

## THE APPLICATION OF ENGLISH SONGS TO IMPROVE STUDENT'S LISTENING COMPREHENSION

OCTAVIONA S. S. KAWALO, RINNY RORIMPANDEY, YAPPY WONGKAR

*Universitas Negeri Manado*

*Correspondance author: [octavionasskawalo@gmail.com](mailto:octavionasskawalo@gmail.com)*

*Received: 31 December 2024*

*Accepted: 16 Januari 2025*

*Published: 20 Januari 2025*

**Abstract** : Listening comprehension is a fundamental skill that involves not just hearing words, but actively understanding and interpreting the meaning behind them. It requires focusing attention, retaining information, and making sense of what is heard in real time. This research investigates the application of English Songs to improve students' listening Comprehension. Conducted at SMP Negeri 5 Tondano, this research involved 20 class VII students. Using a quantitative approach, this research used a pre-experimental design with one pre-test and post-test group. Data collection relies on tests, with the same format but different songs for the pre-test and post-test. The results showed significant improvement in listening proficiency, with the average post-test score (89,5) surpassing the pre-test score (33). This underlines the potential of English Songs as a tool to improve students' English listening comprehension.

**Keywords:** *Listening Comprehension, EFL, Song, Learning Media.*

### INTRODUCTION

Given that English serves as the predominant international language across most societies, acquiring proficiency in it is crucial. English serves as a second language in numerous countries. Although learning English may present challenges, its utility cannot be overstated as it is indispensable in various domains such as communication, business, politics, education, science, and technology. English is considered the primary foreign language in Indonesia, as opposed to being a secondary one. In line with the current curriculum in Indonesia, schools are mandated to include English as

one of the target languages for instruction. The student is looking forward to enhancing their English skills. When instructing middle school students, it is important to consider relevant matters and back them up with the regulations of the Ministry of National Education. Some Indonesian students find English to be quite intimidating. English and the Indonesian system may vary due to their differences. Indonesia keeps its third-person singular verbs unchanged, unlike English, which does alter them. An extensive vocabulary is essential for effective communication in any language. It plays a vital role in the process of acquiring language. Consequently, acquiring proficiency in English involves mastering four key language skills: speaking, writing, listening, and reading. Every language skill presents its own level of difficulty, which varies according to the individual user. An essential skill in the process of learning a language is the act of listening. Listening involves capturing, understanding, and remembering what we hear, and potentially even more. Music is currently being extensively utilized in English language teaching institutions across the globe. It is widely acknowledged for its ability to assist children in quickly expanding their vocabulary skills. Students might find pleasure in reciting and committing the words to memory. The songs presented by Millington (2011) impact the learning of students. Songs will enhance the learning experience in the classroom by bringing joy to the educational journey. Given that the majority of students enjoy singing and usually respond positively to musical activities in the classroom, it is beneficial for an English teacher to be creative in order to achieve educational goals in a welcoming environment. Given that studying English can create stress for students, it's important for teachers to carefully consider which elements should be incorporated into a language classroom to enhance student learning. Jeremy Harmer's book (2007:133) suggests that various resources such as games tailored to age and type, music, stimulating conversations, compelling images, dramatic stories, and other materials are commonly employed to engage students. Furthermore, by listening, our children can improve their pronunciation of words. As they continue to listen and comprehend spoken English, their understanding of

correct pitch, intonation, stress, and the sound of individual words and connected speech improves. Most students wish to understand English content, whether conveyed in person, on TV, radio, in cinemas, or through recordings like tapes, CDs, or other media. The instructor creates a diverse range of methods to ensure that teaching is both engaging and enjoyable. As noted earlier, the author incorporates songs to improve students' listening skills, as they provide an enjoyable way to alleviate boredom and engage effectively during class. Consequently, the author conducted a study titled "Enhancing Students' Listening Comprehension through the Use of English Songs. " The research problem stems from the students' insufficient listening skills, as evidenced by the study's background. Could using English songs enhance students' listening comprehension? The purpose of this study is to investigate if the application of English songs can enhance students' listening comprehension. The writer defined the boundaries. The study incorporates three English songs into its analysis: Let It Go, Circle of Life, and How Far I Will Go by Alessia Cara. Furthermore, her attention was directed towards the utilization of verbs.

