

**STUDENTS' STRATEGIES AND PERCEPTIONS OF USING ENGLISH
SONGS AS MEDIA IN INDEPENDENT LEARNING OF LISTENING
SKILLS
AT SMP NEGERI 3 WARU**

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Aulina, Farissa (2022). *Students Strategies and Perceptions of Using English Songs as Media*

in Independent Learning of Listening Skills at SMP Negeri 3 Waru. A Thesis. English

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Key Words: *Students' Strategies, Students' Perceptions, English Songs, Independent Learning, Listening Skills.*

The increasing interest in learning English proficiency among students has led them to learn speaking, writing, reading, and listening skills. Yet, the majority of them tend to prioritise speaking, writing, and reading skills since they tend to think that those three English skills require more considerable attention rather than listening skills, so that their listening skills are generally low. Fortunately, technological advances have brought English songs as learning media that can help students learn listening skills independently. In mastering listening skills, three listening strategies, such as metacognitive, cognitive, and social/affective, can be implemented during listening skills practice by using English songs independently. Thereby, this present study intends to answer the following research questions: 1) What are the eighth-grade students' strategies of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru?, 2) What are students' perceptions of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru?. A survey study is employed by administering the questionnaires through Google Form to 32 eighth-grade students of SMP Negeri 3 Waru as the participants of this study. The findings of this study show that the students prefer to play the English song twice when they have difficulty in understanding the meaning of the lyrics, use guessing strategy to understand the meaning of the song's lyrics based on the words they know, and motivating themselves through positive self-talk when learning listening skills by using English songs independently. This study also reveals that most students agree that listening to English songs can increase their motivation to learn listening skills independently. Besides, almost all students accept it as true if they can find new vocabulary through learning by listening to English songs. The finding of this study is expected to be beneficial for students to find ways to learn listening skills. It also promotes the use of songs to facilitate students' listening skills both in listening class and in their independent learning.

ABSTRAK

Aulina, Farissa (2022). *Students Strategies and Perceptions of Using English Songs as Media in Independent Learning of Listening Skills at SMP Negeri 3 Waru*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya.
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Kata Kunci: *Strategi Siswa, Persepsi Siswa, lagu Bahasa Inggris, Pembelajaran Mandiri, Keterampilan mendengarkan.*

Meningkatnya minat belajar kemahiran bahasa Inggris di kalangan siswa telah mendorong mereka untuk belajar keterampilan berbicara, menulis, membaca, dan mendengarkan. Namun, sebagian besar dari mereka masih cenderung mengutamakan keterampilan berbicara, menulis, dan membaca karena mereka cenderung berpikir bahwa ketiga keterampilan-keterampilan Bahasa Inggris tersebut membutuhkan perhatian yang lebih besar daripada keterampilan mendengarkan sehingga keterampilan mendengarkan mereka umumnya rendah. Untungnya, kemajuan teknologi telah membawa lagu berbahasa Inggris sebagai media pembelajaran yang dapat membantu siswa belajar keterampilan mendengarkan secara mandiri. Dalam menguasai keterampilan mendengarkan, tiga strategi mendengarkan, seperti metakognitif, kognitif, dan sosio/afektif, dapat diterapkan selama latihan keterampilan mendengarkan dengan menggunakan lagu-lagu berbahasa Inggris secara mandiri. Dengan demikian, penelitian ini bermaksud untuk menjawab pertanyaan penelitian berikut: 1) Bagaimana strategi siswa kelas VIII dalam menggunakan lagu berbahasa Inggris sebagai media pembelajaran mandiri keterampilan menyimak di SMP Negeri 3 Waru?, 2) Bagaimana persepsi siswa penggunaan lagu berbahasa Inggris sebagai media pembelajaran mandiri keterampilan menyimak di SMP Negeri 3 Waru?. Studi survei dilakukan dengan menyebarkan kuesioner melalui Google Form kepada 32 siswa kelas delapan SMP Negeri 3 Waru sebagai peserta penelitian ini. Temuan penelitian ini menunjukkan bahwa siswa lebih suka memainkan lagu berbahasa Inggris dua kali ketika mereka mengalami kesulitan dalam memahami makna lirik lagu, menggunakan strategi menebak untuk memahami makna lirik lagu berdasarkan kata-kata yang mereka ketahui, dan memotivasi diri mereka sendiri melalui pembicaraan diri secara positif ketika belajar keterampilan mendengarkan dengan menggunakan lagu berbahasa Inggris secara mandiri. Penelitian ini juga mengungkapkan bahwa sebagian besar siswa setuju bahwa mendengarkan lagu berbahasa Inggris dapat meningkatkan motivasi mereka untuk belajar keterampilan mendengarkan secara mandiri. Selain itu, hampir semua siswa

menerima sebagai benar jika mereka dapat menemukan kosa kata baru melalui belajar mendengarkan dengan menggunakan lagu-lagu berbahasa Inggris. Temuan penelitian ini diharapkan bermanfaat bagi siswa untuk menemukan cara belajar keterampilan mendengarkan. Ini juga mempromosikan penggunaan lagu berbahasa Inggris untuk memfasilitasi keterampilan mendengarkan siswa, baik di kelas mendengarkan maupun dalam pembelajaran mandiri.



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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the area of study that will be covered in some headings: 1) Background of the Study; 2) Research Questions; 3) Objectives of the Research; 4) Significance of the Study; 5) Scope and Limitation; 6) Definition of Key Terms.

A. Research Background

Recently, the increasing interest in English proficiency has heightened for students to hone and improve their English skills fluently, starting by improving their speaking skills, writing skills, reading skills, and listening skills. However, in the process of learning English, not a few students often overlook the role of listening and tend to prioritise more on writing, speaking, and reading so that their listening skills are generally weak. Listening is regarded theoretically as an activity that requires people to pay close attention to messages spoken by the speaker while attempting to decipher the meaning of the messages.¹ In addition, listening particularly plays an essential role in developing receptive skills in English learning. It is because the process of listening involves auditory input and cognitive development that serves as a life-long role in the communication process so that it also emerges as an essential part of the process of mastering a second language.²

Speaking of students' low proficiency in listening skills, there are common internal problems of listening in English that are often faced by the students, such as the students frequently forgetting what they have heard, misinterpreting the words they already know, neglecting the intended messages while understanding the message, overlooking the next part of the

¹ Abbas Pourhossein Gilakjani and Mohammad Reza Ahmadi, "A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement". *Journal of Language Teaching and Research*. Vol. 2 No. 5, September 2011, 978.

