youtube helps them fulfill their obligations.<sup>23</sup> The similarity between this study and the current study is that both topics are researching students' perceptions.

---

<sup>22</sup> Rahmiyati, Merry Prima Dewi, and Eliza, "Students' Perception on the Use of Podcast in Teaching Listening," *ELP (Journal of English Language Pedagogy)* 6, no. 1 (January 21, 2021): 23–32, <https://doi.org/10.36665/elp.v6i1.362>.

<sup>23</sup> Geminastiti Sakkira, Syarifuddin Dollah, and Jamaluddin Ahmad, "Students' Perceptions toward Using YouTube in EFL Classrooms," *Journal of Applied Science, Engineering, Technology, and Education* 2, no. 1 (2020): 10, <https://doi.org/10.35877/454RI.asci2125>.

The difference is that the focus of this study was on the use of Youtube, while the focus of my research is on the use of English songs.

## **B. LITERATURE REVIEW**

In this chapter, several topics are presented that are relevant to investigating teaching listening, English popular songs, and students' perceptions in the current literature and research.

### **1. Teaching Listening for EFL Learners**

#### **a. Definition of Teaching Listening**

According to Hamalik, teaching can be defined as the delivery of an experience to students or an effort to provide tutoring to students.<sup>24</sup> Meanwhile, Usman stated that teaching in principle is guiding students in teaching and learning activities. It can also be an effort to organize the environment, which is defined by students and teaching materials that ultimately occur for the learning process to occur.<sup>25</sup> In teaching English as a foreign language, teachers must be able to engage the ability to convey English clearly and

---

<sup>24</sup> Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2016).

<sup>25</sup> Moh Uzer Usman, *Menjadi Guru Profesional* (Bandung: Remaja Rosda Karya, 1990).

interestingly.<sup>26</sup> According to Tarigan Listening is a process that includes activities of listening to the sounds of language, identifying, interpreting, assessing, and reacting to the meanings contained in them.<sup>27</sup> Meanwhile, Nunan defines listening as an active and meaningful process of making sense of what is heard.<sup>28</sup>

Unlike many people who believe that listening is a passive skill and is generally classified as a receptive skill; Listening is a very active skill. Listening is a process that is difficult to know because it occurs within the listener. When people listen to something, they acquire information and react to that information by relating or contradicting the new information with information contained in their previous experiences or their ideas.<sup>29</sup> Listening starts with someone's recognition of and interest in sounds or speech patterns (receiving), proceeds through identification and recognition of particular auditory signals (decoding),

---

<sup>26</sup> “What Is TEFL | Teaching English as a Foreign Language,” August 12, 2014, <https://www.eslteacheredu.org/what-is-tefl/>.

<sup>27</sup> Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008).

<sup>28</sup> Lestary, “The Use of Songs to Improve Students’ Listening Comprehension Ability.”

<sup>29</sup> Lestary.



and leads to comprehension (understanding).<sup>30</sup> It can be concluded that listening is a complex gradual process in which spoken language is transformed or converted into understanding in the brain.

Teaching listening is an effort to provide learning guidance on listening skills to students. Listening serves as the foundation of language acquisition, providing auditory input that enables learners to interact in verbal communication. Effective language teachers teach students how to adjust their listening habits to handle different situations, types of input, and listening goals. These help students develop different listening strategies and find the right one for each listening situation.<sup>31</sup>

#### **b. The Implementation of Teaching Listening as a Foreign Language**

English has been considered as the first foreign language in Indonesia. In this regard, Indonesia has taught EFL (English as a foreign language) at almost all school levels, starting from elementary to high

---

<sup>30</sup> Robert Heinich et al., *Instructional Media and Technologies for Learning* (Pearson Education, 2002).

<sup>31</sup> Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability."

school.<sup>32</sup> As stated 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, the learning process in educational units is held interactively, inspiring, fun, challenging, and motivating students to participate actively. The implementation of learning is the implementation of the lesson plan. The implementation of learning in each school involves three aspects: introduction/preparation, learning process/core activities, and learning evaluation/closing.

- a. In the introductory activity, the teacher prepares the participants psychologically and physically to follow the learning process, asks questions that relate previous knowledge to the material to be studied, explains the learning objectives or basic competencies to be achieved, conveys the scope of the material and explain the description of activities according to the syllabus.
- b. The core activities include the use of learning models, learning methods, learning media, and

---

<sup>32</sup> Nuna Mustikawati Dewi and Lulut Widyaningrum, "Pendampingan Penguatan Literasi Bahasa Inggris Anak melalui 'Multiple Stories-Reading,'" *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan* 18, no. 1 (October 16, 2018): 143, <https://doi.org/10.21580/dms.2018.181.2918>.

learning resources that are tailored to the characteristics of students and subjects by the teacher.

- c. In the closing activity, the teacher and students both individually or in groups reflect on learning and delivering the lesson plan at the next meeting.<sup>33</sup>

As a teacher, it is necessary to understand that all students have limitations in their ability to process information.<sup>34</sup> When teaching listening skills, teachers must keep in mind that it takes most people a while to tune in before they start listening well. Students need to give their full attention and have some practice before they can handle detailed information in a foreign language. So, teachers need to be able to start with warmer activities lasting a few minutes. Such as giving motivation or linking an event with listening activities that are often done by students. This is done to help students feel relaxed and ready to accept learning.<sup>35</sup> Listening should be completed in actual

---

<sup>33</sup> Regulation of the Minister of National Education of the Republic of Indonesia, No. 41 of 2007.

<sup>34</sup> Steven Brown, *Teaching Listening* (US: Cambridge University Press, 2006).

<sup>35</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Hoboken, N.J.: Chichester: For Dummies; John Wiley [distributor], 2009).

time; there may be no second chance, unless, of course, the listener especially asks for repetition. Listening also involves understanding all types of tone reduction and word mixing.<sup>36</sup>

**c. The Principles of Teaching Listening**

A learning strategy is required for the learning activities that teachers and students must carry out to effectively and efficiently achieve learning objectives. A listening strategy is a technique or activity that directly contributes to comprehension. Listening strategies can be categorized based on how the listener processes input. There are several principles that teachers must consider if they wish to teach listening comprehension. Nunan suggests the following principle for teaching listening, those are:

- a. Expose students to different ways of processing information: bottom-up vs. Top-down.

In understanding listening skills, there is information that has been received and processed. The information processing system consists of two, bottom-up and top-down processing. The difference is based on the way students try to understand what they are listening to.

---

<sup>36</sup> Brown, *Teaching Listening*.

- a) In bottom-up processing, students focus on parts such as words, grammar, and the like which are then used to understand what they have heard.
- b) In top-down processing, where students use their background knowledge, both content schemes (general information based on previous learning and life experiences) and textual schemes (awareness of the type of information used in certain situations).

Students need bottom-up and top-down processing skills in listening. So, combining these two approaches is the most effective way to help students learn English through brainstorming before listening. Top-down and bottom-up processes work together to produce more comprehensive information.

- b. Expose students to a different type of listening  
Listening in different ways is always accompanied by purpose. For example, listening to songs for pleasure or learning. Providing a variety of different listening experiences can help listeners focus on the listening material as intended. Any discussion of the listening task should include consideration of the type of listening. There are

two types of listening that are often used, namely listening to specific information and listening globally.

- a) Specific listening usually involves capturing specific information such as a specific name, time, and speech format.
- b) Global listening is where students understand in a more general way or seek more general information such as identifying main ideas or noting sequences of events.

Listening to specific information and listening to global are two important types of listening. Global listening is used to find out what information is in it. Meanwhile, listening specifically will occur when students listen to something that seems important and then focus on getting specific information.

c. Teach a variety of tasks

The listening task should take into account the student's condition. Learners complete the task while listening, so the task itself mustn't require too much production. Tasks with too much output cannot be completed in real-time, and when a student gives an incorrect answer, the teacher determines whether the student does not

understand what they are listening to or simply does not express an understanding. Another reason for short, focused tasks is that listening puts a strain on working memory. According to Just and Carpenter's (Nunan, 2003) capacity hypothesis, when hearing a second or foreign language, people need to process not only the meaning of the words they hear but also the language itself. This can lead to overload. If the task itself makes listening more complicated, the learner will not be able to understand, remember and do what is required.

- d. Always consider the difficulty of the material  
The biggest difficulty in learning listening skills is the speed of the speaker. Each speaker certainly has a different speech rate and that causes listeners cannot to comprehend while learning. The most appropriate solution is to pause from time to time so that the listener can listen more carefully and absorb more information. It is better to do this than decrease the speaking speed of the listening material because it will hinder the authenticity of the material.<sup>37</sup>

---

<sup>37</sup> David Nunan, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003).

## 2. English Popular Songs for Teaching Listening

In listening learning itself, the media used for learning is considered to be very important to more easily achieve the learning goals that the teacher conveys.<sup>38</sup> Media is a means of communication and information resources that can create an interesting classroom. In general, media education covers all modern forms of communication that have evolved since the late 19th century, including television, movies, radio, the music industry, newspapers, magazines, the comics industry, advertising, and electronic media such as the Internet and mobile phones which function as one of the ways to entertain and spread news or information to many people.<sup>39</sup> There are so many tools that can be used in teaching listening, such as; CD players or digitally recorded material formats, tape recorders, and MP3s.<sup>40</sup>

---

<sup>38</sup> Iqbal Yusca Ismail and Vismaia Damayanti, "Use of Songs Media in Listening Learning in Class III Elementary School," *International Journal of Science and Applied Science: Conference Series* 3, no. 1 (December 11, 2019): 63, <https://doi.org/10.20961/ijscs.v3i1.32458>.

<sup>39</sup> Jon Davison and Jane Dowson, eds., *Learning to Teach English in the Secondary School: A Companion to School Experience*, 3rd ed, Learning to Teach Subjects in the Secondary School Series (London; New York: Routledge, 2009).

<sup>40</sup> Nur Hari Gede Agustin, "Learning English Through Song," *Jurnal Ilmiah Edukasi & Sosial* 11, no. 1 (2020): 5.



In addition, as is well known, learning a language is not an easy job. Therefore, songs can help and encourage many learners to maintain their interest. Songs are considered as an efficient and motivating approach for foreign language learners.<sup>41</sup> The teacher must be able to determine the right song in learning. With the advancement of technology, EFL students have come into contact with popular culture, and one of the products is popular songs. These popular English songs can be chosen by the teacher to teach listening.

According to Merriam Webster “Song is a short musical composition of words and music”.<sup>42</sup> Song, based on the oxford dictionary, is a short piece of music with words that you sing.<sup>43</sup> Harmer says songs are a powerful stimulus for students to increase their enthusiasm for learning. Songs can change the atmosphere in the classroom and also entertain.<sup>44</sup> The songs are indeed

---

<sup>41</sup> Nadiah Ma'mun, “PROMOTING ENGLISH VOCABULARY OF YOUNG LEARNERS THROUGH SONGS, GAMES, AND STORIES,” *UNNES-TEFLIN National Seminar* 4, no. 1 (2021): 13.