## **RESEARCH METHOD**

### ***Research Design***

This research is classified as quantitative due to the nature of its numerical data. This study features a pre-experimental design including both pre-test and post-test assessments. Creswell (2017) suggests considering the connected variables when assessing objective hypotheses. The findings from this inquiry were collected, analyzed, deciphered, and documented. Farhady and Hatch suggest that the one group pre-test and post-test design bears resemblance to the one-shot case study.

The two tests are T1 pre-test and T2 post-test. In the illustration of the design, X is utilized to depict the treatment:

### **TI x T2**

According to the design above, the researcher was administer a pre-test before to utilizing a song, followed by a post-test following many instances of using a song to instruct the class.

#### ***Subject of the Study***

The 8th graders at SMP Negeri 4 Tondano was focused in this study, and there are twenty of them.

#### ***Research Instrument***

The data was collected through tests. The tests are in form of written test that are objective test. There are pre-test and post-test. Each of the tests consisted of 10 fill in the blank questions. The test was arranged according to the material given.

#### ***Instrument of the Research***

The researcher conducted a listening test using "Fill in the blank" test to assess student's listening ability. Score as follows:

***Table 1 Analytic scale for listening Ability***

<b>Score</b>	<b>Description</b>
1	Very weak listening ability; struggles to grasp basic information or identify crucial details.
2	Fair listening skills, but still in need of development; can capture some information but may struggle with understanding more Complex ideas.

- 3 Good listening skills; can capture information well, understand main ideas, and provide appropriate responses.
- 4 Excellent listening ability; adept at accurately capturing information, understanding language proficiently, and delivering insightful responses to the listened content.

---

Student's ability scores on the test were classified to determine their ability level. The classification is as follows:

***Table 2 The levell of Ability***

<b>No</b>	<b>Test Score</b>	<b>Level of Ability</b>
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	0-40	Poor

---

### ***Data Collection***

- The writer instructed the students on the subject matter.
- Before listening to music, the writer provided lyrics.
- The writer give the students instructions on how to complete the exam.
- The writer tested the students on their ability to fill in the blanks in song lyrics.
- The assessment process for Fill in the Blank tests involves scoring participants based on the accuracy and completeness of their answers in the blank spaces. Scores are assigned considering the precision of the words or concepts provided by the test takers.

### ***Data Analysis***

Data analysis in this study is divided into two stages. The first is the processing of the Pre-test and the second is Post-test.

#### *1. Pre-test*

Fill in the blank test is used to administer the Pre-test. This test was determined whether the students listening well or not. The researcher created sentences related to the song and have students fill in the blanks with the missing words or phrases based on what they hear. This exercise helps evaluated their listening skills.

#### *2. Post-test*

For the post-test, the writer give 10 tests filled in the blank to determined whether students have made any noteworthy growth or development as a result of listening comprehension through english song; in the end, the writer collected their score for assessment and conclusion.

This study used quantitative data analysis. This method is used to carry out calculations and data analysis. The SPSS V.25 program was used in this study for data analysis and hypothesis testing. The analysis was performed using normality tests and paired sample T tests.

### ***Statement of Hypothesis***

Hypothesis is a tentative answer to the research problem until it is proven through the collected data (F.M. Andrews, et al (2001). A hypothesis is a simple statement expressing the researcher's expectations about the relationship between variables in a problem to be tested in research (J.W, Buckley, et al (2006).

The hypothesis of this research is :

- **H<sub>0</sub>:** The application of English songs as a teaching media does not have a significant effect on the Listening Comprehension skills of eight-grade students at SMP N 5 Tondano.
- **H<sub>1</sub>:** The application of English songs as a teaching media media has a significant effect on the Listening Comprehension skills of eight-grade students at SMP N 5 Tondano.

