

The Effectiveness of English Songs on Listening Skill for Eight Graders at SMP Misaya Mina

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Abstract

This study investigated the effectiveness of using English songs to improve students' listening skills, employing a quantitative pre-experimental research design with a one-group pre-test and post-test. The research was conducted on 30 students from class VIII-A at SMP Misaya Mina Kandanghaur Indramayu, with data collected from May 28 to June 3, 2025. The primary instrument was a gap-filling task based on song lyrics, designed to measure listening comprehension. Before the main experiment, the instrument's validity and reliability were meticulously tested. A validity test confirmed that 10 out of 12 trial questions were valid, showing a significance value of less than 0.05. Furthermore, the reliability test, using Cronbach's Alpha, yielded scores of 0.812 for the pre-test and 0.830 for the post-test, both well above the 0.700 threshold, thus confirming the instrument's consistency. The results demonstrated a significant improvement in students' listening skills, with the mean score rising from 63.00 on the pre-test to 76.33 on the post-test. This improvement was statistically significant, as shown by a paired sample t-test with a p-value of 0.000, which is less than 0.05. A Shapiro-Wilk normality test confirmed the data was normally distributed, supporting the reliability of the statistical analysis. The findings strongly suggest that incorporating English songs as a learning medium is a highly effective method for enhancing students' listening skills

Keyword : *English songs, Improvement, Listening skill*

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INTRODUCTION

English, as one of the global languages in Indonesia, serves an essential role in education. English has been implemented on some national junior and senior high school assessments. Listening is a challenging skill to perfect, we have to give more attention and concentration to interpret the sound (listening to the material). Listening skill is important because listening is giving input to the listener in acquiring language.

In the process of teaching and learning English, students' capacity to master the four language skills becomes an essential goal. These will include receptive skills, such as hearing and reading (understanding spoken and written language), as well as productive skills, such as speaking and writing.

In reality, understanding spoken language is critical in interacting. In order to master the spoken language, however, in the language classroom, hearing tends to be disregarded; many language educators believe that listening is naturally learnt as the learners learn to speak a language. It appears that it is difficult for teachers to select acceptable methods and activities because they must consider what pupils enjoy and what methods are exciting to them without losing sight of the overall goal of learning.

Songs are well-known as a form of media that can assist students retain words when learning English. It can make pupils want to memorize and recite the words. It can also be enjoyable to do.

Essentially, students enjoy sounds that they tend to replicate. This circumstance can help children understand stories because the sounds supply them with enjoyment. Furthermore, the children like moving around and interacting. The children learn not just from the explanation, but also via interaction and what they see, hear, and touch.

The teacher must choose methods or procedures that incorporate elements of the children's preferences. Furthermore, the teacher can use modern media to help students understand the subject and introduce them to those media. Using this method, the teacher not only teaches the material or subject matter, but also uses media. Song is an excellent medium for learning and teaching listening.

The mastery of listening skills in the English classroom at SMP Misaya Mina Kandanghaur gained from the text and sometimes it is difficult to memorize because it is not interesting. Using songs created by native speakers allow students to learn as if they are speaking directly with the native speakers, which helps them train themselves to speak English fluently. Because there is a problem in learning English for the eight grade of SMP Misaya Mina Kandanghaur, specially the researcher saw many students lack of interest in learning listening and most of them assume that English is not important and difficult.

Based on the statements above, this study takes the title " *The Effect of English Songs to Improve Listening Skill* " at the eighth grade of SMP Misaya Mina Kandanghaur. The songs chosen are the songs made by native speakers in order to learn how to improve the student's listening skill.

Song is a small piece of music with lyrics to sing. A song is a short piece of music with lyrics and a human voice. Songs are a form of expression to create meaning and feelings for the listener. It may involve rhymes and use a style of language that is different from that used in academic or formal texts. The words of a song are sung in special tones, rhythms, and styles. With pitch, rhythm, harmony, melody, can form a musical whole to convey a certain message or emotion. A songwriter must have advance word processing skill to use lyrics.

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language that is different from that used in academic or formal texts. The words of a song are sung in special tones, rhythms, and styles. With pitch, rhythm, harmony, melody, can form a musical whole to convey a certain message or emotion. A songwriter must have advance word processing skill to use lyrics.