<sup>42</sup> “Song Definition & Meaning - Merriam-Webster,” accessed April 23, 2022, <https://www.merriam-webster.com/dictionary/song>.

<sup>43</sup> “Song Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com,” accessed April 23, 2022, <https://www.oxfordlearnersdictionaries.com/definition/english/song?q=song>.

<sup>44</sup> Armelia Nungki Nurbani, “The Majestic 8: Roles of Song As Lyrical Audio of Listening Media,” *E-LINK JOURNAL* 7, no. 2 (December 30, 2020): 17, <https://doi.org/10.30736/ej.v7i2.333>.

language mixed with rhythm and sounds. Therefore, using songs in English classes could be a successful teaching tool.<sup>45</sup>

Based on Collins Dictionary, a Popular song is a song that is written to have an immediate and wide appeal and is usually popular for only a short time, but that sometimes is of sufficiently high quality to become part of the permanent repertoire of popular music and jazz.<sup>46</sup> In short, a popular song is a type of song that is usually written for commercial purposes and intended to be consumed as an entertainment product by the widest possible audience. Popular song is a powerful cultural and economic force in modern capitalist societies. The growing acceptance of popular songs in the 20th century and their power as a marker for a new era in music history stimulates tremendous optimism.<sup>47</sup> Written to be widely enjoyed and entertained, popular songs dynamically move with the times. Listeners often show interest by moving their bodies in reality or just in their imaginations. It shows that they are attracted to the song

---

<sup>45</sup> Lise Hartmann Sihvola and Susan Gafor, “The Effectiveness of Using Songs and Music to Foster Motivation and Language Development in the Young English L2 Classroom,” *FAKULTETEN FÖR LÄRANDE & SAMHÄLLE*, 2020, 24.

<sup>46</sup> “Popular Song Definition and Meaning | Collins English Dictionary,” accessed April 23, 2022, <https://www.collinsdictionary.com/dictionary/english/popular-song>.

<sup>47</sup> Fabian Holt, *Genre in Popular Music* (Chicago: University of Chicago Press, 2007).

they are listening to. Indicators of popularity such as record sales, concert-goers, number of artists, radio, and television play an important role in determining what type of genre is most popular. Currently, students listen to a lot of songs from various genres.

Popular songs are familiar to the student and easy to understand. Familiarity comes from the characteristics of popular songs. Popular songs, on the other hand, have a more direct connection to everyday life and have emerged from different lifestyles and modern social formations.<sup>48</sup> As a learning tool, songs help motivate students as they create a comfortable atmosphere. Students are encouraged to take an active part in the learning process by using their musical knowledge. In this way, the songs help students develop confidence in learning the language.<sup>49</sup> Therefore, popular songs suitable for classroom activities, in this case, are listening skills.

### **3. Students' Perception**

#### **a. Definition of Perception**

Perception depends on the complex functions of the nervous system, but this process is done outside

---

<sup>48</sup> Holt.

<sup>49</sup> Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability."

of conscious perception, so it looks almost subjectively easy. According to S.P. Robins, perception can be defined as “The process by which an individual organizes and interprets sensory inputs and gives meaning to the environment.”<sup>50</sup> Perception includes the five senses. Touch, see, taste, smell, and listen. This includes what is called perception. This is a set of sensations that includes the ability to detect changes in body position and movement. Perception is a subjective, active, and creative process that assigns meaning to sensory information in order to understand oneself and others. It can be defined as the recognition and interpretation of sensory information. This includes responding to information.<sup>51</sup>

Meanwhile, according to Miftah Thoha “perception is a cognitive process experienced by everyone in understanding their environment through sight, hearing, appreciation, feeling and smell”.<sup>52</sup> According to Bimo Walgito (Saleh, 2018) “Perception is also understood as organizing, interpreting the

---

<sup>50</sup> Stephen P. Robbins and Tim Judge, *Organizational Behavior*, 18th edition (New York, NY: Pearson, 2019).

<sup>51</sup> “Perception: Definition, Importance, Factors, Perceptual Process, Errors,” iEduNote, February 22, 2019, <https://www.iedunote.com/perception>.

<sup>52</sup> Miftah Thoha, *Perilaku Organisasi, Konsep Dasar, dan Aplikasi* (Jakarta: PT Raja Grafindo Persada, 2015).

stimulus that a person senses so that it is something that meaningful, and is an integrated response within individual”.<sup>53</sup> Perception can also be defined as the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. Research on perception consistently shows that different individuals can see the same thing but understand it differently. The truth is that none of us see reality. What we do is interpret what we see and call it a reality.<sup>54</sup>

Thus, perception can be briefly interpreted as the process by which a person takes in information through the senses. Stimuli are received through the senses, namely eyes, ears, nose, mouth, and skin, and are regulated by the brain. Then they are stored as information that is interpreted in a way that the individual is aware of and understands.

## **b. Factors Affecting Perception**

A person's perception does not arise by itself, but through a process and factors that influence a

---

<sup>53</sup> Adnan Achiruddin Saleh, *Pengantar Psikologi*, 1st ed. (Makassar: Aksara Timur, 2018).

<sup>54</sup> Wayan Gede Supartha and Desak Ketut Kintaasih, *Pengantar Perilaku Organisasi (Teori, Kasus, dan Aplikasi Penelitian)* (Denpasar: CV. Setia Bakti, 2017).

person's perception. Therefore, each individual can have a different interpretation even though the object is the same. This difference is caused by several factors. As stated by Bimo Walgito, perception is influenced by several factors that have been classified, among others:

1. Internal factors, namely factors related to the physical, and psychological aspects.
2. External factors, namely stimuli and traits that stand out in the background environment of the object are being a difficult wholeness or unity separated, including teachers, learning methods, materials, facilities and infrastructure, environment, and friends.<sup>55</sup>

According to Miftah Thoha, the factors that affect a person's perception are as follows:

1. Internal factors: learning process, feelings, attitudes, individual personalities, expectations, attention, physical condition, mental disorders, values , and needs as well as interests and motivations.
2. External factors: intensity, size, opposition, movement, repetition, new and familiar things,

---

<sup>55</sup> Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*, 6th ed. (Yogyakarta: Andi Ofset, 2013).

family background, relevant information acquired, knowledge, and the surrounding culture.<sup>56</sup>

In general, the factors that can be written affect perception according to Fatah Syukur include:

1. Internal factors, namely from perceived behavior include biological/physical factors and psychological factors. Psychological factors include attention, attitude, interests, experiences, and education.
2. External factors are factors that come from outside the individual/behavior perception which includes the target object and the situation/environment in which perception takes place.
3. In addition to the above, which is important for the formation of someone's perception is information.<sup>57</sup>

From some of the opinions of these experts, it can be a conclusion that the difference in perception is caused by internal factors from a person and the external factors that surround that person. Internal factors include attitude, attention, interests, and

---

<sup>56</sup> Thoha, *Perilaku Organisasi, Konsep Dasar, dan Aplikasi*.

<sup>57</sup> Fatah Syukur, "Perspsi Mahasiswa Tadris Terhadap Pembelajaran Dosen dan Pengaruhnya terhadap Prestasi Belajar Mahasiswa di Jurusan Tadris Fakultas Tarbiyah IAIN Walisongo Semarang," *Citraedukasi's Weblog* (blog), accessed August 31, 2022, <https://citraedukasi.wordpress.com/2008/01/25/penelitian-3/>.

motivation. Meanwhile, external factors include perceived objects and the environment. From these factors, a person can perceive the same object, but the results of perceiving will be different. The factors that influence perceptions of the use of English popular songs in teaching listening can be identified as a stimulus that affects the outcome of students' perceptions of the use of English popular songs in teaching listening. The following is the elaboration of indicators of factors that influence perception:

1. Internal Factor

- a. Attitude

According to Achmad Sudiro, "Attitude is an evaluative consideration of objects, people, or events consisting of cognitive, affective, and behavioral components".<sup>58</sup> This opinion is the same as that expressed by Badeni (Wijaya, 2017) regarding the three components of attitude, namely:

- a) Cognitive, consisting of all the cognitions that a person has about a particular attitude object such as facts, understanding, knowledge, and beliefs about the object.

---

<sup>58</sup> Achmad Sudiro, *Perilaku Organisasi*, 2nd ed. (Jakarta: PT Bumi Aksara, 2020).



This belief or understanding is the beginning of the formation of feelings about something to people, objects, or events.

- b) Affective, consists of all a person's feelings or emotions towards objects, especially judgments as a result of his beliefs or understanding.
- c) Behavior consists of real actions that are displayed by a person as a result of his feelings toward an object, person, or event.<sup>59</sup>

Attitude comes from innate, environment, parents, teachers, and role models. Attitudes can be known through knowledge, beliefs, feelings, and behavioral tendencies of a person towards the object of attitude. Furthermore, there is a possibility that it can affect feelings and behavior. The three components of attitude create certain nuances that can explain the differences in people's attitudes toward the same object.

---

<sup>59</sup> Candra Wijaya, *Perilaku Organisasi* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2017).

b. Attention

According to Slameto “Attention is an activity that is carried out by someone in relation to the selection of stimuli that come from the environment”.<sup>60</sup> As well as Bimo Walgito (Saleh, 2018) said “Attention is a concentration of all activities individual who points to something or a group of objects”.<sup>61</sup> So, it can be said that attention is the concentration of all activities on a particular object that stimulates a person so that someone will only care about the object that stimulates it.

c. Interests

According to Slameto, “Interest is a sense of more liking and a sense of attachment to a thing or activity, without anyone telling”.<sup>62</sup> According to Muhibbin Syah, “Interest is a high tendency and excitement or a great desire for something”.<sup>63</sup> Interest is an acceptance of a relationship between oneself and something

---

<sup>60</sup> Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2013).

<sup>61</sup> Saleh, *Pengantar Psikologi*.

<sup>62</sup> Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*.

<sup>63</sup> Muhibbin Syah, *Psikologi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2017).

outside oneself. The stronger or closer to the relationship, then the greater the interest. From the definition stated by experts as quoted above, it can be concluded that interest is a person's tendency towards an object or a favorite activity that is accompanied by feelings of pleasure, attention, and activeness of action.

d. Motivation

According to Sardiman, in learning activities, "Motivation can be interpreted as the overall driving force in students which is a learning activity, which is the subject of learning activities and which gives direction to learning activities so that the goals carried out by learning it can be achieved".<sup>64</sup> According to Eva Latipah, "Someone who does something that is judged by a power that comes from himself that becomes the impetus to do it. The impulse that exists in a person to do something is called motivation". Sorenson (Latipah, 2017) said that "Motivation are thoughts or feelings that work as a drive that has the power

---

<sup>64</sup> Sardiman, *Interaksi Dan Motivasi Belajar Mengajar* (Jakarta: PT Raja Grafindo Persada, 2018).

to encourage someone to do certain actions and other actions at a certain time”.<sup>65</sup> It can be concluded that motivation is an encouragement to someone to have a high sense of enthusiasm in achieving the intended goal.