#### ***1. Normality test***

To assess the data in the normal distributions of both tests, A normality test was operated. To determine if the data are normal, the following formula has been used:

- If the samples is more than 50, the writer will use Kolmogorov-Smirnov test
- If the samples is less than 50, the writer will use Shapiro-Wilk test Since the writer's samples was less than 50, the writer used the Shapiro-Wilk test.

## ***2. Hypothesis test using paired sample T-Test by using SPSS 25***

To assess the statistical validity of a claim and decide whether to accept or reject it, a subsection of inferential statistics known as hypothesis testing is used. To acquire information and proof that will assist in determining whether to accept or reject the truthfulness of the claims or assumptions that have been made, laying up a foundation is critical to hypothesis testing.

### ***Research Procedure***

In this study, the writer goes directly to the school to collect data and make observations. Researchers in the classroom, face-to-face with students during the data collection process.

#### *Plan*

- Identify research objectives and pose research questions regarding the application of English songs to improve student's listening comprehension.
- Determine the sample and target population, such as selecting a class of 8<sup>th</sup> grade students from SMP N 4 Tondano with total of 20 students.
- Carry out four treatment sessions to be conducted over two weeks. This includes Pre-test and Post-test sessions. Each session is planned to last one hour. Treatment sessions involve structure activities using media Speaker and specially selected songs with theme Disney to improve English listening



comprehension. These activities may include listening comprehension exercises, interactive discussions, and guide reflection aimed at strengthening listening strategies and improving overall comprehension abilities.\

### *Treatment*

During the initial meeting, the researcher provided a pre-test questionnaire to a group of participants, specifically the students of class VII B, in order to gather their perspectives on the descriptive text content that would be covered in the upcoming classes. The researcher provided preliminary questions in the form of a 10-question multiple-choice quiz. The researcher allocated a 15-minute time frame for addressing the pre-test questions. Upon gathering the pre-test answer sheets from the students, the researcher selected them for analysis in order to evaluate the students' abilities. Upon reviewing, the researcher noted that the students were still unable to comprehend the descriptive text material. Subsequently, the researcher elaborated on the listening description text material and employed English songs as a means of learning. The researcher also inquired about the challenges the participants encountered when it came to learning how to distinguish English words by sound. Researchers have identified various reasons, such as a lack of interest and inadequate learning resources to support educational activities within classrooms. Therefore, the researcher employed popular English songs loved by teenagers to boost students' engagement in listening activities and enhance their listening comprehension skills. The researcher consistently integrated English songs into the learning methods at each session held at SMP N 4 Tondano during the research study. During the recent session, the researcher provided a post-test questionnaire to assess the enhancement in students' listening skills following the classroom intervention. The post-test featured the same question types as the pre-test, specifically a 10-question Fill-in-the-Blank Test. The objective is to assess listening skills both before and after students engage with songs as learning tools. Following the post-test analysis, the

researcher identified a precise improvement in scores, indicating that the utilization of English songs as an educational tool significantly enhanced the listening skills of grade VII students at SMP N 4 Tondano. To delve deeper into the findings, the researcher compiled a table showcasing the pre-test and post-test scores alongside their respective results.

**FINDINGS AND DISCUSSION**

***Findings***

The study aimed to gather comprehensive data from research tools, such as pre-tests and post-tests, in order to fulfil its research goals. Researchers have utilized quantitative research methods to conduct systematic data analysis for deriving conclusions based on the research objectives outlined in the previous chapter. The researcher utilized a sample comprising 20 students from a class. The individuals involved in this study were students in the seventh-grade class VII B at SMP N 4 Tondano. During the study, class VII B students were designated as the experimental group and utilized English songs as an instructional approach to enhance students' listening comprehension. The data gathered from pre-tests and post-tests have been analyzed to compare the percentages of both. The pre-test was administered prior to the intervention, followed by the post-test after the course of treatment. Data collected through pre-test (T1) and Post-test (T2) are shown below.