² Lidiyatul Izzah, "Implementing Song in Teaching Listening Comprehension at Muhammadiyah University of Jakarta". *Indonesia Journal of English Language Teaching*. Vol. 1 No. 2, October 2014, 2.

information delivered by the speakers since they are busy thinking about the meaning and failing to pay attention to it, and allowing them to create a mental presentation from words they have heard.³

Besides, there are also external problems that cause students to have weak listening skills, such as the limitation of listening activities carried out in the classroom and the ineffectiveness of the media used to practise listening due to the implementation of conventional teaching methods. Cahyono and Widiati confirmed that listening has very limited handy materials among other language skills even though listening has the same status as the other language skills. It also has been proven by the initial survey which confirmed that 83,7% of students did not experience listening activities in their high schools.⁴ On the other hand, a research article designed by Tagor Pangaribuan, Andromeda Sinaga, and Kammer Tuahman Sipayung that discussed about “The Effectiveness of Multimedia Application on Students’ Listening Comprehension” approved that multimedia application is way more effective than conventional media. Using a quantitative approach with classroom-action research, the result of the study revealed that the use of multimedia could significantly improve students’ listening comprehension.⁵ Thus, listening becomes one of the important pieces of learning and teaching English since it is considered as a fundamental aspect for the formation of literacy skills, particularly oral skills. Therefore, not only speaking, reading, and writing that are important to master by students, but listening is equally crucial for students, to maintain successful communication on a daily basis and academic context.⁶

³ Diah Astini, Doctoral Dissertation: “*The Correlation between Metacognitive Strategies and Listening Comprehension of the Eleventh Grade Students of SMA Muhammadiyah 2 Palembang*” (Palembang: UIN Raden Fatah Palembang, 2017), 22.

⁴ B.Y. Cahyono and Utami Widiyati, “The Teaching of EFL Listening in the Indonesian Context: The State of Art”. *TEFLIN Journal*. Vol. 20 No. 2, 2009, 194.

⁵ Tagor Pangaribuan, Andromeda Sinaga, and Kammer Tuahman Sipayung, “The Effectiveness of Multimedia Application on Students’ Listening Comprehension”. *English Language Teaching*. Vol. 10 No. 12, 2017, 212-218.

⁶ Yosefina Rosdiana Su, Fatmawati, Stanislaus Guna, Fransiskus Jemadi, Yovita Narsi Mat, and Ronaldus De'e, “Situating the East Indonesia’s EFL learners’ attitudes toward the extensive

In fact, one of those internal and external problems also occurred at SMP Negeri 3 Waru which was taken as the location of this study that helps the researcher to collect the data. This was indicated by the result of preliminary research through an interview session conducted by the researcher with an eighth-grade English teacher on 18th July 2022, which revealed that the listening skills of eighth-grade students SMP Negeri 3 Waru had decreased drastically. The first reason that caused eighth-grade students of SMP Negeri 3 Waru to have low listening skills was because the majority of them had a lack of vocabulary comprehension that made it challenging to decipher the meaning of utterances spoken by the speaker on a video recording. At the beginning of the semester, the teacher expected that students had sufficient vocabulary comprehension to understand the meaning of every word said by the speaker in a video recording so that the teacher did not need to teach the students vocabulary. But in reality, almost all of the students actually did not understand the meaning of each word said by the speaker in the video recording as they had low vocabulary comprehension. Hence, the teacher put more effort to teach the students vocabulary from the beginning of the semester alongside when the students also practised their listening skills. As a result, the learning system conducted in listening class could not be accomplished effectively and optimally. The second reason was because school still did not provide proper learning facilities and media for teaching listening skills. Particularly, listening activities could not carry out optimally due to the lack of technical facilities that could support the implementation of those activities. For instance, there are still several classes that did not have speaker, LCD, and projector so that it is difficult for both teachers and students to carry out listening activities in the classroom. Consequently, many eighth-grade students of SMP Negeri 3 Waru had difficulty in understanding recorded video conversations in English and the listening class cannot be

listening practices". *Journal of English Education, Literature, and Culture*. Vol. 6 No. 2, August 2021, 315.

carried out effectively due to a lack of vocabulary comprehension and the ineffectiveness learning media that can support listening activities.

To overcome those internal and external problems, appropriate learning media that can easily be used by students beyond the classroom without the supervision of the teachers are needed to facilitate students in learning their listening skills effectively. One of the most appropriate learning media that can be applied to help students learn their listening skills independently without losing the gist of learning is songs. The relationship nowadays between teenagers and songs is strengthened by new technology. The fact that the majority of the younger generations engage in a culture of free music can be used to support that statement. It means they could spend a lot of money and time each day listening to songs. In particular, teenagers spend more than three hours a day actively listening to songs, totalling more than 10,000 hours over this time. Thus, there is no doubt that most teenagers might engage with songs and make them part of their lives.⁷ In addition, it is undeniable that technological advances have brought the presence of songs to teenagers' lives through the sophistication of the internet so that they can have access to listen to their favourite songs easily. In the educational aspect, songs have culturally rich resources that can be easily carried out in the learning process. According to Harmer, songs are a powerful stimulus for students' engagement in learning since songs can facilitate us to express our feelings while still permitting us to analyse them and their effects on our brains. In English as a Second Language learning, however, songs are often used in the learning process since songs are known to help students with language problems by helping them learn how to listen since songs can promote favourable associations in those who study the language.⁸ Besides, songs can help the students to develop their lingual skills more easily since songs have a major role in changing monotonous moods in

⁷ María Gemma Sánchez González, "Adolescents and values portrayed in music nowadays". *Journal for Education, Social and Technological Sciences*. Vol.7 No. 2, 2020, 45-47.

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Longman Publishing, 2002), p. 241.

the classroom and providing a comfortable classroom environment.⁹ The students can use English songs to learn listening skills freely since they can access the English songs that they want to listen to through their mobile phones everywhere and every time. Because there will be a range of English songs available in the category, they may also select their own favourite songs with ease to facilitate them in learning listening skills. Hereby, students are no longer limited by listening activities carried out in the classroom since they can conduct their independent learning by using English songs as media that facilitate them to learn their listening skills.

Several studies have put much attention on investigating the use of songs as media that help students to improve their listening skills (e.g. Apin Hidayat and Dadang Solihat & Prita Lusiana Utami), the use of songs to increase students' interest and motivation in listening class (e.g. Yusuf Yulianto and Diego Aguirre, Daisy Bustinza & Mijail Garvich), teachers' perceptions and views toward the use of songs to improve young learners' listening skills (e.g. Mustafa Şevik and Sofia Kristiani), students' perspectives on the support of English songs to improve their English developments and their perception of using English songs in teaching and learning English (e.g. Bagas Raharjo Ranggen and Priscillia Ika Saputri), and an analysis of students' effort toward independent learning beyond the classroom (e.g. Annisa Susanti). Those are still being concerned issues from 2011 until 2022 in a different concern of research articles and thesis. Those studies also had been conducted in several countries, such as Turkey, Peru, and Indonesia. However, most of the studies were conducted in Indonesia.