## 2. External factor

### a. Object

According to Bimo Walgito, many objects can be perceived. In other words, everything that surrounds humans. It is based on their experiences and learnings in the past concerning similar people, things, or events. Objects of perception can be divided into non-human objects and human objects.<sup>66</sup>

### b. Environment

According to Sumadi Suryabrata, the environment includes all objects and conditions, including people and their activities, contained within inhabited spaces that affect the survival and well-being of

---

<sup>65</sup> Eva Latipah, *Psikologi Dasar Bagi Guru*, 1st ed. (Bandung: PT Remaja Rosdakarya, 2017).

<sup>66</sup> Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2010).

people and other living things.<sup>67</sup> Meanwhile, according to Dalyono “The environment includes all materials and stimuli inside and outside the individual, both physiological, psychological, and socio-cultural”.<sup>68</sup> So, the school environment is a conducive situation that contains all the materials for the continuation of the learning process and influences individual learning activities both inside and outside the classroom.

### **c. The Process of Perception**

The process of perception can be explained as follows. The object gives rise to the stimulus and stimulus to the sense organs and receptors. The stimulus received by the sense organs is passed on by sensory nerves to the brain. Then there is the process in the brain as the center of consciousness so that individuals are aware of what is seen, what is heard, or what to touch. Thus, can state that the last nerve of the process of perception is the individual's awareness of, for example, what is seen, what is heard, or what is

---

<sup>67</sup> Sumadi Suryabrata, *Psikologi Pendidikan* (Jakarta: Rajawali Pers, 1984).

<sup>68</sup> Dalyono, *Psikologi Pendidikan* (Jakarta: Rineka Cipta, 2015).

palpable, namely the stimulus that is passed by the senses. This process is the last process of perception and is a true perception. Response as a result of perception can be taken by individuals in various forms.<sup>69</sup>

#### **d. The Important of Students' Perception in Learning**

Teaching is a very difficult task as it requires a lot of skills, thinking, and decision-making. This activity is an active process in which learners evaluate their learning experience and acquire and build knowledge. In connection with teaching, according to Bulut and Durak "Learners are encouraged to openly express their perceptions to both themselves and their teachers". This allows students to think about why they participate in certain activities, how those activities can help them learn English, and what benefits they can benefit from both academic and extracurricular activities increase.<sup>70</sup>

Effective and enjoyable education is not possible without students participating in education

---

<sup>69</sup> Saleh, *Pengantar Psikologi*.

<sup>70</sup> Alfonsus Lamatoka, "Students' Perception Toward Teachers' Teaching Styles and The Use of Learning Strategies in Teaching English," *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 2, no. 2 (August 1, 2018): 6, <https://doi.org/10.26858/eralingua.v2i2.6756>.

and learning activities. This is the main reason to consider student perceptions in the classroom. Secular, R. and Blake, R. state that “Perception is what a person (student) feels about a certain thing, both consciously and unconsciously, both visually and auditory, and thoughts caused by processes that take place in the brain”. In other words, perception is people's opinion of what they believe to be true. This means that cognition refers to a person's understanding or view of a particular object Therefore, student perception plays a very important role in supporting the learning process in classroom activities.<sup>71</sup>

The implementation of learning is facilitated by interactive classroom conversations that take place not only between students but also between students and teachers.<sup>72</sup> The process of students’ perception occurs when interacting in the classroom learning process. Students’ perception means students’ understanding of the materials or information that the student receives when the learning activity takes place. Students receive and collect information about stimuli through their senses. The stimulus received is selected

---

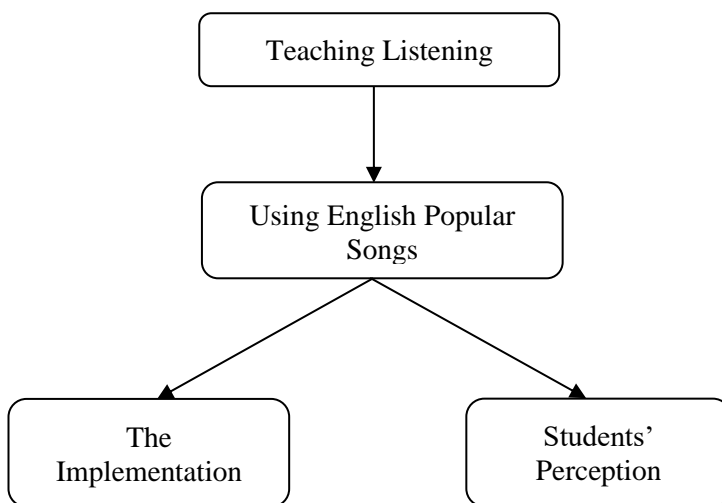
<sup>71</sup> Lamatokan.

<sup>72</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 5th edition (Pearson Education, 2015).

and interpreted so that the student can realize, and respond as a reaction to the stimulus. Student response as a result of perception can affect students' interest to participate actively in learning.

### C. CONCEPTUAL FRAMEWORK

A conceptual framework is interconnected concepts that provide a comprehensive understanding of a phenomenon or some phenomena or interconnected about how a phenomenon works or is related to its parts.<sup>73</sup>



Picture 2.1 The Conceptual Framework

---

<sup>73</sup> Guntur, "A Conceptual Framework For Qualitative Research: A Literature Studies," *Capture : Jurnal Seni Media Rekam* 10, no. 2 (July 17, 2019): 16, <https://doi.org/10.33153/capture.v10i2.2447>.



This conceptual framework is a representation of this research. The conceptual framework explains that the use of English popular songs in teaching listening can lead to student perceptions. In the teaching and learning process, teachers can use a variety of media to support learning. Songs are an option for teaching listening in English classes. The use of English popular songs is considered one of the learning media that can help students to learn English, especially in understanding listening skills. In practice, listening learning has many difficulties such as difficulty in understanding new vocabulary in English which then creates different perceptions for students. This perception arises as a result of the difficulties experienced by students in learning English. The researcher focuses on students' perceptions of the use of English popular songs in teaching listening.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses research design, research participant, research setting, data collection technique, instruments, and data analysis technique.

#### A. RESEARCH DESIGN

In this study, the researcher uses descriptive-qualitative research. The researcher wanted to investigate how students' perceptions of the use of English popular songs in teaching listening.

According to Creswell “Qualitative research is a means for individuals or groups to investigate and understand the implications of social human problems.” The investigation process involves new issues and procedures. Collect data in subscriber settings. Inductive analysis of data, building details on common subjects. Interpretation of the meaning of the data. The final written report has a flexible writing structure.<sup>74</sup> According to Leavy, “qualitative research is generally characterized by an inductive approach to knowledge building aimed at producing meaning.” Researchers used this approach to study social phenomena in depth. Gain a deeper

---

<sup>74</sup> John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE, 2018).

understanding of people's activities, situations, events, artifacts, or aspects of social life.<sup>75</sup>

Qualitative research methods are often called research methods naturalistic because the research is carried out in natural conditions (natural setting) is referred to as a qualitative method, because it is used to examine scientific objects and the data obtained are more in-depth or data that contains meaning.<sup>76</sup> Qualitative research is an attempt to express the world of society and its perspective on the world through the concepts, behaviors, cognitions, and human problems studied. For example, behavior, perceptions, motivations, actions, etc., in a descriptive way in a context natural special without any human intervention and by utilizing optimally as a method commonly used in science.<sup>77</sup> A descriptive qualitative research method that verbally explains when understanding and interpreting theories about phenomena and the environment.

It can be concluded that descriptive qualitative research aims to describe situations, conditions, and phenomena of social reality in form of words or more in-depth descriptions of certain situations or phenomena.

---

<sup>75</sup> Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York; London: Guilford Press, 2017).

<sup>76</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2019).

<sup>77</sup> Dr Umar Sidiq and Dr Moh Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019).

## **B. PARTICIPANTS AND SETTING**

### **1. Participants**

The participants for this study were 11<sup>th</sup> Grade students at Senior High School 2 Slawi. The researcher took data from one class, that is XI Social 3 which consisted of 36 students. Researchers looked at the results of observations to find out the implementation of using English popular songs in teaching listening. Then the researcher interviewed 10 students to find out students' perceptions about the use of English popular songs in teaching listening.

### **2. Setting**

This research was conducted at Senior High School 2 Slawi which is located in Tegal Regency, Tegal, Central Java in the academic 2022/2023.

## **C. SAMPLE**

Samples in qualitative research are not called respondents, but resource persons, or participants, information, friends, and teachers in research. The sample was carried out because the researcher had limitations in conducting research both in terms of time, energy, funds, and a very large population.<sup>78</sup>

---

<sup>78</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

According to Margono, the sampling technique is a way to determine the number of samples in accordance with the sample size that will be used as the actual data source, taking into account the characteristics and distribution of the population in order to obtain a representative sample.<sup>79</sup> In general, sampling techniques can be classified into two groups, namely probability sampling, and non-probability sampling. Probability sampling is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample. While non-probability sampling is a sampling technique that does not provide equal opportunities or opportunities for each member of the population to be selected as a sample. The technique used in this study is a probability sampling technique, namely simple random sampling.<sup>80</sup>

According to Sugiyono simple random sampling technique is a technique of taking samples from members of the population which is carried out randomly without regard to the existing strata in the population, so that each member of the population has the same opportunity to be selected or taken. The purpose of the sample is to take the subject, not based on strata, random, or area but with specific purposes.<sup>81</sup> This

---

<sup>79</sup> Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT Rineka Cipta, 2010).

<sup>80</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

<sup>81</sup> Sugiyono.

opinion is in line with that stated by Sudaryono, simple random sampling is a procedure that allows every element in the population to have the same opportunity to be sampled.<sup>82</sup>

The random sampling technique used by the researcher is by taking a simple random sample with a lottery system in the following way:

- a. Make small pieces of paper by writing down the subject number, one number for each paper.
- b. The piece of paper is rolled up and put in a bottle/box.
- c. Shaken and removed one by one the sample members 10 times.
- d. The numbers listed on the roll paper taken are the research sample subject numbers.