***Table. 3 The scores of the student’s achievements in the pre-test (T1) and post-test (T2) class experiment.***

<b>Students</b>	<b>T1</b>	<b>T2</b>	<b>Gain</b>
CM	30	87	57

RL	20	80	40
AW	40	80	40
RJR	30	70	40
AM	50	80	30
GPM	50	85	50
GP	40	80	40
AB	40	80	40
AM	40	87	47
JS	40	85	45
KK	30	87	57
JGW	20	80	60
SMR	10	70	60
CS	30	95	65
FK	30	75	45
FM	30	80	50
CMW	50	80	30
SPP	20	80	60
SNAL	40	90	50
NAM	40	97	57
Total	660	1648	963

---

Based on the table, twenty (20) students participated in the test. In the pre-test, 1 student got the lowest score of 10 and three students got the highest score 50. In the post test 2 student got the lowest score 70 and 1 student got the highest score 97.

*a. Test of Validity instrument*

The purpose of the validity test is to find out whether the instrument we use can measure the data we want to measure. So, the researcher carried out a validity test which can be seen from the following table.

<b>Correlations</b>												
		V AR0 0001	V AR0 0002	V AR0 0003	V AR0 0004	V AR0 0005	V AR0 0006	V AR0 0007	V AR0 0008	V AR0 0009	V AR0 0010	T otal
V AR0 0001	Pears on Correlati on	1	.1 05	.1 05	.3 14	.0 99	.0 99	.3 19	.5 24*	.3 85	.1 79	. 506 *
	Sig. (2- tailed)		.6 60	.6 60	.1 77	.6 78	.6 78	.1 71	.0 18	.0 94	.4 50	. 023
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0002	Pears on Correlati on	.1 05	1	.6 00**	.2 00	.3 14	.3 14	.7 34**	.4 00	.2 04	.3 02	. 714 **
	Sig. (2- tailed)	.6 60		.0 05	.3 98	.1 77	.1 77	.0 00	.0 81	.3 88	.1 96	. 000
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0003	Pears on Correlati on	.1 05	.6 00**	1	.0 00	.5 24*	.1 05	.3 14	.2 00	.2 04	.3 02	. 578 **
	Sig. (2- tailed)	.6 60	.0 05		1. 000	.0 18	.6 60	.1 77	.3 98	.3 88	.1 96	. 008
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0

V AR0 0004	Pears on Correlati on	.3 14	.2 00	.0 00	1	.1 05	.1 05	.5 24*	.2 00	.4 08	.1 01	. 510 *
	Sig. (2- tailed)	.1 77	.3 98	1. 000		.6 60	.6 60	.0 18	.3 98	.0 74	.6 73	. 022
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0005	Pears on Correlati on	.0 99	.3 14	.5 24*	.1 05	1	.3 41	.3 41	.1 05	.0 43	.4 53*	. 563 **
	Sig. (2- tailed)	.6 78	.1 77	.0 18	.6 60		.1 42	.1 42	.6 60	.8 58	.0 45	. 010
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0006	Pears on Correlati on	.0 99	.3 14	.1 05	.1 05	.3 41	1	.3 41	.1 05	.4 71*	.0 32	. 456 *
	Sig. (2- tailed)	.6 78	.1 77	.6 60	.6 60	.1 42		.1 42	.6 60	.0 36	.8 95	. 043
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0007	Pears on Correlati on	.3 19	.7 34**	.3 14	.5 24*	.3 41	.3 41	1	.5 24*	.4 71*	.2 42	. 813 **
	Sig. (2- tailed)	.1 71	.0 00	.1 77	.0 18	.1 42	.1 42		.0 18	.0 36	.3 03	. 000
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0