Although considerable research has been devoted to investigate the use of songs to improve students' listening skills and motivation in listening class, teachers' and students' perceptions and views towards the use of songs to improve young learners' listening skills and students' English development, rather less attention has been paid to investigate those issues from the

⁹ Magbule Mejzini, "Teaching Children through Songs, Chants and Rhymes". *European Journal of English Language Teaching*. Vol. 1 No. 2, 2016, 107.

independent learning's context. Since the majority of eighth-grade students of SMP Negeri 3 Waru still have a low level of listening skills and the presence of songs has become a part of teenagers' lives due to technological advances, those phenomena need further investigation to a better understanding of students' strategies of using English songs as media in independent learning of listening skills and their perceptions regarding those issues. Thus, the purpose of this thesis is to investigate students' strategies and perceptions of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru.

B. Research Questions

Based on the background of the study above, this research is guided by the following questions:

1. What are the eighth-grade students' strategies of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru?
2. What are the eighth-grade students' perceptions of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru?

C. Objectives of the Research

Regarding the research issues that need to be addressed above, the objectives of this study are to investigate:

1. The eighth-grade students' strategies of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru.
2. The eighth-grade students' perceptions toward using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru.

D. Significance of the Study

The researcher hopes that the findings of this study will be beneficial for:

1. Students

The researcher believes that the findings of this study will introduce the students to new enjoyable learning media, namely English songs, to facilitate them in learning listening skills independently. Additionally, the findings of this study will also give them a new experience to recognize various kinds of listening skill strategies that they can use by using English songs in independent learning with pleasure. Thus, students are not only introduced to conventional media, but also new media, such as the use of English songs, to learn their listening skills independently.

2. Teachers

The researcher believes that the findings of this study will bring new insights for teachers to develop strategies for teaching students listening skills by using English songs. Moreover, the findings of this study require the teachers to figure out that English songs can be valuable pedagogical media which are worth trying to teach listening skills at listening class or perhaps update their vision if English songs can serve as enjoyable media to teach students listening skills.

3. Future Researchers

The findings of this study can serve as a valuable source for conducting related research in the future. Particularly, this study may serve as the previous study for future researchers to cover the gap in this current research, and it can validate the current research results. Furthermore, this study is expected to be one of the base new strategies that will arise in learning English.

E. Scope and Limitation

The scope of this study is 32 eighth-grade students of SMP Negeri 3 Waru who are selected using simple random sampling. This study focuses on students' strategies and perceptions of using English songs as media in independent learning of listening skills. The term "strategies" in this study that are investigated in this study are listening strategies which include cognitive,

metacognitive, and social/affective strategies. Meanwhile, the term of “students’ perceptions” that are investigated this study is students’ impression and cognition of using English songs as media that help them to learn to listen independently. Under the circumstances, this study is constrained by exclusively investigating the mentioned topic, which is on students’ strategies and perceptions of using English songs as media in independent learning of listening skills, to 32 eighth-grade students of SMP Negeri 3 Waru who present the sample. This study will not cover other problems that are not considered as one of those main focuses above. In addition, the results of this study are not only beneficial for students, but also applicable for teachers to find appropriate strategies to teach listening as well as the enrichment references for a further similar study that will be conducted by future researchers.

F. Definition of Key Terms

In this research, particular operation definitions are provided to help the readers to have the same views in understanding the study, as follows:

1. Perception

This research follows the definition of George and Jones which stated that perception is defined as the process of selecting, organising, and interpreting the stimuli or information from five senses, such as sight, hearing, touch, taste, and smell, to give meaning.¹⁰ Meanwhile this study defines students’ perception as the students’ ability to justify their belief of using English songs as media in independent learning of listening skills. Thus, the students’ perceptions of using English songs are the key to answer the research questions. The coverage of students’ perception in this research involves the students’ positive and negative responses regarding their impression and cognition of using English songs as media in independent learning of listening skills.

¹⁰ Bagas Raharjo Ranggan, Doctoral Dissertation: “*Students’ Perception on the Support of English Songs to Students’ English Developments*” (Yogyakarta: Sanata Dharma University, 2016), 4.

2. English Songs

The definition of songs by Hornby supports this research. He defined songs as pieces of music with a combination of words that are sung.¹¹ In this research, English songs are defined as a learning medium consisting of pieces of music with a combination of words that are sung in English which cover all the musical genres, such as pop, folk, art, popular, rock, and etc., to facilitate students in learning their listening skills independently.

3. Listening Skills

The idea of listening skills in this research is in line with a statement defined by Howatt and Dakin which stated as the capability to recognize and comprehend what speakers are saying.¹² However, this research considers listening skills as the capability mastered by students to recognize and comprehend the meanings of words or sentences included in English songs through their sense of hearing.

4. Independent Learning

The definition of independent learning in this research is supported by Anderson. He stated that independent learning is an act of students where they are required to have a big responsibility for their learning.¹³ Meanwhile, this study defines independent learning as a method where the students are required to have ownership to practise and improve their listening to themselves through English songs. The students learn how to learn their listening skills through English songs through their own actions and directions without instruction from the school policies and teachers.

¹¹ Sri Nurvia, Doctoral Dissertation: “*Using Song in Teaching English Speaking Skills for Young Learners*” (Cirebon: Syekh Nurjati State Islamic Institute, 2016), 3.

¹² Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi, “The Use of Songs to Improve Students’ Listening Comprehension Ability”. *Journal of English Language Education*. Vol. 2 No. 2, August 2019, 36.

¹³ Annisa Susanti, Doctoral Dissertation: “*An Analysis of Students’ Effort Toward Independent Learning Beyond the Classroom*” (Banda Aceh: Ar-Raniry State Islamic University, 2017), 6.

5. Strategy

The idea of strategy in this research is supported by a statement defined by J. R. David stated that A strategy is a plan, procedure, or series of practices designed to accomplish educational objectives in the context of learning. However, this research considers strategy as a plan, procedure, or series of practices that help students to understand the meanings of words or sentences sung by the singers in the English songs.¹⁴ In addition, the students' strategies of using English songs are also the key to answer the research questions.



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¹⁴ Nursyafni Ayu Shidiq, Doctoral Dissertation: “*The Relationship between Students’ Listening Strategies and Their Listening Achievement at Eleventh Grade at SMA Negeri 5 Barru*” (Makassar: Muhammadiyah University of Makassar, 2021), 5.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will give a brief explanation of Review of Related Literature and Review of Previous Study. Those theories are used to provide further information in case of supporting the information contained in the study. Review of Related Literature divided into six sections; 1) Perception; 2) The Concept of English Songs; 3) The Concept of Listening; 4) Songs as the Learning Source; 5) The Role of Songs in Listening Skills.