#### **D. METHODS OF COLLECTING DATA**

Qualitative data collection is the selection and creation of linguistic (or visual) material to analyze and understand phenomena, social disciplines, subjective and collective experiences, and the process of finding relevant meanings. Meaning can refer to subjective or social meaning. Qualitative data collection is also used to discover and explain field problems and the structure and processes of day-to-day operations and practices. Collection may be related to naturally

---

<sup>82</sup> Sudaryono, *Metodologi Penelitian Pendidikan* (Jakarta: Prenadamedia Grup, 2016).

occurring data or collected data. It can be based on speaking, listening, observing, and analyzing materials such as audio, images, and digital phenomena. Data collection may include single or multiple methods. Often, the goal is to reach a source that enables a generalized statement by analyzing and comparing different specimens, phenomena, or cases. The main purpose of collecting qualitative data is to provide materials for empirical analysis of the phenomena under study.<sup>83</sup> According to Sugiyono, data collection can be done in various settings, sources, and methods. When viewed in terms of methods or data collection techniques, data collection techniques can be carried out by using interviews, questionnaires, observations, and a combination of the three.<sup>84</sup>

This study uses observation and interviews as data collection methods.

## **1. Observation**

According to Creswell “Qualitative observation is when a researcher takes field notes about an individual's behavior or activity on a research site”. In these field notes, researchers record their activities on the research site in an unstructured or semi-structured way (using some prior questions that researchers want to know). Qualitative

---

<sup>83</sup> Uwe Flick, ed., *The Sage Handbook of Qualitative Data Collection* (Los Angeles: Sage Reference, 2018).

<sup>84</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

observers can also play a variety of roles, from non-participants to full participants. Generally, these observations are unrestricted in that the researcher is free-form.<sup>85</sup> Observation can be interpreted as one of the data collection methods for observing and recording the research object, so the recording is necessary to acquire the data following the research. Observers emphasize the importance of being open-minded, writing comprehensive field notes, and not imposing extrinsic meaning.<sup>86</sup>

Observations in this study aimed to obtain information about the implementation of English popular songs as media and materials in listening learning. Observations were made by observing the English teacher who was teaching in class. Researchers recorded the results of these observations on the observation sheet.

Procedure for collecting observation data:

- a. The researcher prepares observation sheets.
- b. The researcher entered the class during the English lesson.
- c. The researcher observed the teacher who was teaching.
- d. The researcher records what is observed on the

---

<sup>85</sup> Creswell and Creswell, *Research Design*.

<sup>86</sup> Flick, *The Sage Handbook of Qualitative Data Collection*.



observation sheet.

## 2. Interviews

Interviews are used to collect data from a small group of subjects on a broad range of topics. According to Creswell “in qualitative interviews, researchers conduct face-to-face interviews with participants, telephone interviews, or focus group interviews with 6-8 respondents in each group”. These interviews include unstructured, generally open-form questions, but these questions are rare and designed to elicit the opinions of the participants.<sup>87</sup> Interviews are a process of interaction of communication between at least two people based on availability and the natural environment, in which direction conversations relate to goals established by placing trust as the main foundation of the understanding process.<sup>88</sup> Sugiyono said that interviews are used as a data collection technique, one of which is if the researcher wants to know things that are more in-depth than the respondents and the number of respondents is small or in a small scope.<sup>89</sup>

There are 2 types of interviews, those are structured interviews and unstructured interviews. In qualitative

---

<sup>87</sup> Creswell and Creswell, *Research Design*.

<sup>88</sup> Sidiq and Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*.

<sup>89</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

research, unstructured interviews are more widely used. Unstructured interviews are independent interviews that do not use a fully structured and systematic interview guide for data collection. The guidelines used are only an overview of the issues being developed. Unstructured interviews are often used for more detailed surveys of respondents.<sup>90</sup> In other words, the question in unstructured interviews depends on the topic and the answer to the previous question. There is no fixed answer option. That is why unstructured interviews are used in qualitative research because by conducting these interviews researchers can get deeper information about what is being studied.

Researchers use interviews in this study to investigate students' perceptions of the use of English popular songs in teaching listening, the interview model used is the unstructured interview.

Procedure for collecting observation 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

---

<sup>90</sup> Sugiyono.

at a predetermined time.

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

## **E. INSTRUMENTS**

A research instrument is a tool used to measure the observed natural and social phenomena. The instruments used in this research are observation sheets and interviews.

### **1. Observation**

Observations in this study are intended to obtain information about the implementation of English popular songs as media and materials in listening learning. Learning has three aspects: preparation for learning, implementation of learning, and evaluation of learning.

As stated 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 involves three aspects: introduction/preparation, learning process/core activities, and learning evaluation/closing.<sup>91</sup>

Therefore, before observation, the researcher first created an observation guidance grid as follows:

---

<sup>91</sup> Regulation of the Minister of National Education of the Republic of Indonesia.

**Table 3.1 Observational guide grid for teachers on the implementation of English popular songs for teaching listening.**

Variable	Aspect	Indicator
The implementation of English popular songs as a medium for teaching listening	Learning preparation (Pre Activities)	Knowing teachers learning preparation in teaching listening using English popular songs.
	Learning process (Main Activities)	<ul style="list-style-type: none"> <li>• Knowing teachers learning strategies/models used.</li> <li>• Knowing the interaction of teachers and students in learning activities.</li> <li>• Knowing the facilities and infrastructure used by teachers in learning.</li> </ul>

	Learning evaluation (Closing)	Knowing the evaluation of learning given by the teacher.
--	-------------------------------------	--

## 2. Interviews

Interviews in this study are intended to investigate students' perceptions of the use of English popular songs in teaching listening, the interview model used is the unstructured interview. Researchers make questions based on the literature regarding the factors that influence perceptions. Researchers make 6 questions in the form of an unstructured interview.

In this study, students' perceptions of the use of English popular songs in teaching listening were viewed from the perspective of internal factors and external factors.

Therefore, before interviews, the researcher first created an interviews guidance grid as follows:

**Table 3.2 Interviews guide grid for students' perceptions on the use of English popular songs in teaching listening.**

Variable	Aspect	Indicator	Instrument number
Students' perceptions	Internal factor	• Attitude	1
		• Attention	2

on the use of English popular songs in teaching listening.		<ul style="list-style-type: none"> <li>• Interest</li> <li>• Motivation</li> </ul>	3 4
	External factor	<ul style="list-style-type: none"> <li>• Object</li> <li>• Environment</li> </ul>	5 6

## F. METHODS OF ANALYZING DATA

Data analysis is the process of systematically searching and compiling data obtained from data collection by organizing data into categories and then developing them into hypotheses and drawing conclusions so that they are easily understood by themselves and others.<sup>92</sup> Qualitative methods are types of research that do not use computational or statistical methods, so researchers have collected, organized, and presented data. This study uses the data analysis technique of the Miles and Huberman model. Miles and Huberman argue that qualitative data analysis activities involve three steps. There are data reduction, data display, and conclusion drawing.<sup>93</sup>

### 1. Data reduction

Sugiyono stated that the data obtained from the field was so extensive that it needed to be explained in detail carefully. As noted earlier, the longer a researcher is in the

---

<sup>92</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

<sup>93</sup> Sugiyono.

field, the more complex the data set will be. Therefore, it is necessary to analyze the data immediately with data reduction. Reducing data means summarizing, selecting needs, focusing on needs, and looking for themes and patterns. Therefore, the reduced data provides a clearer picture and makes it easier for researchers to then collect data and retrieve it when needed.<sup>94</sup> According to Creswell, in the first step of data reduction, researchers organize and prepare data for analysis. This includes transcribing interviews, entering observations, and sorting and organizing data into different types according to sources. Then read or display all the data. This step provides a general understanding of the information and an opportunity to reflect on its overall meaning. Qualitative researchers either write notes in the margins of transcripts or observation field notes or begin recording general thoughts about the data at this stage. Then start encoding all the data. Coding is the process of taking text or image data collected during data collection and organizing the data by grouping sentences (or paragraphs) or images into categories.<sup>95</sup>

In this step, the researcher examines all the data collected from the informant's responses, observations,

---

<sup>94</sup> Sugiyono.

<sup>95</sup> Creswell and Creswell, *Research Design*.

interviews, selecting pictures, and other notes. Then the researcher made a selection by choosing important things then summarized by identifying the implementation of popular English songs in teaching listening and students' perceptions on the use of English popular songs after learning.

## **2. Display Data**

In qualitative research, the presentation of data can be in the form of essays, flowcharts, classifications, and so on. The presentation of this data will help support the understanding discussed. Miles and Huberman have shown that narrative texts are most commonly used to present data in this study.<sup>96</sup> According to Creswell, researchers generate explanations and themes for displayed data. Use a coding process to generate descriptions of environments or people and categories or themes for analysis. Descriptions are detailed renderings of information about people, places, or events in the environment.<sup>97</sup>

By presenting the data, then the researcher can analyze based on the researchers' understanding. The researcher chose to displays data in tabular form for the results of observations and describes them in the form of descriptions for the implementation and students' perceptions on the use

---

<sup>96</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

<sup>97</sup> Creswell and Creswell, *Research Design*.



of English popular songs in teaching listening.

### **3. Conclusion**

According to Sugiyono, the conclusion of the study Qualitative research is a new insight that has never been seen before. The findings may be in the form of images of objects that were previously dark or obscured, so they need to be clarified later and can be random or interactive hypotheses or theories.<sup>98</sup> According to Creswell, the data presentation step creates a description and theme. The most common approach is to use the narrative section to provide the results of the analysis. This could be a discussion that mentions a time-series event, provides a detailed discussion of multiple topics, or provides descriptive information about each participant in the table.<sup>99</sup>

The last step after presenting the data is to conclude everything that has been studied in the study. It describes 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 the researchers can gain a more complete understanding. This is done so that the acquired and analyzed data can be effective and credible conclusions can be drawn through the interpretation of the data. Data were analyzed, explained,

---

<sup>98</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*.

<sup>99</sup> Creswell and Creswell, *Research Design*.

and interpreted in descriptive form on the process teaching and learning activities of listening to using songs applied by the teacher and students' perceptions of using English popular songs after learning.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **A. RESEARCH FINDINGS**

The research has been conducted at Senior High School 2 Slawi with the subject in this study XI Social 3 in the academic year 2022/2023. The researchers have done the research from September 21 - September 23, 2022. In order to achieve the objectives of this study, the data have been analyzed and collected systematically to provide a meaningful interpretation of the research results. The data was collected in the form of teacher observation sheets and transcripts of student interviews. Then, the researchers report the data results based on the topic of the research problem.

##### **1. The implementation of the Use of English Popular Songs in Teaching Listening**

The findings of the observation are to know how the implementation of English popular songs in listening learning. Observations were made by observing the English teacher of class XI Social 3. The observed aspects regarding the implementation of English popular songs consist of 3 aspects, where the first aspect is the preparation of learning, the learning process, and the evaluation of learning.