V AR0 0008	Pears on Correlati on	.5 24*	.4 00	.2 00	.2 00	.1 05	.1 05	.5 24*	1	.4 08	.3 02	. 646 **
	Sig. (2- tailed)	.0 18	.0 81	.3 98	.3 98	.6 60	.6 60	.0 18		.0 74	.1 96	. 002
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0009	Pears on Correlati on	.3 85	.2 04	.2 04	.4 08	.0 43	.4 71*	.4 71*	.4 08	1	.1 23	. 597 **
	Sig. (2- tailed)	.0 94	.3 88	.3 88	.0 74	.8 58	.0 36	.0 36	.0 74		.6 05	. 005
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
V AR0 0010	Pears on Correlati on	.1 79	.3 02	.3 02	.1 01	.4 53*	.0 32	.2 42	.3 02	.1 23	1	. 527 *
	Sig. (2- tailed)	.4 50	.1 96	.1 96	.6 73	.0 45	.8 95	.3 03	.1 96	.6 05		. 017
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0
T otal	Pears on Correlati on	.5 06*	.7 14**	.5 78**	.5 10*	.5 63**	.4 56*	.8 13**	.6 46**	.5 97**	.5 27*	1
	Sig. (2- tailed)	.0 23	.0 00	.0 08	.0 22	.0 10	.0 43	.0 00	.0 02	.0 05	.0 17	
	N	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0	2 0

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The criteria for an item to be valid or invalid is based on the r-table value, according to the table above the item / instrument is said to be valid. can be seen from the significance value:

$r \text{ count (correlation coefficient value)} > r \text{ table} = \text{Valid}$

because the instrument uses 20 respondents, the r-table is 0.468 and we can see from the correlation value that all have a value of more than r table.

#### *Test of Reliability*

##### **Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

##### **Reliability Statistics**

Cronbach's Alpha	N of Items
.795	10

Reliability shows the consistency of an instrument. An alpha value greater than 0.7 indicates the reliability of the questionnaire is sufficient and we can see the alpha value in the table above is 0.795, which means the data is reliable.

### ***Normality Test***

#### **Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statis			Statis		
	tic	df	Sig.	tic	Df	Sig.
hasil pretest	.208	20	.023	.917	20	.089
hasil posttest	.194	20	.047	.932	20	.172

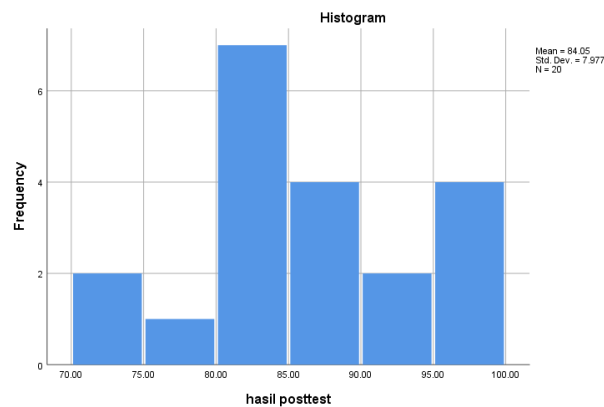
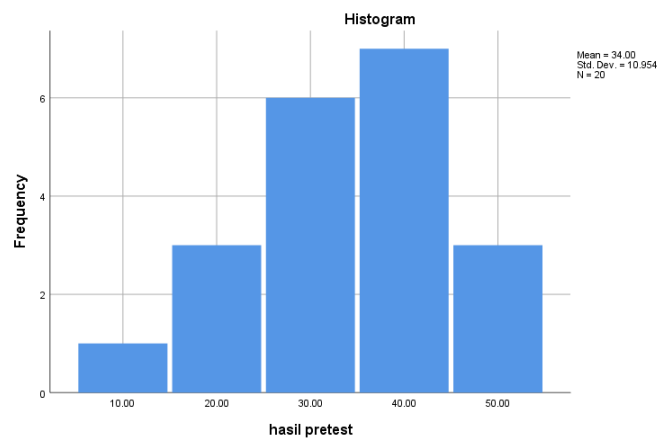
a. Lilliefors Significance Correction

Based on the Shapiro-Wilk normality test, it is known that the significance value (Sig) for the Pre-Test is  $0.089 > 0.05$  and the significance value (Sig) for the Post Test is  $0.172 > 0.05$ . Therefore, it can be concluded that the Pre-Test And Post-test is normally distributed.

Note:

- A significance value (Sig)  $> 0.05$  indicates that the data is normally distributed.
- A significance value (Sig)  $< 0.05$  indicates that the data is not normally distributed.