A. Theoretical Background

1. Strategy in Learning Listening

Goh and Vandergift describe listening strategies as approaches used by students to enhance their listening comprehension.¹⁵ Those can help students to construct the meaning and respond to what is heard. There are numerous listening strategies that can be implemented by the students to practise their listening skills. However, they must be able to select their own listening strategies which are suitable for their own needs. Bao and Guan mentioned three types of listening strategies that can be applied by students in practising listening, such as: Metacognitive Strategies, Cognitive Strategies, and Social/Affective Strategies. Metacognitive strategies refer to ways that help students understand their learning methods. It deals with the actions used by students while listening to spoken text attentively. By implementing a metacognitive strategy, the teachers can get students to reflect on the learning process as they plan, monitor, and assess their progress. In other words, metacognitive strategies require students to make a plan for their learning process, monitor the comprehension process, and evaluate the learning process once after they finish it, and those three

¹⁵ Yi-Chun Liu, Doctoral Dissertation: "The Utilization Of Listening Strategies In The Development Of Listening Comprehension Among Skilled And Less-Skilled Non-Native English Speakers At The College Level" (Texas: Texas A&M University, 2009), 20.

processes can be performed in pre-listening, while-listening, and post-listening aspects. The strategies can guide students to develop a suitable way of learning listening skills and they can be better prepared to improve their listening process. The details of those three processes involved in this type of strategy, namely planning, monitoring, and evaluating, are explained below:

- a. Planning requires awareness of what must be done to complete a listening activity.
- b. Monitoring is the process of confirming, validating, or altering students' comprehension or performance during a listening activity.
- c. Evaluation is the process of examining the findings of students' listening comprehension tests to measure their comprehensiveness and accuracy.¹⁶

Cognitive strategies refer to mental activities used by students to complete the listening task, which include: making use of students' knowledge in processing the meaning of the text, providing deeper interaction with the text, and ignoring irrelevant information. In other words, those strategies deal with how students solve their problems when they learn listening skills. The characteristics of cognitive strategies are to require students to guess the meanings of unfamiliar terms or vocabulary from the text or conversational context, use prior knowledge they have acquired from outside of the text or conversational text, and connect that knowledge to what they have learned from the new text or conversational context, which is known as a translation process, and summarize the language and information from the listening task. There are two types of cognitive listening strategies, namely Top-Down and Bottom-Up. The details of those types of cognitive strategies are described below:

¹⁶ Dat Bao – Cheng Guan, *The TESOL Encyclopedia of English Language Teaching* (New Jersey: John Wiley & Sons, Inc., 2019), 1-2.

- a. The Top-Down strategy is regarded as listener-based. This strategy requires listeners to focus on background knowledge to get information. That background knowledge prompts a series of expectations that will help listeners in interpreting what they hear and anticipating what information will be presented next. The top-Down strategy consists of listening for the main idea, predicting the situation, drawing conclusions, and summarising the topic.
- b. The Bottom-Up strategy is regarded as text-based. The message's language is what the listeners pay attention to, which consists of lexical, pronunciation, and grammar to create meaning. The Bottom-Up strategy consists of word-by-word translation, listening for specific details, identifying cognates, and identifying word-order patterns.¹⁷

Meanwhile Social/Affective strategies refer to ways that concern with managing positive and negative emotions. Those strategies involve thought-provoking learning by ascertaining the level of empathy between the students and teachers. Social/affective strategies were derived from two strategies; social and affective strategies. Specifically, social strategies deal with students' environment which covers some activities that require students to have interaction with others by involving three aspects of activities, such as emphasising with others, cooperating with others, and asking questions. Meanwhile, effective strategies deal with students' feelings which consist of attitudes, motivations, and emotions. On the other hand, social strategies can be described as acts taken by students to involve others in the learning process. Besides, effective strategies can be referred to as approaches or techniques which effectively manage students' emotions as they engage in the learning process.¹⁸ In this study, these social/affective strategies

¹⁷ Sofia Idawati Lubis, Dinda Suri, Isnania Ardhana, "Students' Listening Strategies to Cope with the Problems in Listening Class". *Jurnal Ilmiah Pendidikan*. Vol. 7 No. 2, 2021, p. 41.

¹⁸ Meisya Ivone Firdaus, "Listening Comprehension Strategies Used by EFL Students in State University of Surabaya". *RETAIN UNESA*. Vol.7 No. 3, 2019, p. 50.

deal with students' interaction with another person in a conversation and self-motivation during or after a listening activity through positive self-talk.

2. Perception

Perception is defined as a process to recognize an object through the five senses, such as sight, hearing, touch, taste, and smell. In this case, an individual can intentionally absorb exterior stimuli or objects and attempt to comprehend and interpret them in order to obtain understandable meaning.¹⁹ Robbins described 'perception' as an impression received by individuals through the five senses, then it is analyzed, interpreted, and evaluated to obtain meaning or how we define something.²⁰ Meanwhile, Bimo Walgito also found that perception is an impression gained by individuals through the process of sensing, organising, and interpreting the object so that it is a meaningful and integrated activity within individuals. Those two opinions do not offend each other, but the first opinion, originated by Robbins, rather emphasizes the process that occurs after the absorption of objects through the five senses, then it is arranged and interpreted to receive an understandable meaning for the individuals. As a result, individuals will receive the ideas, responses, and impressions in the brain through the results of absorption by the five senses.²¹

The process of perception can be affected by three stages, such as selection, organisation, and interpretation. The selection is the first stage of perception that serves to change environmental stimuli into meaningful experiences. On a daily basis, stimuli come through the five senses, either from sight, hearing, touch, taste, or smell, to be processed.

¹⁹ Zulvy Melviza, Syamsul Bahri Ys, and Nira Erdiana, "Students' perception toward English club activities". *Journal of Research in English and Education (READ)*. Vol. 2 No. 1, June 2017, p. 102-103.

²⁰ Dian Pratiwi, Doctoral Dissertation: "*Students' Perception on the Use of Debate Method in Speaking Class*" (Makassar: Makassar Muhammadiyah University, 2019), 6.

²¹ Ariska Yuliani, Doctoral Dissertation: "*Students' Perception about Peer Feedback on Students' Work at STAIN Kediri*" (Kediri: State Islamic Institute of Kediri, 2018)

From those several stimuli or information gained by the five senses concurrently, an individual must select them by focusing on the most important one or that he or she is interested in.

The second stage is organisation. This stage requires an individual to arrange the stimuli or information in a certain way to produce a meaningful pattern after he or she selects the stimuli from the selection stage. The categorizing stage is another name for this stage. The perception develops two characteristics at this stage, such as it can give an individual a perceptual structure and show that an individual's perception has stability.

The third stage is interpretation. In this stage, meaning is constructed through the selected and categorised stimuli or information. Each individual is allowed to give different interpretations even with the identical stimuli. These distinctions may be influenced by environment, society, and experiences.²²

3. The Concept of English Songs

Songs are a vital part of every human's life. For a very long time, songs have been an amusing companion of human society. Songs can be termed as a universal language since songs are still one of the greatest heritages for human beings. Everyone enjoys listening to the song, whether we realise it or not, songs have become very essential in the different moments of their life. Nowadays, songs are not considered as entertainment, but they also have a great role in educational aspects, communication, and individual's behaviour. This is in line with what is proposed by Djohan which stated that songs can be seen as a complex and universal behaviour that involves an individual's ways of thinking that contain significant signal messages.²³ In addition, songs can be considered as souls in life as songs have unlimited power to ease stress

²² O.U. Qiong, "A Brief Introduction to Perception". *Studies in Literature and Language Journal*. Vo. 15 No. 4, 2017, 18-19.