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

**Table 4.1 The Result of Teachers' Observation**

No	Observed Aspects	Indicator	Description Of Observations
1.	Learning preparation (Pre Activities)	<ul style="list-style-type: none"> <li>Knowing teachers learning preparation in teaching listening using English popular songs.</li> </ul>	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

			<p>to be studied. (Do you like listening to songs? do you enjoy listening to songs? what kind of song do you listen to?)</p> <p>4. The teacher conveys the topic and learning objectives of the material to be delivered and invites students to read together.</p> <p>5. The teacher motivates</p>
--	--	--	---

			<p>students by conveying the benefits of studying the material. (English songs are fun and also a good way to learn vocabulary or pronunciation)</p> <p>6. The teacher prepares audio of one of the English popular songs in the book.</p>
2.	Learning process (Main	<p>Main Activities</p> <ul style="list-style-type: none"> <li>• Knowing teachers</li> </ul>	<p>1. The teacher asks the students to</p>

	Activities)	<p>learning strategies/models used.</p> <ul style="list-style-type: none"> <li>• Knowing the interaction of teachers and students in learning activities.</li> <li>• Knowing the facilities and infrastructure used by teachers in learning.</li> </ul>	<p>open the textbook chapter 7 about the song.</p> <p>2. The teachers also use laptops and speakers to support learning.</p> <p>3. The teacher asks students to listen to the song entitled “Hero by Mariah Carey” and gives them time to understand the lyrics.</p> <p>4. The teacher</p>
--	-------------	---	--

			<p>asks the students to sing along and correct the wrong pronunciation.</p> <p>5. The teacher explains the definition, social function, general structure, and language features of a song.</p> <p>6. The teacher asks students about the difficult vocabulary in the song</p>
--	--	--	--



			<p>and asks them to translate it together.</p> <p>7. The teacher asks students to identify the social function, general structure, and language features of the song.</p> <p>8. The teacher interacts with the students in each explanation.</p> <p>9. The teacher guides students</p>
--	--	--	--

			<p>who need help.</p> <p>10. The teacher can control and direct the class.</p> <p>11. The teacher provides opportunities for students to respond to other student's questions.</p> <p>12. The teacher gives equal opportunities to all students to think, ask questions, or correct mistakes.</p> <p>13. The teacher</p>
--	--	--	--

			gives feedback in the form of appreciation to students.
3.	Learning evaluation (Closing)	Closing <ul style="list-style-type: none"> <li>• Knowing the evaluation of learning given by the teacher.</li> </ul>	1. The teacher ensures that students have experienced the learning process well by asking students. (Is there any question? do you all understand the structure and social function of a song?) 2. The teacher ends the learning by

			<p>reviewing the material with students.</p> <p>3. The teacher gives an evaluation in the form of homework, namely determining the social goals, general structure, and language features of the song. (Students are given the freedom to choose songs)</p>
--	--	--	---

			<p>4. The teacher conveys the next lesson plan.</p> <p>5. The teacher gives a final greeting to students.</p>
--	--	--	---

Based on the data in table 4.1, the data shows how the teacher teaches in the classroom from the preparation of learning until learning evaluation. In learning preparation which can be called pre-activity, the teacher prepares herself and the students before receiving the material. The teacher used English interspersed with Indonesian in the learning process. This has been agreed upon at the beginning of the semester with all students. It starts with the teacher greeting all students and asking about the presence of students. The teacher motivates students by asking questions about what students know about the material to be delivered. Students get exposure and opportunities to remember what they know. The teacher helps them introduce the topic by asking about the songs they often listen to. From the students' answers, the teacher knows that they are happy with songs because the songs are

familiar in their daily lives. They only know that songs are entertaining in general, but they can't say the social function, structure, and language features of a song and its relation to listening skills.

Starting to enter the learning process, students are asked to read the learning objectives in the book and also understand it. The teacher mostly dominated the learning process, whereas students listened to her carefully. The teacher prepares tools and audio related to the one of songs in the book and then asks students to listen while paying attention to the lyrics. After playing a song to students, the teacher explains the social function, structure, and language features of a song. After the explanation is complete, the teacher tests the student's knowledge and understanding of what has been explained by identifying the structure of the song that has been heard.

At the end of the teaching and learning activity, the teacher gave feedback in the form of some motivation to students. The teacher closes the lesson by reviewing the material that has been taught with students and assigning related tasks to the material that has been taught. When the time was almost over the teacher closed the class by greeting to the student.

## **2. Students' Perceptions of The Use of English Popular Songs in Teaching Listening**

The findings of the interview are to find out the students' perceptions of the use of English popular songs in teaching listening. The interviews were conducted with representatives of 10 students, where to get interview participants, the researcher used a random sampling technique.

In conducting interviews, the questions given to participants are the same questions. The researcher presents interview data consisting of 6 questions, as follows:

All of the responses from the interview form are attached in the appendix.

- a. 1<sup>st</sup> Question: How do you feel when you learn to listen using English popular songs? Can you understand the teacher's explanation of the material presented?

Faced with the first question, the students acknowledged that they enjoy listening to songs, especially English songs because they like to listen to a song. So, it helps them to increase their willingness to learn English. However, 3 students felt unenthusiastic and found it difficult with the material because they were not interested in English and not familiar with the vocabulary.

- b. 2<sup>nd</sup> Question: Can you concentrate when the teacher teaches listening using English popular songs? Give the reason!

In the second question, half of the participants answered that they could not fully focus or pay attention to the teacher's explanation because they were not interested in the material and played alone. The other half answered that they could focus because of several things, such as they enjoyed the material, and the sitting position at the front allowed them to focus more on the teacher's explanation.

- c. 3<sup>rd</sup> Question: In your opinion, is the use of English popular songs in teaching listening interesting? Give the reason!

In the third question, 8 out of 10 participants agreed that the song material using English popular songs was very interesting. Because they like the tone, music, and rhythm of songs. English songs make them curious to listen continuously so that they become familiar with the pronunciation of the words and they are curious want to know the meaning of the lyrics of the song so they are interested in finding out the lyrics and meaning which makes them learn new vocabulary. While the other 2 felt disinterested because of



difficulties with English vocabulary and were not interested in popular English songs.

- d. 4<sup>th</sup> Question: How do you think the use of English popular songs can motivate you in learning English?

In the fourth question, most of the students answered that they felt motivated in learning English by using English popular songs. The reason is that they will pay more attention to the lyrics and vocabulary that they find difficult when listening to songs. They also feel more confident in speaking English and have the willingness to learn English fluently.

- e. 5<sup>th</sup> Question: What do you think about the use of English popular songs in learning listening skills?

In the fifth question, most of the students answered that the use of these English popular songs was very fun for them. They feel more enthusiastic when learning English and almost all of them like songs. By listening to English popular songs, they get to know the pronunciation of a word from a native speaker so that they can unwittingly learn how to pronounce it.

- f. 6<sup>th</sup> Question: How do the conditions or situations in the classroom affect your understanding of learning?

In this last question, half of the students were disturbed by the noise caused by other friends while listening to the song, but the other half felt it was okay because when the teacher explained the atmosphere was not too tense so they could understand the material well.

## **B. DISCUSSIONS**

In this study, the researcher discusses the results of the study with a focus on research objectives. The purpose of this research is to describe the implementation and perception of class XI Social 3 at Senior High School 2 Slawi towards the use of English popular songs during learning English. To elaborate on the implementation of the use of popular English songs, the researcher used observation and student perceptions using interviews.

### **1. The implementation of the Use of English Popular Songs in Teaching Listening**

To find out the implementation of using English popular songs in teaching listening, researchers analyze the results of observations.

A study by Agustin explained that there are so many

tools that can be used in teaching listening, such as; CD player or digitally recorded material formats, tape recorders, and MP3.<sup>100</sup> It can be signified when the teacher teaches, she used a laptop and speakers as a tool to teach listening. The teacher is concerned about the situation in the classroom so that all students can listen to the song clearly.

During the observation, the researcher figured out that almost all of the students were involved in the activities and active in whether to ask or respond. The teacher is very concerned about involving students in the whole discussion so that it can be ensured that all students can understand the material explained. As stated by Harmer that the implementation of learning is facilitated by interactive classroom conversations that take place not only between students but also between students and teachers.<sup>101</sup> This means that student involvement in learning is very necessary so that they will not become a passive learner.

As stated by Nunan that students need bottom-up and top-down processing skills in listening.<sup>102</sup> This is in line with the learning process, the teacher asks about the material to be delivered, which is songs. Then the students

---

<sup>100</sup> Agustin, "Learning English Through Song."

<sup>101</sup> Harmer, *The Practice of English Language Teaching*.

<sup>102</sup> Nunan, *Practical English Language Teaching*.

answered enthusiastically that they liked the song and mentioned the type of song they often listen to. This relates to top-down and bottom-up processing. Recognize the meaning of the word “song type” which must mean what kind of song they listen to, in this situation the students use bottom-up processing where they know the meaning of the word. Then, students’ top-down knowledge of what the teacher might be talking about says that the teacher asks about the type of song. In the process, they base their information on their knowledge (top-down information) as they generate vocabulary and sentences (bottom-up data).

The researcher found out that in implementing the use of English popular songs teachers taught using lecture, question and answer, and demonstration methods. This is evidenced by the teacher explaining and also singing along with the students. During learning the teacher often asks students, such as asking to remind the material, confirm the explanation, and also check their understanding.

Listening to specific information and listening to global are two important types of listening.<sup>103</sup> This was found out when the teacher asked students to identify the structure of a song they had listened to. Here the students listen to songs with different purposes. To find out the structure of a song, students need to listen globally in order

---

<sup>103</sup> Nunan.

to get comprehensive information.

Research by Lestary explained listening as an activity that develops meaning. Listen as often as possible. This kind of listening pressure proper pronunciation when conducting listening exercises so that students can repeat words heard during the exercise.<sup>104</sup> This is in line with the activities carried out by the teacher when implementing the use of English popular songs to students. The teacher asks the students to sing the song together and correct the pronunciation mistakes. With students repeating the songs they are listening to, they will become familiar with the pronunciation of the lyrics they hear from native speakers.

Listening to understand, a typical strategy used in this type of listening is by providing task-based listening. In this case, students are given listening materials and asked to complete a task based on the information contained in the listening materials.<sup>105</sup> In the learning process, the teacher provides information or knowledge about the material presented and then asks students to identify songs based on the knowledge they have gained. From this, it can be seen that the teacher gives task-based listening intending to know whether the students have understood the lesson

---

<sup>104</sup> Lestary, "The Use of Songs to Improve Students' Listening Comprehension Ability."

<sup>105</sup> Lestary.

being taught well.

## **2. Students' Perceptions of The Use of English Popular Songs in Teaching Listening**

Holt explained that popular songs have a more direct relationship with everyday life and emerge from lifestyles and social formations.<sup>106</sup> It is signified when students agreed about songs become fun material because they are very familiar to students in their daily lives. Compared to other materials which only listen to explanations, they are very interested when the material being studied is related to their preferences.