### - Hypothesis test Using Paired Sample T-test by Using SPSS 25

The results of the data analysis of the students' pre- and post-test results are shown in the

Following table :

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pai	hasil	34.00	20	10.95445	2.44949
r 1	pretest	00			

hasil posttest	84.05 00	20	7.97678	1.78366
-------------------	-------------	----	---------	---------

The data above displays the performance scores of a single student sample. The average score on the pretest was 34.00. In contrast, the mean score on the Posttest was 84.05. Both the pre- and post-tests included twenty students (N). The standard deviation and mean error of the pre-test were 10.954 and 2.449, respectively. The standard deviation was 7.976 and the mean error was 1.783 for the post-test. The mean results indicate that there is a difference between the means of the pretest and posttest. It is feasible to determine that there was an increase because the mean value of the posttest was higher than the pretest's.

### Paired Samples Test

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)	
					Lower	Upper				
r 1	Pai	-	12.04	2.69	-	-	-	1	.000	
	hasil									
	pretest	50.0500	586	354	55.687	44.4123	18.58	9		
	- hasil posttes t	0			63	7	2			

Table 6 shows that the p-value is less than 0.05 ( $0.000 < 0.05$ ). Therefore, it can be concluded that using songs as a medium enhances students' listening comprehension and that there is sufficient data to refute hypothesis 0.000.

### ***Discussion***

According to the research results, the Paired Samples Statistics output indicates that the pre-test and post-test averages have risen from 34.00 to 84.05. The sample's variance is determined by utilizing the standard deviation. The standard deviation for the pre-test is 10.954, which is less than 34.00, and for the post-test, it is 7.976, which is less than 84.05. The average is uniform when the standard deviation is low, but becomes uneven as the standard deviation increases. The similarity in standard deviations between the pre- and post-test indicates that the average values of the sample populations in the study are closely aligned. According to the results of the normality test, the significance value for the pretest score is 0.023, while for the posttest score it is 0.047. The data appears to be normally distributed as the significance values for both the pretest and posttest are higher than 0.005. This discovery aligns with a study carried out by Putri in 2018, which similarly assessed the efficacy of utilizing English songs as a tool to enhance students' listening skills. Based on her research findings, utilizing English songs proved to be highly effective in markedly enhancing students' listening skills. However, it is important to note that this research and previous studies vary in specific circumstances. Differences in certain results could arise from factors such as the school atmosphere, classroom arrangement, individual characteristics of students, or the methods of

evaluation employed. Consequently, while these findings support previous research, it is essential to consider certain factors that may impact the generalizability of these results. Putri and Serambi (2019) utilized podcasts as a tool to enhance students' listening skills. This article aims to explore how podcasts can improve speaking and listening skills. The authors aim to discuss various media tools that can enhance students' skills in speaking and listening, as the utilization of ICT in language teaching is on the rise. The writers gathered information for the article's topic from a range of sources, such as books, journal articles, and previous research. Based on these sources, it is evident that podcasts have much to provide EFL learners with regards to improving their speaking and listening skills. In their study, Oktaviani and Afriyuninda (2021) utilized English songs to enhance students' listening comprehension skills. The selection of topics is based on the issue of listening comprehension. The aim of this study was to investigate the impact of English songs on enhancing students' listening skills. The study focused on students who were in their fifth and seventh semesters of the English Education program at Universitas Teknokrat Indonesia. The research included a total of 100 students. This study utilizes a qualitative methodology. One hundred students who had completed listening courses were given questionnaires to gather data. The examination of the data, conducted through the utilization of tabulated data, demonstrated the students' proficiency in listening comprehension throughout the activity. The findings suggest that English songs can enhance one's listening comprehension skills.

### ***Conclusion***

Based on the data analysis in the previous chapter, the researcher wants to make a conclusion. The research result showed that the average post-test score was higher (84.05) than the pre-test (34.00). This means that the application of English songs can improve student's listening comprehension.