The words of a song contain a series of rhythmic tones. A song is the result of artistic creation in combination with language and sound art, such as the singer's voice and melody are both incorporated into a musical art.

Song serve as educational and even spiritual resources in addition to being entertainment. Apart from the aforementioned resources, teachers can utilize songs as a teaching tool in the classroom to support students in developing the four English skills of speaking, reading, writing and listening. Teachers can also utilize songs to break the monotony of teaching grammar, vocabulary, listening, and pronunciation. These demonstrates that learning English can still be engaging for students.

Listening is the active process of receiving and responding to spoken and unspoken messages. Listening is one of the fundamental language abilities; it is the primary media which children, adolescents, and adults obtain the majority of their information, understanding of the world and human affairs, ambitions, sense of value, and appreciation. Simply said, listening means paying attention to the speaker's verbal and nonverbal communication acts.

Songs and listening have a strong correlation in language learning. Songs help improve listening skills in a fun way, improve memory, and make it easier to understand language in real contexts. By applying song-based listening techniques, students can develop their ability to understand and use language more effectively.

The ability to listen is essential for learning other skills. As a result, listening skills in English must be trained, and one way to do so is through the use of English songs. Teachers must create strategies that use good audio to support and stimulate students to master English through listening material. The most effective way is to use English songs. Songs are a good approach to improve listening skills because they are freely available and can train our ears. When a student listens to and memorizes a song in class, the lyrics are etched into their long-term memory.

METHOD

The method that will be used in this research is a quantitative method. The quantitative method is a positivist-based research methodology that uses statistical data analysis to test a predefined hypothesis on a certain sample or population. The use of this method intends to find out if English songs are effective in improving students' listening skills. The researcher is also going to use Pre-experimental research in this research because the research experiment consist of over four meetings with only one class serving as the experimental class. The researcher's design is the One Group Pre-test Post-test Design in which students take a pre-test to assess their skills before receiving

treatments, get treatments, and then receive a post-test following treatment to compare the results with the pre-test.

FINDING AND RESULT

The obtained data from both pre-test and post-test were statistically calculated in order to identify the mean, median, mode and standart deviation of the scores and to analyze whether there was a significant difference between pre-test and post-test. From the result of pre-test and post-test, the researcher found that the lowest score for the pre-test was 40 and the highest score was 90. Meanwhile, the lowest score for the post-test was 50 and the highest one was 100. To indicate the lowest and the highest scores on pre-test and post-test, the researcher used the following colors:



= The highest and the lowest pre-test



= The highest and the lowest post-test

These results can be seen in the table below:

No	Name	Pre- test Score	Post- test Score
1	AS	50	60
2	AU	60	70
3	AG	70	80
4	AI	40	50
5	AM	60	80
6	AR	50	60
7	AAR	80	90
8	DYS	60	80
9	DR	70	80
10	FR	90	100
11	GAH	50	60
12	GY	60	70
13	GN	70	80
14	HA	40	60
15	IUA	60	70
16	IWA	50	70
17	KH	80	90
18	NN	60	70
19	NAA	70	90
20	NNF	90	100
21	PI	50	60
22	PA	60	70
23	RA	70	90
24	RSF	40	60
25	RAB	60	70
26	RR	50	70
27	SR	80	90
28	SA	60	80
29	TS	70	90
30	WKS	90	100

Tabel 1.
 Students' Pre-test and Post-test Score
(Source:Personal Document)

The following part shows further statistical analysis of each test result, pre-test and post-test.

Frequency Distribution Tables

In this distribution table, there are calculations of interval classes and frequencies as follows:

a. Pre-test

Then the researcher determined the range of pre-test presented above using the following formula:

$$\begin{aligned} R &= Hs-Ls \\ &= 90-40 \\ &= 50 \end{aligned}$$

After finding the range score, the researcher find out the number of interval, and the result is:

$$\begin{aligned} K &= 1+3.3 \text{ Log } n \\ &= 1+ 3.3 \text{ Log } 30 \\ &= 1 + 3.3 (1.47) \\ &= 1+ 4.87 \\ &= 5.87 \text{ (taken 6)} \end{aligned}$$

So, the length of interval is 6. By knowing the length of interval, the researcher counted the class interval by using the following formula:

$$\begin{aligned} P &= \frac{R}{K} \\ P &= \frac{50}{6} \\ &= 8,33 \text{ (taken 9)} \end{aligned}$$

Researcher calculated the upper and lower boundary of a class by subtracting 0.5 from the lowest and highest scores in the interval class.