A study by Shuqiong Luo explained that using English songs can motivate students because English songs have their appeal to students and improve students' listening comprehension.<sup>107</sup> These results are linear with the researcher's findings that indicate most students agreed that they are helped by the song to deepen their listening skills. Regarding how students feel when they hear English popular songs, the researcher found that they enjoyed the song and enjoyed listening to it over and over again. Listening to English songs repeatedly makes them

---

<sup>106</sup> Holt, *Genre in Popular Music*.

<sup>107</sup> Luo, "Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou."

understand the lyrics because they are curious about unfamiliar vocabulary and then look for it. This unconsciously makes their listening skills improve.

The students also feel that by getting used to listening to songs, they become motivated to learn English and find it easier to understand English. Shuqiong Luo also found that the students were more motivated when the song they were learning was sung by their favorite singer, or when the song was sung from a famous movie they knew. Therefore, it is a good idea to survey the needs and interests of students first.<sup>108</sup> During observations and interviews, the researchers figured out that students were indeed interested and enthusiastic when the material was songs, but they hoped that the song material they studied was a song that they liked.

Students' perceptions of the use of English popular songs are also factored in the environment around them, in this case, their classroom environment. It was proven in the interview results that more than half of the participants felt disturbed by the other friends while they are trying to focus on the teacher's explanation or the song. As stated by Dalyono that the environment includes all materials and stimuli that exist inside and outside the individual.<sup>109</sup>

---

<sup>108</sup> Luo.

<sup>109</sup> Dalyono, *Psikologi Pendidikan*.

Stimuli in the classroom environment, such as friends, are factors that influence student perceptions. When there are students who play alone or are too loud when talking, this stimulus is captured by the senses of students who are listening to the song carefully and become disturbed.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

According to the result of the research finding and analysis in the previous chapter, the researcher has drawn some conclusions as follow:

Based on the observation findings about the implementation of the use of English popular songs in teaching listening at XI grade students in Senior High School 2 Slawi, students give a good response when the teacher applies the use of English popular songs in teaching listening. Although during the teaching and learning process, there are students who feel not interested in the song. However, almost all of them think that song is one of their favorite materials and media for learning English.

Based on the interview findings about students' perception of the use of English popular songs in teaching listening at class XI Social 3 students in Senior High School 2 Slawi, it can be said that the majority of students certainly have a positive perception of the use of English popular songs in increasing their listening skills. This positive category in this study indicates that students can follow the lesson well, or it can be interpreted that popular English songs are effective for teaching listening, especially for English foreign language

learners. English popular songs are particularly appropriate for the practice of extensive listening, motivate students to learn English, as well as giving them the opportunities to listen to native speakers.

## **B. SUGGESTION**

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

### **1. For English Teachers**

With this research, English teachers can use songs that match the needs and interests of students so that the learning atmosphere becomes more interesting and not boring. Teachers can also motivate students to learn English by providing positive activities with songs and providing innovation in learning, to improve student's learning abilities and understanding of what they are learning.

### **2. For students**

Students should continue to explore English popular songs so that they are more familiar with English and can increase their curiosity and interest in English.

### **3. For Other Researchers**

This research is only limited to students' perceptions of the use of English popular songs in English subjects. It is hoped that further researchers will conduct further research using a more in-depth problem formulation.

## REFERENCES

- Agustin, Nur Hari Gede. "Learning English Through Song." *Jurnal Ilmiah Edukasi & Sosial* 11, no. 1 (2020): 5.
- Ali, Abeer Abou. "Using English Songs to Improve Young Learners' Listening Comprehension." *International Journal of English Literature and Social Sciences* 5, no. 4 (2020): 949–59. <https://doi.org/10.22161/ijels.54.19>.
- Alzamil, Jwahir. "Listening Skills: Important but Difficult to Learn." *Arab World English Journal* 12, no. 3 (September 15, 2021): 366–74. <https://doi.org/10.24093/awej/vol12no3.25>.
- Brown, Steven. *Teaching Listening*. US: Cambridge University Press, 2006.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE, 2018.
- Dalyono. *Psikologi Pendidikan*. Jakarta: Rineka Cipta, 2015.
- Darti, and Andi Asmawati. "Analyzing Students' Difficulties Toward Listening Comprehension." *ETERNAL (English, Teaching, Learning and Research Journal)* 3, no. 2 (December 30, 2017): 206–20. <https://doi.org/10.24252/Eternal.V32.2017.A9>.
- Davison, Jon, and Jane Dowson, eds. *Learning to Teach English in the Secondary School: A Companion to School Experience*. 3rd ed. Learning to Teach Subjects in the Secondary School Series.

- London ; New York: Routledge, 2009.
- Dewi, Nuna Mustikawati, and Lulut Widyaningrum. "Pendampingan Penguatan Literasi Bahasa Inggris Anak melalui 'Multiple Stories-Reading.'" *Dimas: Jurnal Pemikiran Agama untuk Pemberdayaan* 18, no. 1 (October 16, 2018): 143. <https://doi.org/10.21580/dms.2018.181.2918>.
- Flick, Uwe, ed. *The Sage Handbook of Qualitative Data Collection*. Los Angeles: Sage Reference, 2018.
- Guntur. "A Conceptual Framework For Qualitative Research: A Literature Studies." *Capture : Jurnal Seni Media Rekam* 10, no. 2 (July 17, 2019): 16. <https://doi.org/10.33153/capture.v10i2.2447>.
- Hamalik, Oemar. *Proses Belajar Mengajar*. Jakarta: Bumi Aksara, 2016.
- Harmer, Jeremy. *The Practice of English Language Teaching*. 5th edition. Pearson Education, 2015.
- Heinich, Robert, Michael Molenda, James D. Russell, and Sharon E. Smaldino. *Instructional Media and Technologies for Learning*. Pearson Education, 2002.
- Holt, Fabian. *Genre in Popular Music*. Chicago: University of Chicago Press, 2007.
- Ilyosovna, Niyozova Aziza. "The Importance of English Language." *International Journal On Orange Technologies* 02, no. 01 (2020): 3.
- Ismail, Iqbal Yusca, and Vismaia Damayanti. "Use of Songs Media in

- Listening Learning in Class III Elementary School.” *International Journal of Science and Applied Science: Conference Series* 3, no. 1 (December 11, 2019): 63. <https://doi.org/10.20961/ijscs.v3i1.32458>.
- Kajiura, Mayumi, Hyeonjeong Jeong, Natasha Y.S. Kawata, Shaoyun Yu, Toru Kinoshita, Ryuta Kawashima, and Motoaki Sugiura. “Brain Activity Predicts Future Learning Success In Intensive Second Language Listening Training.” *Brain and Language* 212 (January 2021): 104839. <https://doi.org/10.1016/j.bandl.2020.104839>.
- Lamatokan, Alfonsus. “Students’ Perception Toward Teachers’ Teaching Styles and The Use of Learning Strategies in Teaching English.” *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra* 2, no. 2 (August 1, 2018): 6. <https://doi.org/10.26858/eralingua.v2i2.6756>.
- Latipah, Eva. *Psikologi Dasar Bagi Guru*. 1st ed. Bandung: PT Remaja Rosdakarya, 2017.
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York ; London: Guilford Press, 2017.
- Lestary, Ni Luh Gede Windy. “The Use of Songs to Improve Students’ Listening Comprehension Ability.” *Yavana Bhasha : Journal of English Language Education* 2, no. 2 (August 23, 2019): 34. <https://doi.org/10.25078/yb.v2i2.1024>.

- Luo, Shuqiong. "Influence of Singing English Songs on Vocabulary Learning by Senior School Students in Guangzhou." *International Journal of Information and Education Technology* 9, no. 11 (2019): 843–48. <https://doi.org/10.18178/ijiet.2019.9.11.1315>.
- Ma'mun, Nadiah. "PROMOTING ENGLISH VOCABULARY OF YOUNG LEARNERS THROUGH SONGS, GAMES, AND STORIES." *UNNES-TEFLIN National Seminar* 4, no. 1 (2021): 13.
- Margono. *Metodologi Penelitian Pendidikan*. Jakarta: PT Rineka Cipta, 2010.
- Maxom, Michelle. *Teaching English as a Foreign Language for Dummies*. Hoboken, N.J.: Chichester: For Dummies ; John Wiley [distributor], 2009.
- Nunan, David, ed. *Practical English Language Teaching*. 1st ed. New York: McGraw-Hill/Contemporary, 2003.
- Nurbani, Armelia Nungki. "The Majestic 8: Roles of Song As Lyrical Audio of Listening Media." *E-LINK JOURNAL* 7, no. 2 (December 30, 2020): 17. <https://doi.org/10.30736/ej.v7i2.333>.
- iEduNote. "Perception: Definition, Importance, Factors, Perceptual Process, Errors," February 22, 2019. <https://www.iedunote.com/perception>.
- Poedjiastutie, Dwi, Fida Akhyar, Deviy Hidayati, and Fajriyah Nurul Gasmi. "Does Curriculum Help Students to Develop Their English Competence? A Case in Indonesia." *Arab World*

- English Journal* 9, no. 2 (June 15, 2018): 175–85.  
<https://doi.org/10.24093/awej/vol9no2.12>.
- “Popular Song Definition and Meaning | Collins English Dictionary.”  
 Accessed April 23, 2022.  
<https://www.collinsdictionary.com/dictionary/english/popular-song>.
- Putra, Erlangga. “The Importance of Learning English Nowadays.”  
*Institut Teknologi Sepuluh Nopember*, November 2020, 8.
- Rahmiyati, Merry Prima Dewi, and Eliza. “Students’ Perception on the  
 Use of Podcast in Teaching Listening.” *ELP (Journal of English Language Pedagogy)* 6, no. 1 (January 21, 2021): 23–32. <https://doi.org/10.36665/elp.v6i1.362>.
- Regulation of the Minister of National Education of the Republic of  
 Indonesia, No. 41 of 2007.
- Robbins, Stephen P., and Tim Judge. *Organizational Behavior*. 18th  
 edition. New York, NY: Pearson, 2019.
- Sakkira, Geminastiti, Syarifuddin Dollah, and Jamaluddin Ahmad.  
 “Students’ Perceptions toward Using YouTube in EFL  
 Classrooms.” *Journal of Applied Science, Engineering,  
 Technology, and Education* 2, no. 1 (2020): 10.  
<https://doi.org/10.35877/454RI.asci2125>.
- Saleh, Adnan Achiruddin. *Pengantar Psikologi*. 1st ed. Makassar:  
 Aksara Timur, 2018.
- Sardiman. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: PT Raja  
 Grafindo Persada, 2018.