²³ Djohan, *Psychology of Music* (Yogyakarta: Buku Baik, 2003)

and provide calmness to people's minds. Furthermore, the song also can be defined as a universal language since the song appears in our daily lives whether it is accidentally or on purpose. Songs can be heard by people from different backgrounds, ethnicities, and cultures. Therefore, songs are easily accepted in society until this period and they can be considered as the universal language. Moreover, songs can be used as a medium to convey messages by musicians since songs have their own power to deliver messages, both explicitly and implicitly.²⁴

Based on Hornby, song can be defined as a composition of music with lyrics. Furthermore, songs can be described as an instrument that involves lyrics and music that is sung for the purpose of producing a feeling or emotion to a particular matter. Thus, we can say that songs are a composition of music that is performed by singing or alongside musical instruments.

Songs have been developed by a variety of genres. Generally, the songs are divided into three genres, such as Folk Songs, Art Songs, and Popular Songs. Folk Songs can be described as songs created by often anonymous origin that are transmitted orally. Folk songs can be considered as national and cultural identity as well since they exist in every country.

Art Songs, which are typically accompanied by piano instruments, can be defined as songs that are written for performance in their own right. Nowadays, art songs not only perform in an orchestra, but also in instrumental solo or group performance.

When a group of people learn to listen to modern folk songs and sing them from a recorded version to other people, then popular songs will become modern folk songs. Pop songs are closely related with

²⁴ Titus Gaité, Yakob Godlif Malatuny, Maslan Abdin, Bernard Labobar, and Sara Malatuny, "A Comparative Study of Ambonese Classic and Modern Pop Songs". *Advances in Social Science, Education and Humanities Research*. 2019. Vol. 418

popular songs, although pop songs are considered a more commercially popular genre among other songs' genres.²⁵

4. The Concept of Listening

Listening is considered as one of the most crucial language skills that must be conquered by the students since it becomes a part of social interaction. Through listening, we can share our thoughts and opinions with others and we can also learn about the thoughts and opinions of others. Furthermore, listening is a linguistic activity that is used most frequently since it is closely related to the communication process that people engage in on a daily basis. This idea is supported by Brown which considered listening has often played second fiddle to speaking as its counterpart. Both are two Basic English skills that cannot be separated as listening is often implied as a component of speaking.²⁶ In the communication process, a listener not only listens to the information spoken by the speaker, but they also implement response preparation where they have a tendency to rehearse what they are going to say next after the speaker is speaking. Brown's statement was also approved by Mandelsohn's statement which stated that the majority of students dedicated 50% of their operational time for listening. The statement was valid since it was supported by the data showing that 40-50% of students spent their time listening; 25-30% for speaking; 11-16% for reading; and about 9% for writing.²⁷

According to Oxford, listening is an action that involves not just the perception of sound but also problem-solving abilities. It is because listening involves comprehension of basic language skills and it can be a tool that facilitates people to obtain a large portion of information.

²⁵ Baiq Herina Hamdiana, Doctoral Dissertation: "An Analysis of Hyperbolic Expressions Used in Love Songs' Lyrics" (Mataram: Mataram University, 2015), 17-18.

²⁶ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 119.

²⁷ Mustafa Azmi Bingol, Behcet Celik, Naci Yildiz, Cagri Tugrul Mart, "Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class". *Journal of Educational and Instructional Studies in the World*. Vol. 4 No. 4, November 2014, 1.

Based on Basyuni, listening refers to activity that requires comprehension, attention, and appreciation.²⁸ It means that listening is an ability to pay attention to something that we hear. Thus, listening can be defined as a skill that requires individuals to recognize and comprehend what speakers are saying. Listening can also be described as a compound activity that requires prior knowledge to understand what we hear.

Brown discovered four commonly identified types of listening performance, such as:

- a. Intensive, which means that listeners focus on the linguistic components within a broader language stretch. They listen for words, intonation, discourse markers, phonemes, etc.
- b. Responsive, which means that listeners focus on the linguistic components within a shorter language stretch; such as greeting, question, command, comprehension check, etc., which aims to make equally short responses.
- c. Selective, which means listeners are listening for scanning certain information spoken by the speaker in short monologues that aims to comprehend the general information.
- d. Extensive, which means listeners are listening for understanding of spoken language. It requires listeners to listen to lengthy lectures and conversation in order to derive a comprehensive message. Making conclusions and listening for the gist as well as the main idea are all parts of extensive listening.

Brown also discovered two listening sub-skills, such as micro-skills and macro-skills, which were adapted from Richard. Micro-skills of listening focus on smaller bits and chunks of language and macro-skills of listening focus on the larger elements of the language. Those two

²⁸ Jiati Endah Sari and Nuhung B, Hastini, "The Correlation between Students' Ability in Listening to English Songs and Their Vocabulary Mastery". *e-Journal of English Language Teaching Society (ELTS)*. Vol. 1 No. 1, 2013, 2.

sub-skills are considered as useful tools to help students achieve the listening comprehension's goals. The following are micro-skills and macro-skills of listening:

Micro-skills of listening:

1. Differentiate between English's distinctive sounds.
2. Reminds me of chunks of language of various lengths in short-term memory.
3. Recognize the different stress patterns in English, including the difference between stressed and non-stressed words, rhythmic structure, intonation, and the function of signalling information.
4. Determine the words' shortened or reduced forms.
5. Recognize the meaning of word order patterns, word boundaries, and a word core.
6. Process speech at various delivery rates.
7. Analyze speech that includes delays, mistakes, corrections, and other performance elements.
8. Recognize the differences between grammatical word classes (nouns, verbs, adjectives, etc.), systems (tense, agreement, pluralization), patterns, rules, and elliptical forms.
9. Analyse the sentence's parts and distinguish between its large and small parts.
10. Identify the specific meaning that each grammatical form expresses.
11. Recognize the coherent elements of spoken language.

Macro-skills of listening:

12. Determine the communication purposes of utterances based on the contexts, participants, and objectives.
13. Use real-world knowledge to infer situations, participants, and goals.
14. Identify the relationship between events, determine causes and effects, recognize the main idea, supporting idea, new information, given information, generalisation, and exemplification.