Researchers concluded that the students enjoyed learning because of the application of English song. Songs can make learning more enjoyable and relax. English songs can be applied in teaching process to overcome student's problem also to improve student's listening skills

## REFERENCES

- Afriyuninda, E., & Oktaviani, L. (2021). The use of English songs to improve students' listening skills. *Journal of English Language Teaching and Linguistics*, 6(2), 237-244. <https://doi.org/10.21462/jeltl.v6i2.470>
- Barthes, R. (1985). *The responsibility of forms: Critical essays on music, art, and representation* (R. Howard, Trans.). Hill and Wang.
- Brown, G., & Yule, G. (1985). *Discourse analysis*. Cambridge: Cambridge University Press. *Journal of Linguistics*, 21(1), 241–245.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Pearson Education.
- English Students Listening Skills." *Journal of English Language Teaching and Learning (JELTL)*2(2):80-85. Retrieved on 08 october 2022 from <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>.  
<https://en.wikipedia.org/wiki/Listening>
- Helgesen, M., and S. Brown. 2007. *Practical English Language Teaching, listening*. New York: McGraw-Hill ESL/ELT.
- Agung Prasetya. (2017). *The effectiveness of using English Songs on Students' Listening ability. A-Quasi experiment Study at the Eight Year Students of " MTs Hidayatul Anam.Yogyakarta: Unpublished.*
- Millington, D. A. (2011). *The Role of Songs in English Language Instruction Classes Worldwide*.Newyork: Cambridge University press.
- Medina, J. (1993) and Mishan, F. (2005). *The Role of Popular Song Lyrics as an Initial Exposure to English for Global Learners.*
- Shopya, L. (2013). *The Use of Music as a Motivational Technique for English Language Learning in Children.* (p. 8

- Smith, S. M., & Moynan, S. C. (2008). Forgetting and recovering the unforgettable. *Psychological Science*, 19(5), 462-468.
- Harmer, J. (2007). *Activities and Materials for Engaging Language Students*. (p. 133).
- Weikart, P. S. (1998). Rhythm and Language Development. In Lems, K. (2005). *The Role of Rhythm in English Language Learning*.
- Cameron, L. (1997). The task as a unit for teacher development. *ELT Journal*, 51(4), 345-351. <http://dx.doi.org/10.1093/elt/51.4.345>
- Kamien, Roger, 1997, *Music: An Appreciation*, Third Brief Edition, McGraw-Hill Companies
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. USA: San Francisco State University
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge University Press.
- Millington, Neil. (2011). Using Songs Effectively to Teach English to Young Learners. *Language Education in Asia*. 2. 134141.10.5746/LEIA/11/V2/11/A11/Millington.
- Underwood, M. (1989). *Teaching Listening*. Longman.
- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
- Putri, C. M., Bunau, E., Sri, Y., Pendidikan Bahasa, R., Fkip, I., & Pontianak, U. (2018). Using English Songs in Improving Listening Skill. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 7(5).
- Putri, Y. Z., & Serambi, M. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisih: Journal of Language, Education, and Humanities*, 6(1), 15-2
- Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*
- Heinich, R., Molenda, M., Russel, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning*, 7th Edition. Pearson Education.
- Hornby, A.S. (1995). *Oxford Advanced Learner's Dictionary*. Great Britain: Oxford University Press.
- Isanova, N., & Ravshanova, T. (2020). Use of effective teaching aids in foreign language lessons. *АрхивНаучныхПубликаций JSPI*
- Kamien, Roger. (1997). *Music: An Appreciation*. McGraw-Hill College; 3rd edition.
- Krashen, S. (1994). The pleasure hypothesis. *Georgetown University Round Table on Languages and Linguistics 1994*. Washington DC: Georgetown U. Press.
- Murphey, T. (1992). Music and Language Learning. *ELT Journal*, 46(1), 86-87. <https://doi.org/10.1093/elt/46.1.86>
- Mateer, G. D., Ghent, L. S., Porter, T., & Purdon, R., (2014). *Pedagogy in Action. Using Media to Enhance Teaching and Learning*. Retrieved from:
- Teng, F. (2016). The Effect of Songs on Listening Comprehension in Language Learning. *International Journal of Applied Linguistics & English Literature*, 5(2), 118-124. <https://doi.org/10.7575/aiac.ijalel.v.5n.2p.118>

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.  
<https://doi.org/10.1017/S026144480700436X>.