- Sari, Neri Permata, and Santi Susilowati. "Improving Listening Skill Using Learn English By Listening Application." *PROJECT (Professional Journal of English Education)* 2, no. 4 (July 4, 2019): 455. <https://doi.org/10.22460/project.v2i4.p455-460>.
- Sidiq, Dr Umar, and Dr Moh Miftachul Choiri. *Metode Penelitian Kualitatif Di Bidang Pendidikan*. Ponorogo: CV. Nata Karya, 2019.
- Sihvola, Lise Hartmann, and Susan Gafor. "The Effectiveness of Using Songs and Music to Foster Motivation and Language Development in the Young English L2 Classroom." *FAKULTETEN FÖR LÄRANDE & SAMHÄLLE*, 2020, 24.
- Siradjuddin, Suharti, and Muhammad Yahrif. "Students' Perception of Listening Materials at University." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (December 19, 2021): 578–88. <https://doi.org/10.24256/ideas.v9i2.1998>.
- Slameto. *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta, 2013.
- Solanon, Stephanie O, Claribel Astrid D Idong, Ariel Epan San Jose, and Maria Gregoria Robles Concepcion. "Heeding to English Music and Songs Enhances Listening Skills." *International Journal of New Economics and Social Sciences* 2, no. 12 (2020): 13. <https://doi.org/10.5604/01.3001.0014.6887>.
- "Song Definition & Meaning - Merriam-Webster." Accessed April 23, 2022. <https://www.merriam-webster.com/dictionary/song>.

- “Song Noun - Definition, Pictures, Pronunciation and Usage Notes | Oxford Advanced Learner’s Dictionary at OxfordLearnersDictionaries.Com.” Accessed April 23, 2022.  
<https://www.oxfordlearnersdictionaries.com/definition/english/song?q=song>.
- Sudaryono. *Metodologi Penelitian Pendidikan*. Jakarta: Prenadamedia Grup, 2016.
- Sudiro, Achmad. *Perilaku Organisasi*. 2nd ed. Jakarta: PT Bumi Aksara, 2020.
- Sugiyono, Prof. Dr. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2019.
- Supartha, Wayan Gede, and Desak Ketut Kintaasih. *Pengantar Perilaku Organisasi (Teori, Kasus, dan Aplikasi Penelitian)*. Denpasar: CV. Setia Bakti, 2017.
- Suryabrata, Sumadi. *Psikologi Pendidikan*. Jakarta: Rajawali Pers, 1984.
- Syah, Muhibbin. *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya, 2017.
- Syukur, Fatah. “Perspesi Mahasiswa Tadris Terhadap Pembelajaran Dosen dan Pengaruhnya terhadap Prestasi Belajar Mahasiswa di Jurusan Tadris Fakultas Tarbiyah IAIN Walisongo Semarang.” *Citraedukasi’s Weblog* (blog). Accessed August 31, 2022.  
<https://citraedukasi.wordpress.com/2008/01/25/penelitian-3/>.
- Tarigan, Henry Guntur. *Membaca Sebagai Suatu Keterampilan*

- Berbahasa*. Bandung: Angkasa, 2008.
- Thoha, Miftah. *Perilaku Organisasi, Konsep Dasar, dan Aplikasi*. Jakarta: PT Raja Grafindo Persada, 2015.
- Uzer Usman, Moh. *Menjadi Guru Profesional*. Bandung: Remaja Rosda Karya, 1990.
- Walgito, Bimo. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset, 2010.
- . *Psikologi Sosial (Suatu Pengantar)*. 6th ed. Yogyakarta: Andi Offset, 2013.
- “What Is TEFL | Teaching English as a Foreign Language,” August 12, 2014. <https://www.eslteacheredu.org/what-is-tefl/>.
- Wijaya, Candra. *Perilaku Organisasi*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2017.

## APPENDIX

### Appendix I

#### Observation Sheet

##### Teacher Observation Sheet

School : Senior High School 2 Slawi  
Teacher's name : Heni Triyana, S.Pd.  
Topic : Song (Social functions, general structure, and linguistic elements of song lyrics related to teenage life)  
Class : XI Social 3

No.	Observed Aspects	Indicator	Description Of Observations
1.	Learning preparation (Pre-activities)	Knowing teachers learning preparation in teaching listening using English popular songs.	1. The teacher opens the lesson by greeting all students. 2. The teacher checks the student attendant

			<p>list.</p> <p>3. The teacher asks questions to generate the initial knowledge that students have about the material to be studied. (Do you like listening to songs? do you enjoy listening to songs? what kind of song do you listen to?)</p> <p>4. The teacher conveys the topic and learning objectives of</p>
--	--	--	--

			<p>the material to be delivered and invites students to read together.</p> <p>5. The teacher motivates students by conveying the benefits of studying the material. (English songs are fun and also a good way to learn vocabulary or pronunciation)</p> <p>6. The teacher prepares</p>
--	--	--	---

			audio of one of the English popular songs in the book.
2.	Learning process (Main Activities)	<ul style="list-style-type: none"> <li>• Knowing teachers learning strategies/models used.</li> <li>• Knowing the interaction of teachers and students in learning activities.</li> <li>• Knowing the facilities and infrastructure used by teachers in learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. The teacher asks the students to open the textbook chapter 7 about the song.</li> <li>2. The teachers also use laptops and speakers to support learning.</li> <li>3. The teacher asks students to listen to the song entitled</li> </ol>

			<p>“Hero by Mariah Carey” and gives them time to understand the lyrics.</p> <p>4. The teacher asks the students to sing along and correct the wrong pronunciation.</p> <p>5. The teacher explains the definition, social function, general structure, and language features of a</p>
--	--	--	--



			<p>song.</p> <p>6. The teacher asks students about the difficult vocabulary in the song and asks them to translate it together.</p> <p>7. The teacher asks students to identify the social function, general structure, and language features of the song.</p> <p>8. The teacher interacts with the</p>
--	--	--	---

			<p>students in each explanation.</p> <p>9. The teacher guides students who need help.</p> <p>10. The teacher can control and direct the class.</p> <p>11. The teacher provides opportunities for students to respond to other student's questions.</p> <p>12. The teacher gives equal opportunities to all students to think, ask</p>
--	--	--	---

			<p>questions, or correct mistakes.</p> <p>13. The teacher gives feedback in the form of appreciation to students.</p>
3.	Learning evaluation (Closing)	Knowing the evaluation of learning given by the teacher.	<p>1. The teacher ensures that students have experienced the learning process well by asking students. (Is there any question? do you all understand the structure and social function of a</p>

			<p>song?)</p> <p>2. The teacher ends the learning by reviewing the material with students.</p> <p>3. The teacher gives an evaluation in the form of homework, namely determining the social goals, general structure, and language features of the song. (Students are given the</p>
--	--	--	--

			<p>freedom to choose songs)</p> <p>4. The teacher conveys the next lesson plan.</p> <p>5. The teacher gives a final greeting to students.</p>
--	--	--	---

Observer



Sahla Nur Maghfiroh

1803046069

## **Appendix II**

### **Song Analysis**

Hero - Mariah Carey

[Verse 1]

There's a hero  
If you look inside your heart  
You don't have to be afraid  
Of what you are  
There's an answer  
If you reach into your soul  
And the sorrow that you know  
Will melt away

[Chorus]

And then a hero comes along  
With the strength to carry on  
And you cast your fears aside  
And you know you can survive  
So when you feel like hope is gone  
Look inside you and be strong  
And you'll finally see the truth  
That a hero lies in you

[Verse 2]

It's a long road  
When you face the world alone

No one reaches out a hand for you to hold  
You can find love  
If you search within yourself  
And the emptiness you felt  
Will disappear

[Chorus]

And then a hero comes along  
With the strength to carry on  
And you cast your fears aside  
And you know you can survive  
So when you feel like hope is gone  
Look inside you and be strong  
And you'll finally see the truth  
That a hero lies in you

[Bridge]

Lord knows  
Dreams are hard to follow  
But don't let anyone  
Tear them away  
Hold on  
There will be tomorrow  
In time  
You'll find the way

[Chorus]

And then a hero comes along

With the strength to carry on  
And you cast your fears aside  
And you know you can survive  
So when you feel like hope is gone  
Look inside you and be strong  
And you'll finally see the truth  
That a hero lies in you  
[Outro]  
That a hero lies in you  
That a hero lies in you

In the song entitled 'Hero' by Mariah Carey, there are some values we can analyze from it.

- From the social function, such song attempts to be like self-reminder to make each of us is aware that one can be strong and hero of their own to overcome the fear and problem each of us have. It is stated from the sentence 'There's a hero if you look inside your heart' 'and there's a hero lies in you'.
- From the language perspective, this song uses conditional type 1 and imperative to state the future possibility and advice.

Example:

- a. There's an answer if you reach into your soul.
- b. You can find love if you search within yourself.



### **Appendix III**

#### **Interview Questions**

1. How do you feel when you learn to listen using English popular songs? Can you understand the teacher's explanation of the material presented?
2. Can you concentrate when the teacher teaches listening using English popular songs? Give the reason!
3. In your opinion, is the use of English popular songs in teaching listening interesting? Give the reason!
4. How do you think the use of English popular songs can motivate you in learning English?
5. What do you think about the use of English popular songs in learning listening skills?
6. How do the conditions or situations in the classroom affect your understanding of learning?

## Appendix IV

### Interview Transcript

#### Interview Transcript of Student 1

Name : Muhammad Abdillah Nuril Anwar

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Senang, karena saya memang menyukai materinya dan setiap harinya suka mendengarkan lagu.  Iya bisa, karena ketika guru mengajar menggunakan Bahasa Inggris diselingi dengan Bahasa Indonesia juga.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Kurang sih kak, karena teman sebangku saya main sendiri dan itu sedikit mengganggu ketika saya mencoba untuk fokus dengan penjelasan guru.

3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Menarik sekali sih, karena saya biasa mendengarkan lagu juga di rumah. Jadi, ketika di sekolah belajar menggunakan lagu Bahasa Inggris itu sangat enjoy.
4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Saya jadi merasa lebih ingin tahu mengenai lagu tersebut dengan mencari tau artinya.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Bagus sih kak, tapi mungkin harusnya pake lagu populer yang terbaru.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Kurang nyaman, karena kebanyakan pada ngobrol sendiri jadi berisik.

## Interview Transcript of Student 2

Name : Dika Mutmainah

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Senang, karena memang suka dengerin lagu. Paham kak, karena guru saat mengajar itu enggak terlalu serius.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Sedikit, karena teman yang lainnya berisik.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Menarik, karena saya jadi ingin tau arti lagunya terus untuk menambah kosakata juga.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Iya termotivasi kak, itu membuat saya jadi ingin belajar Bahasa Inggris sampai bisa.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Menurut saya lagu sangat membantu saya untuk lebih semangat belajar Bahasa Inggris.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Karena teman yang lainnya ngobrol sendiri jadi sedikit mengganggu ketika belajar.