15. Understand both the literal and figurative meanings.
16. Utilize non-verbal indicators like body language and facial expressions to decipher messages.
17. Use any kinds of listening strategies, such as word recognition, context-based word interpretation, seeking assistance, etc.²⁹

5. The Role of Songs as the Learning Source

Songs are an essential source that can be utilised in the classroom. This idea is supported by Schoepp as cited from Sevik who states that songs can be valuable tools that serve to make a pleasant activity which is able to require students to be more active and confident without a non-threatening setting. Furthermore, song greatly affects many aspects, both mental and physical aspects of a student. It will improve students' concentration, focus, and memory, and encourage students to be more engaged in learning. Those statements are in line with what is proposed by Chris Brewer, the song helps stabilize students' mental, physical, and emotional rhythms so that the students can maintain a level of intense concentration and focus in which they can process and learn a lot of knowledge.

According to Millington, songs are valuable pedagogical tools that can be utilised for various purposes. Lopera outlined some reasons for why songs can be effective instructional media that can be implied in the classroom. First, the songs are closely related to the social context. It is very necessary to connect the material with everyday life and society. If the learning process does not emphasise social context, students will struggle to comprehend the materials. Second, songs may change students' moods. If the songs can change students' moods throughout the learning process, it will remove the monotonous learning and it can invent an enjoyable class setting in which the students can easily

²⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 120.

improve their language abilities. Third, songs not only provide stimulation, but they also provide entertainment and pleasure. Songs help students to develop their motivation in learning since they create a positive environment. Besides, students can participate actively in the learning process through their musical knowledge. Thus, songs can be good entertainment for students. Fourth, songs may be associated with happiness because it triggers the memories and dreams of listeners.³⁰ In addition, songs can also help students become more motivated to learn English since songs create a positive environment that encourages participation in the learning process.³¹

6. The Role of Songs in Listening Skills

Listening skills are one of the Basic English skills that require students to master in order to achieve good communication with others. Hence, students with poor listening skills can lead to unnecessary arguments and problems. Due to those problems, the teachers should find appropriate teaching strategies that involve effective and enjoyable learning media for students in developing their listening skills. One of the media that can raise students' self-enthusiasm in learning listening skills is the use of songs. Recently, songs are often used in the learning process, especially in English as Second Language learning. Many researchers have proven that the use of songs can facilitate students in improving their listening skills. As stated by Brand and Li, the majority of English as Second Language teachers enthusiastically report the contribution of songs to the success of language learning. Several methods have been conducted to teach English as Second Language students, and one of the research claims that song is considered the most

³⁰ Mellasari Hadian, "The Use of Song Lyrics in Teaching Listening (A Case Study in Junior High School Grade 8 in Bandung)". *Journal of English and Education*. Vol. 3 No. 1, 2015, 98-99.

³¹ Ni Luh Gede Windy Lestary and Si Luh Nyoman Seriadi, "The Use of Songs to Improve Students' Listening Comprehension Ability". *Journal of English Language Education*. Vol. 2 No. 2, August 2019, 36.

important method to improve the learning of English as Second Language, especially listening skills.³²

In addition, when individuals listen to spoken language, they tend to focus on the meaning of the message. Camaron, as cited from Sevik, described listening as receptive use of language. The purpose of improving listening skills is to help people understand speech so that they can pay attention to meaning rather than the language itself.³³ Therefore, songs can be an appropriate medium for facilitating students' learning listening skills. Besides, the students can learn English accents by listening to the songs. Since the songs are produced by so many songwriters and sung by so many singers around the globe, students can learn to listen to different accents from their songs. As a result, the students become familiar with the English accents and English words contained in the songs' lyrics. Consequently, it will improve students' listening accuracy. According to Ward, in order for people to concentrate on specific sounds, they should speak the rhyming words and poetic devices like alliteration and onomatopoeia. As a result, those will give valuable ear-training, allow them to repeat the same structural element numerous times, and help to correct expression's fluency.³⁴

7. Independent Learning

Independent learning refers to activities where the students direct their own learning without any direct supervision. This idea is supported by Dickinson, as cited in Broad who states that independent learning is a set of behaviours where it requires students to take control of their responsibility in the learning process actively. Independent learning will help students to gain a large portion of knowledge so that they will get a deep understanding. Thus, it will improve their quality ultimately. Cole

³² Ibid, p. 97

³³ Bagas Raharjo Ranggan, Doctoral Dissertation: "*Students' Perception on the Support of English Songs to Students' English Developments*" (Yogyakarta: Sanata Dharma University, 2016), 10.

³⁴ Ibid, p. 11

and Chan mentioned in Koçak that independent learning requires students to learn without any guidance from teachers, parents, or environments.³⁵ As students who take independent learning in the learning process, they rely less on teacher-directed instruction and more on self- and peer-directed learning, which is more advantageous for their academic success.³⁶ So we can say that independent learning requires students to learn based on their own desire without relying on any supervisor.

By applying independent learning in the learning process, it is necessary for teachers to apply a student-centred approach. Since the students must take responsibility for the whole learning process, the idea of implementing student-centred is a good applicable teaching approach that facilitates students to conduct their own learning process actively. Students are expected to actively participate in the learning process, with teachers serving only as facilitators. Thus, the students cannot completely depend on the teachers' guidance in the learning process. Therefore, the implementation of independent learning will create active learning activities which require students to decide their learning goals, learning resources, and learning activities based on their own requirements, take steps to decide the methods that support their activities learning, the kind of activities they do, and the length of time they spend doing the learning.

Meanwhile, in practising listening skills, the students can apply extensive listening methods since it takes place beyond the classroom. In this case, the students are required to listen to someone speak in actual conditions in order to catch the gist of the conversation. The materials of extensive listening can be various, but most of them are using authentic

³⁵ Annisa Susanti, Doctoral Dissertation: “*An Analysis of Students’ Effort toward Independent Learning Beyond the Classroom*” (Banda Aceh: Ar- Raniry State Islamic University, 2017), 2-7.

³⁶ Rachael Field, James Duffy, and Anna Huggins, “Independent Learning Skills, Self-Determination Theory and Psychological Well-being: Strategies for Supporting the First Year University Experience”, 2014. 1-10

materials, particularly songs. Since extensive listening takes place beyond the classroom, the students can freely download or access the materials from a range of sources online. Besides, the students can also listen to the materials anywhere and anytime by themselves without supervision from the teachers.³⁷

B. Review of Previous Study

Numerous studies have put much attention on investigating the use of songs as media to improve students' listening skills. Few related journal articles have investigated the use of songs as media to improve students' listening skills. In 2013, Apin Hidayat conducted a study that aimed at investigating whether the effectiveness of using songs in the classroom and the challenges that students face while trying to develop their listening skills. The study was carried out at a public high school in Sumedang and the participants of the study were 60 students of Junior High School in Sumedang. Using a quasi-experimental design, Apin found that students' listening skills can be improved significantly by using songs. Meanwhile, the challenges that are faced by students were dealing with noisy classrooms and fast paced songs.³⁸ Another study conducted by Dadang Solihat and Prita Lusiana Utami in 2014 also investigated the same topic which they aimed at investigating whether the use of English songs is effective to improve students' listening skills and their attitude toward it to improve their listening skills. For attempting to answer the research questions, the study was carried out at SMPN 1 Lebakwangi and 62 students in the eighth-grade were selected as the participants of the study. Using a quasi-experimental design, the findings revealed that English songs can improve students' listening skills effectively.³⁹