Based on the calculated data, the frequency distribution of the pre-test can be formulated as follows:

Table 4.2
The Frequency Distribution of Students' Pre-test Score

NO	Interval Class	Frequency	Lower Boundary	Upper Boundary
1	40-48	3	39.5	48.5
2	49-57	6	48.5	57.5
3	58-66	9	57.5	66.5
4	67-75	6	66.5	75.5
5	76-84	3	75.5	84.5
6	85-93	3	84.5	93.5
	TOTAL :	30		

(Source: Personal Document)

b. Post-test

Then the researcher determined the range of post-test presented above using the following formula:

$$R = Hs - Ls$$

$$= 100 - 50$$

$$= 50$$

After finding the range score, the researcher find out the number of interval, and the result is:

$$K = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 30$$

$$= 1 + 3.3 (1.47)$$

$$= 1 + 4.87$$

$$= 5.87 \text{ (taken 6)}$$

So, the length of interval is 6. By knowing the length of interval, the researcher counted the class interval by using the following formula:

$$P = \frac{R}{K}$$

$$P = \frac{50}{6}$$

$$= 8.33 \text{ (taken 9)}$$

Based on the calculated data, the frequency distribution of the post-test can be formulated as follows:

Table 4.3

The Frequency Distribution of Students' Post-test Score

NO	Interval Class	Frequency	Lower Boundary	Upper Boundary
1	50-58	1	49.5	58.5
2	59-67	6	58.5	67.5
3	68-76	8	67.5	76.5
4	77-85	6	76.5	85.5
5	86-94	6	85.5	94.5
6	95-103	3	94.5	103.5
	TOTAL :	30		

(Source: Personal Document)

Mean and Standard Deviation Result

To compare the results of mean, mode, median, minimum and maximum scores, and standard deviation, researcher used *IBM SPSS Statistics 23* calculations in the following way:

Fill in the variable view with the pre-test and post-test labels > fill in the data view with the pre-test and post-test scores > click analyze > select descriptive statistics > select frequencies > enter the pre-test and post-test into the variables > click statistics > tick the mean, median, mode, standard deviation, minimum and maximum > click continue > OK.

The mean of pre-test was 63.00 and for the post-test means' was 76.33. For the standard deviation, in pre-test was 14.420 and for the post-test was 13.767. This was influenced by an increase in scores from the pre-test and post-test.

Normality Test Result

Researcher tested the normality of the distribution of pre-test and post-test data using *IBM SPSS Statistics 23* in the following way: Fill in the variable view with the pre-test and post-test labels > fill in the data view with the pre-test and post-test scores > click analyze > select descriptive statistics > select explore > enter the pre-test and post-test into the dependent list > click plots > tick histogram and normality plots with tests > click continue > OK.

Based on the results above, it can be seen that the significance value of Saphiro Wilk pre-test value is 0.057 and post-test value is 0.057. This value is bigger than 0.05, so the pre-test and post-test data were normally distributed.

T-test Result

After conducting a normality test on the data, the researcher conducted a T-test to test the hypothesis as the final result of the research.

Researcher used *IBM SPSS Statistics 23* to calculate T-test with this following way:

Fill in the variable view with the pre-test and post-test labels > fill in the data view with the pre-test and post-test scores > click analyze > select compare means > select paired sample t-test > enter the pre-test and post-test into the paired variables > OK.

The test results which state that there are significant differences before and after the treatment using English songs to improve students' listening skills, can be seen in the sig value. (2 tailed) in the picture.

- a. If the significance value is <0.05 , then there is a significant difference between the pre-test and post-test scores.
- b. If the significance value is >0.05 , then there is no significant difference between the pre-test and post-test scores.