### Interview Transcript of Student 3

**Name : Mohammad Filip Prayogi**

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Biasa aja sih kak. Bisa kak, karna ketika pelajaran guru menerangkan dengan jelas.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Kadang fokus kadang tidak, karena saya kurang suka dengan materinya.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Tidak, soalnya lagu yang diajarkan sulit.
4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Kurang sih kak, soalnya saya lebih sering mendengarkan lagu Bahasa Indonesia. Kalau

		Bahasa inggris susah buat dimengerti.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa inggris dalam pembelajaran keterampilan mendengarkan?	Saya merasa sulit karena tidak terbiasa sama Bahasa asing.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Kalau buat sekitar saya itu banyak yang main sendiri terus ngobrol gitu bikin ga fokus buat memahami materi.

## Interview Transcript of Student 4

Name : Rizkiana Rahmawati

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Biasa aja kak, karena saya merasa sulit dan tidak bisa Bahasa inggris. Iya, saya bisa memahami materi.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa inggris? Berikan alasan!	Bisa tapi kadang engga juga karena emang kadang suka ribut dan itu yang bikin tidak bisa konsentrasi.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa inggris menarik? Berikan alasannya!	Kurang menarik, alasannya karena emang saya sendiri lebih suka mendengarkan lagu dengan genre lain. Untuk lagu Bahasa inggris hanya tau aja tapi kurang tertarik.



4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Kurang, soalnya dari saya pribadi kurang suka lagu Bahasa Inggris lalu menurut saya lagu Bahasa Inggris susah banyak kosa kata yang sulit.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Karena saya juga tidak tau banyak kosa kata Bahasa Inggris, jadi saya kurang bisa menangkap arti dari lagu tersebut.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Saya sedikit terganggunya kalau ada yang berisik tapi saya masih bisa mengikuti pelajaran dengan baik.

## Interview Transcript of Student 5

Name : Satrio Puja Wicaksono

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Sangat menyenangkan, guru saat menjelaskan materi pun santai jadi saya bisa memahami materi dengan baik.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Kurang sih kak, saya selalu keganggu sama sekeliling saya kaya temen yang ngobrol sendiri atau rame gitu.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Menarik sekali sih, karena saya biasa mendengarkan lagu juga di rumah. Jadi, ketika di sekolah belajar menggunakan lagu Bahasa Inggris juga sangat enjoy.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Iya kak, karena ketika saya mendengarkan lagu saya merasa lebih ingin tahu mengenai lagu tersebut dengan mencari tau arti dari lagunya.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Membuat saya jadi lebih terbiasa sama Bahasa asing dan lebih percaya diri untuk bisa berbicara Bahasa Inggris dengan lancar.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Saya masih bisa memahami pelajaran karena saya sudah tau lagunya walaupun di sekitar saya berisik.

## Interview Transcript of Student 6

Name : Verlita Tera Agustine

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Saya senang karena suka mendengarkan lagu.  Bisa karena ketika guru menjelaskan saya juga memerhatikan lirik lagu yang ada di buku.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Bisa karena saya tertarik sama lagu apalagi kalau lagunya yang saya tau.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Iya menarik karena saya suka materinya kalau materi yang lain kan hanya penjelasan saja.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Kalau belajar saya suka mendengarkan lagu jadi saat pelajaran tentang lagu saya jadi lebih bersemangat belajarnya.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Saya rasa itu membantu saya tidak hanya mengetahui kosa kata yang sulit saja tapi juga dapat belajar melafalkan katanya.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Saat guru mengajar ga tegang si kak ditambah saya tau lagunya jadi saya bisa nyaman mengikuti pelajaran.

## Interview Transcript of Student 7

**Name : Monik Hanin Azkia**

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Menyenangkan kak seru gitu karena kan materinya lagu jadi sedikit ada hiburan. Iya, saya paham.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Bisa kak, cara guru menjelaskan enak terus saya senang dengan materinya dan saya juga duduknya di depan jadi bisa lebih fokus.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Iya menarik, karena ketika mendengarkan lagu kan itu kita belajarnya diulang terus menerus jadi bisa lebih cepat paham sama struktur dan terbiasa dengan kosa katanya.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Dengan lagu jadi lebih enjoy belajarnya dan menambah banyak kosakata baru.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Jadi tau cara melafalkan kata seperti yang aslinya.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Dari gurunya sendiri membuat kondisi kelas lebih santai tapi juga berusaha untuk mengatur anak yang berisik jadi saya tetap dapat memahami pelajaran.

## Interview Transcript of Student 8

Name : Yumna Shafa Iftimah

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Seneng kak, saya memang suka dengerin lagu dan selalu enjoy ketika pelajaran. Iya bisa, jadi kalau materinya itu lagu saya seneng banget kak karena memang suka dan saat mengajar juga guru menjelaskan materi dengan sedikit bercanda jadi bisa lebih cepat paham karena kelasnya ga serius banget.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Bisa kak, soalnya saya kan memang suka sama materinya dan saya duduknya di depan jadi bikin saya lebih fokus sama penjelasan guru.



3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Iya kak menarik, saya merasa bisa lebih cepat memahami materi.
4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Iya kak, karena waktu saya mendengarkan lagu itu suka ingin tahu lirik dan artinya nah nanti saya jadi penasaran buat dengerin lagu itu terus biar hafal.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Asik kak soalnya jadi tau kosa kata baru kaya lagu yang diajarkan lewat buku itu kan bahasanya baku ya seperti ada peribahasanya. Jadi selain belajar kosa kata kita jadi tau peribahasa Bahasa Inggris.

6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Sedikit terganggu sama suara berisik teman yang lain ketika saya coba mendengarkan lagunya untuk mengidentifikasi struktur atau mencari kosa kata sulit.
----	--	--

## Interview Transcript of Student 9

**Name : Achmad Noer**

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Saya suka kak, senang juga soalnya kan lagu Bahasa inggris itu enak didengarkan ada banyak lagu untuk suasana tertentu kaya buat pengantar tidur. Iya paham, soalnya cara guru menjelaskan juga enak dan engga galak.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa inggris? Berikan alasan!	Iya saya bisa fokus.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa inggris menarik? Berikan alasannya!	Menarik, karena saya suka mendengarkan lagu.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Membuat saya penasaran ingin belajar Bahasa Inggris sampai bisa.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Karena nada lagu dan musiknya yang enak didengarkan sehingga membuat bahasa Inggris menjadi menarik untuk dipelajari.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Biasa aja kak saya tidak merasa terganggu dengan sekitar, saya masih bisa memahami penjelasan guru.

## Interview Transcript of Student 10

**Name : Nayla Syifa Fauzi**

No.	Questions	Answer
1.	Bagaimana perasaan anda ketika belajar menggunakan lagu populer Bahasa Inggris? Apakah anda dapat memahami penjelasan guru tentang materi yang disampaikan?	Merasa sulit, karena Bahasa asing jadi tidak terlalu familiar dengan kosa katanya. Bisa, karena guru juga menggunakan Bahasa Indonesia jadi saya bisa paham sama apa yang dijelaskan.
2.	Apakah anda dapat berkonsentrasi ketika guru mengajar menggunakan lagu populer Bahasa Inggris? Berikan alasan!	Bisa sih kak.
3.	Menurut anda, apakah penggunaan lagu populer Bahasa Inggris menarik? Berikan alasannya!	Menarik, karena saya jadi tau lagu dan kosa kata baru yang sebelumnya saya tidak tau.

4.	Bagaimana penggunaan lagu populer dapat memotivasi anda dalam belajar Bahasa Inggris?	Kalau sedang mendengarkan lagu di rumah, saya jadi sering cari lirik sama nulis kosa kata yang sulit biar tau artinya.
5.	Bagaimana pendapat anda mengenai penggunaan lagu populer Bahasa Inggris dalam pembelajaran keterampilan mendengarkan?	Menyenangkan, apalagi kalau ada tugas disuruh cari lagu sesuai kesukaan masing masing jadi lebih semangat belajarnya.
6.	Bagaimana kondisi atau situasi di kelas memengaruhi pemahaman anda dalam pembelajaran?	Memang terkadang pasti teman yang lain kan berisik jadi berpengaruh ketika saya sedang memerhatikan guru.

## Appendix V

### Research Permission Letter



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

Jalan Prof. Hamka Km.2 Semarang 50185  
Telepon 024-7601295, Faksimile 024-7615387  
www.walisongo.ac.id

Semarang, 18 Agustus 2022

Nomor : 4094/Un.10.3/D1/TA.00.01/08/2022

Lamp : -

Hal : Mohon Izin Riset

A.n. : Sahla Nur Maghfiroh

NIM : 1803046069

Yth.

Kepala Sekolah SMA Negeri 2 Slawi

Di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Sahla Nur Maghfiroh

NIM : 1803046069

Alamat : Jl. Lingkar Slawi RT 03/06 Dukusalam, Slawi, Kab. Tegal

Judul Skripsi : Investigating Students' Perceptions on the Use of English Popular Songs in Teaching Listening

Pembimbing :

1. Dra. Nuna Mustikawati Dewi, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 5 hari, mulai tanggal 19 September 2022 sampai dengan tanggal 23 September 2022.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr. Wb.

a.n. Dekan,  
Anakil Dekan Bidang Akademik  
Muhammad Junaedi

Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix VI

### Research Letter



**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI 2  
SLAWI**

Jalan Raden Ajeng Kartini Po Box 22, Slawi, Kabupaten Tegal Kode Pos 52417  
Telepon 0283-491494 Surat Elektronik: sma\_negeri\_2\_slawi@yahoo.co.id

**SURAT KETERANGAN**

Nomor: 421.3 / 721 / 2022

Yang bertanda tangan di bawah ini:

Nama : SITI ATI, S.Pd., M.Pd.  
Nip : 19720116 199702 2 001  
Jabatan : Kepala SMA Negeri 2 Slawi

Menerangkan bahwa:

Nama : SAHLA NUR MAGHFIROH  
NIM : 1803046069  
Jurusan/Jenjang : Pendidikan Bahasa Inggris / S1  
Maksud : Telah melaksanakan Penelitian di SMA Negeri 2 Slawi  
pada tanggal 21 September – 23 September 2022  
Judul Penelitian : “Investigating Students Perceptions on the use of English Popular  
Songs in Teaching Listening”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Slawi  
Pada tanggal 26 September 2022  
Kepala Sekolah,





## **Appendix VII**

### **Documentation**



**Figure 1 Teacher observation**



**Figure 2 The researcher collected data for interviews**



**Figure 3 The researcher conducted the interviews**

## **CURRICULUM VITAE**

### **A. Personal Data**

1. Name : Sahla Nur Maghfiroh
2. Place & date of Birth : Tegal, December, 10<sup>th</sup> 1999
3. Address : Desa Dukuhsalam, RT 06/03,  
Slawi, Tegal, Jawa Tengah
4. Email : sahlatur1012@gmail.com
5. Phone : 089504377546

### **B. Educational Background**

1. SD Negeri Slawi Kulon 01 2006 - 2012
2. SMP Negeri 1 Slawi 2012 - 2015
3. SMA Negeri 3 Slawi 2015 - 2018
4. UIN Walisongo Semarang 2018 - present