Because the value of sig. (2 tailed) was $0.000 < 0.05$, there was a significant difference between pre-test and post-test scores.

Research Findings

This research tries to find whether the use of English songs as learning materials and media can improve students' listening skills. After collecting and processing all the data obtained from the tests, it is important to discuss the research findings to answer all the research questions that have been set.

- a. How English songs can improve students' listening skill at eighth grade in SMP Misaya Mina Kandanghaur?

The first question is "How English songs can improve students' listening skill at eighth grade in SMP Misaya Mina Kandanghaur?". According to the data, Students' listening skill before using English songs as learning media were very poor. This can be seen from the pre-test results of students who have the lowest score of 40 and the highest score of 90. After being given treatment by

using English songs in class, there was an increase in students' post-test scores. That is 50 as the lowest score and 100 as the highest score.

- b. How does the role of English songs effective as a media to improve students' listening skill?

The second question is "How does the role of English songs effective as a media to improve students' listening skill?". Most students gave positive responses to the application of English songs in listening activities. They agreed that this media is not only interesting, but also easy and makes them happy in class. This media can motivate them to listen and make it easier for them to understand the content of the song. However, the good response from students to songs as media is also relevant to the role of teachers in the classroom, the role of teachers in choosing media is very important in teaching listening. In addition, the selection of appropriate songs and timing are also very important. Therefore, teachers must manage time as well as possible and choose the material or song that best suits the level and interest of students. By the test, the researcher also analysed the test results which showed that the mean pre-test score was 63.00 and the mean post-test score was 76.33. This shows that there is an increase in students' scores when using English songs as learning media.

- c. Why does English songs effect toward listening skill?

The results of the t-test calculation also show a significant increase in the value of students' listening skills after using English songs as a listening learning media, where the significance value is $0.000 < 0.05$. From these data, it can be seen that there is an increase in student scores after using English songs in listening material. So, English songs are an effective medium to improve students' listening skills.

Hypothesis

- a. H_a : There is a significant effect of using English songs in improving listening skill of students at the eighth grade in SMP Misaya Mina Kandanghaur.
- b. H_0 : There is no significant effect of using English songs in improving listening skill of students at the eighth grade in SMP Misaya Mina Kandanghaur.

If $\text{sig.2 tailed} < 0.05$, it means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

After hypothesis were examined by *t*-test (*Paired sample t-test*). The result of the $\text{sig.}(2.\text{tailed})$ was 0.000. Which mean it less than 0.05. So, there was a significant effect of students' listening skill between the result of pre-test and post-test by using English songs.

CONCLUSION

After going through the process of analyzing and discussing all the data obtained through pre-experiment research on class VIII students of SMP Misaya Mina Kandanghaur. There are several important points that can be concluded to answer the research questions that have been set.

1. According to the data, Students' listening skill before using English songs as learning media were very poor. This can be seen from the pre-test results of students who have the lowest score of 40 and the highest score of 90. After being given treatment by using English songs in class, there was an increase in students' post-test scores. That is 50 as the lowest score and 100 as the highest score. The mean of pre-test was 63.00 and for the post-test means' was 76.33. For the standard deviation, in pre-test was 14.420 and for the post-test was 13.767. This was influenced by an increase in scores from the pre-test and post-test.
2. Most students gave positive responses to the application of English songs in listening activities. They agreed that this media is not only interesting, but also easy and makes them happy in class. This media can motivate them to listen and make it easier for them to understand the content of the song. However, the good response from students to songs as media is also relevant to the role of teachers in the classroom, the role of teachers in choosing media is very important in teaching listening. In addition, the selection of appropriate songs and timing are also very important. Therefore, teachers must manage time as well as possible and choose the material or song that best suits the level and interest of students. By the test, the researcher also analysed the test results which showed that the mean pre-test score was 63.00 and the mean post-test score was 76.33. This shows that there is an increase in students' scores when using English songs as learning media.
3. The results of the t-test calculation also show a significant increase in the value of students' listening skills after using English songs as a listening learning media, where the significance value is $0.000 < 0.05$. From these data, it can be seen that there is an increase in student scores after using English songs in listening material. So, English songs are an effective medium to improve students' listening skill.

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