³⁷ Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Longman Publishing, 2002), p. 303-304

³⁸ Apin Hidayat, "The Use of Songs in Teaching Students' Listening Ability". *Journal of English and Education*. Vol. 1 No. 1, February 2013, 21-29

³⁹ Dadang Solihat and Prita Lusiana Utami, "Improving Students' Listening Skills by Using English Songs". *Journal of English Education*. Vol. 3 No. 1, December 2014, 81-90

Several studies have been conducted to discuss the use of songs to increase students' motivation and interest in listening class. A study conducted by Yusuf Yulianto in 2017 had explained the extent to which using English songs in listening class increased student interest. The study was carried out at Tidar University and the third-semester students of the English Department were selected as the participants of the study. Using a qualitative design, the findings of the study indicated that students' interest in listening class is highly increased through the use of songs.⁴⁰ Another previous article carried out by Diego Aguirre, Daisy Bustinza & Mijail Garvich which was conducted in 2016 also explored how English songs can motivate the students while learning English as Second Language (ESL). A private catholic school named Colegio Parroquial Santa Cruz in Callao was the location of the study and primary school students at a private school located in the Lima Metropolitan Area were the participants of the study. Using a mixed-method design, the findings of the study found that English songs can successfully motivate students to become more engaged during classroom activities.⁴¹

The studies about teachers' perceptions and views regarding the use of songs to teach and improve young learners' listening skills have been widely investigated before. A descriptive study conducted by Mustafa Şevik in 2011 aimed to explore what are Turkish state primary school teachers' views about songs and using songs to teach English to young learners. The participants were 52 Turkish English teachers in Turkish state primary schools in the southern cities of Burdur and Isparta. Through this study, he found that the majority of teachers reported having trouble finding acceptable songs to utilize in their lessons and finding it challenging to measure students' success when using songs to improve their listening skills.⁴² A study by Sofia Kristiani

⁴⁰ Yusuf Yulianto, "The Use of Songs to Improve Students' Interest in Listening Class". *Conference on Language and Language Teaching*. 2017, 153-157

⁴¹ Diego Aguirre, Daisy Bustinza, and Mijail Garvich, "Influence of Songs in Primary School Students' Motivation for Learning English in Lima, Peru". *English Language Teaching*. Vol. 9 No. 2, January 2016, 178-191.

⁴² Mustafa Şevik, "Teacher views about using songs in teaching English to young learners". *Educational Research and Review*. Vol. 6 No 21, December 2011, 1027-1035.

which was carried out in 2017 also explored the perceptions of preservice teachers of the English Department, Faculty of Language and Arts at Universitas Kristen Satya regarding the use of songs to teach young learners. The study was conducted at Universitas Kristen Satya Wacana and the participants of the study were 22 students of English Language Teaching majors who were taking teaching practicum in the seventh semester. Using a descriptive study, Sofia discovered that pre-service teachers had trouble in evaluating and finding appropriate songs to use when teaching younger students.⁴³

Apart from the study on the teachers' perceptions and views regarding the use of songs to teach and improve young learners' listening skills, several studies also have put so much effort to investigate from the students' sides regarding their perception on the support of English songs to improve their English developments and also their perception of using English songs in teaching and learning English. In 2016, a quantitative study conducted by Bagas Raharjo Ranggen investigated the influences of songs to support English developments of listening skills, speaking skills, and language elements. This study was carried out at Sanata Dharma University, particularly in the English Language Education Program batch from 2011 to 2015 with 200 students participating in this study. The findings of the study showed that the students agreed that every aspect of songs can improve their English developments (listening skills, speaking skills, and language elements) to be better.⁴⁴ On the other hand, a journal article created by Priscillia Ika Saputri, which was published in 2022, also investigated the students' perception of using English songs in teaching and learning English and the skills that can be increased through the use of English songs in teaching and learning English. This study was conducted at IAIN Madura, specifically in the English Department Faculty with 12 students as the participants of the study. Using

⁴³ Sofia Kristiani, Doctoral Dissertation: "*Pre-Service Teachers' Perception about Using Songs in Teaching English to Young Learners*" (Salatiga: Kristen Satya Wacana University, 2017)

⁴⁴ Bagas Raharjo Ranggen, Doctoral Dissertation: "*Students' Perception on the Support of English Songs to Students' English Developments*" (Yogyakarta: Sanata Dharma University, 2016)

descriptive method, the findings of the study showed that majority of students agreed that English songs have so many benefits in learning, such as the English songs can be enjoyable media to teach and learn English, English songs can speed up students' memory level, help them to improve language skills, effective in teach and learn English, and English songs can increase students' enthusiasm in learning and erase students' boredom in learning English. However, the study also showed that there was only one student who disagreed with that since he chooses to learn with visual strategy not the audio strategy one.⁴⁵

In addition, there have been studies investigating independent learning, one of them is the undergraduate thesis created by Annisa Susanti in 2017 that discussed the analysis of students' effort toward independent learning beyond the classroom. The study was conducted at UIN Ar-Raniry in the academic year of 2013/2014 which involved 10 of ELT students. Using a qualitative approach, the study found out that there are a lot of good efforts applied by the students, such as the students always practising, managing time for each subject, and discussing so much information with their lecturer.⁴⁶

A large number of studies discussing the use of songs as media to help students in improving their listening in English have been carried out by some researchers. Some studies also investigated the use of songs to increase students' motivation and interest in listening class (such as the study that has been carried out by Yusuf Yulianto and Diego Aguirre, Daisy Bustinza & Mijail Garvich). Teachers' views and perceptions toward the use of songs to improve young learners' listening skills were also investigated by some researchers from Turkey and Indonesia. All of the findings have shown that the majority of the teachers were unable to access appropriate songs to be used to teach young learners and one of the studies has found that it was difficult to measure students' success through the use of English songs. Besides, several

⁴⁵ Priscillia Ika Saputri, "Students' Perception of Using English Songs in Teaching and Learning English". *International Journal of Teaching & Education*. Vol. 1 No. 8, January 2022.

⁴⁶ Annisa Susanti, Doctoral Dissertation: "*An Analysis of Students' Effort toward Independent Learning Beyond the Classroom*" (Banda Aceh: Ar- Raniry State Islamic University, 2017)

studies investigated students' perception on the support of English songs to improve their English developments and also their perception of using English songs in teaching and learning English. Those studies were created in an undergraduate thesis written by Bagas Raharjo Ranggen and a journal article written by Priscillia Ika Saputri. In addition, an analysis of students' effort toward independent learning beyond the classroom was also investigated by undergraduate students, Annisa Susanti, in Aceh. Thus, it is widely open to investigate students' strategies and perceptions of using English songs as media in independent learning of listening skills. This study deals with the eighth-grade students' strategies and perceptions of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru.



UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER III

RESEARCH METHOD

This chapter outlines the methodology used by the researcher to find out the answers of the research questions. It includes: 1) Research Design; 2) Population and Sample; 3) Research Instruments; 4) Data Collection Technique; 5) Data Analysis Technique.

A. Research Design

This research dealt with problems that had been stated in Chapter I which was that the researcher wanted to investigate the eighth-grade students' strategies and perceptions of using English songs as media in independent learning of listening skills at SMP Negeri 3 Waru. As this research was intended to discover the present views of population' strategies and perceptions of using English songs as media in independent learning of listening skills, it would be more relevant and valid if the researcher distributed a survey to the samples of the population. Survey research design referred as quantitative procedures which required the researcher to administer a survey to describe the attitudes, beliefs, opinions, behaviours, or characteristics of a sample or entire population. As survey research design was employed in this study, analysed data was aimed to test research questions or hypotheses and interpret the meaning of the data with the statistical test. Therefore, survey research design was suitable with such intention.⁴⁷

In this study, the data filled out in the instrument were students' strategies and perceptions of using English songs as media in independent learning of listening skills which involved eighth-grade students of SMP Negeri 3 Waru who presented as the population. The collected data were analysed by synthesising data analysis techniques formulated by Zoltán Dörnyei which included the process of data preparation, data coding, data cleaning, data analysis, data summary and reporting.

⁴⁷ John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (United States of America: Pearson Education, Inc., 2012), 376.

B. Research Location

This research was conducted at SMP Negeri 3 Waru Sidoarjo. Located at Jendral S. Parman street, number 30, Krajan Kulon, Waru, Sidoarjo, this school was considered as the most strategic school between Surabaya and Sidoarjo. Besides, this school becomes a favourable state school in Waru since it has a lot of achievements both academic and non-academic achieved by students. But unfortunately, there were still many students, particularly in eighth-grade, who had low listening skills due to external and internal factors. The internal factor came from students who did not have sufficient vocabulary comprehension to practise listening skills. Hence, while the students practised their listening skills, the teachers also taught them vocabulary so that the learning system in the listening class could not be carried out effectively and optimally. Meanwhile, the external factor came from the lack of technical facilities that could support the implementation of listening activities, such as speaker, LCD, and projector. Consequently, this school was selected as the location of the study since the phenomena there are likely to answer the research questions.

C. Population and Sample

This study involved eighth-grade students of SMP Negeri 3 Waru, totalling 325 students, who presented as the population. The determination of the sample in this study was supported by Hatch and Lazaraton's as well as Creswell's statement. Hatch and Lazaraton stated that the minimum sample of survey study should involve 30 people.⁴⁸ Besides, Creswell argued that researchers tend to select a sample size based on several ways; 1) selecting a fraction of the population, which the researchers took approximately only 10% from the total population of the study, 2) selecting sample size based on the previous studies, 3) calculating the sample size based only on the amount of

⁴⁸ Zoltán Dörnyei, *Questionnaires in Second Language Research: Construction, Administration, and Processing*. (London: Lawrence Erlbaum Associates, 2003), 74.

error that the researchers were willing to accept.⁴⁹ Based on that sample size determination, the researcher decided to select the first way to determine the sample of this study, which only took 10% over the total population to determine the sample of the study. Thus, the sample of this study was 32 eighth-grade students of SMP Negeri 3 Waru who were selected randomly.

D. Data and Source of Data

The data of this study consisted of two research questions that had been written in the Chapter I, which stated that the eighth-grade students' strategies of using English songs as media in independent learning of listening skills and eighth-grade students' perceptions of using English songs as media in independent learning of listening skills. To answer those two research questions, a set of questionnaires were distributed to eighth-grade students of SMP Negeri 3 Waru which were taken as the source of data in this study. Particularly, source of data in this study were the information filled out in the questionnaires regarding the eighth-grade students' strategies of using English songs as media in independent learning of listening skills and eighth-grade students' perceptions of using English songs as media in independent learning of listening skills.

E. Research Instruments

As a majority of survey researchers collect the quantitative and numbered data using questionnaires, the questionnaires used as the research instrument in this study that served to collect the data and answer the research questions. This kind of instrument was described as a document used in a survey design that consisted of a series of questions and other types of items which required the participants to choose answers to questions and supply basic personnel.⁵⁰ The type of questionnaires used in this study was Likert-Scale that consisted of a set of statements that are related to a particular target. The questionnaire was written and distributed digitally in the Google Form which consisted of 22

⁴⁹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: SAGE Publications, 2014), 205.

⁵⁰ *Ibid*, 382.

closed-ended statements with 5 choice answers; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). For more details, the contents of the questionnaire were divided into two variables since this study aimed to answer two research questions regarding students' strategies of using English songs as media in independent learning of listening skills and students' perceptions of using English songs as media in independent learning of listening skills. The first variable was intended to answer the first research question that focused on students' strategies, written in the statement items number 1-11, while the second variable was written in the statement items number 12-22 which aimed to answer the second research question, focusing on students' perceptions. Furthermore, the respondents were required to fill out the questionnaire regarding their perceptions about the topic of the study without any distractions from unnecessary things to prevent any invalidity and irrelevancy. The following are the contents of questionnaire' statements:

1. Students' Strategies of Using English Songs as Media in Independent Learning of Listening Skills

To answer the first question which focuses on students' strategies of using English songs as media in independent learning of listening skills, the researcher adopted and adapted the contents of the questionnaire by Cross and took 7 statements about metacognitive (5), cognitive (3), and social/affective strategies (2).⁵¹ (See Appendix 3)

2. Students' Perceptions of Using English Songs as Media in Independent Learning of Listening Skills

Meanwhile, to answer the second question which focuses on the student' perceptions of using English songs as media in independent learning of listening skills, several statements were adopted and adapted from Douglas Brown's statements of micro-skills of listening which were also adapted from Richards.⁵² (See Appendix 3)

⁵¹ Sitti Hadijah and Shalawati, "Listening Comprehension Strategies Applied by English Language Learners". *Lectura: Journal Pendidikan*. Vol. 5 No. 1, February 2018

⁵² H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York: Pearson Education, 2004), 120.

F. Data Collection Technique

In the process of collecting this survey data, the researcher needed more than simply gathering the information. Several steps were involved to facilitate the researcher in collecting the data, as follows:

1. Determining the participants of the study

This very first step was considered as a fundamental step in data collection technique. The researcher started identifying the population in this phase, which was eighth-grade students of SMP Negeri 3 Waru, totalling 325 students, then selected 32 eighth-grade students randomly who presented as the sample of this study.

2. Obtaining permissions needed for a study

After population and sample were determined and selected, the researcher began to obtain permissions to ascertain whether the school – which facilitated the researcher to collect the data – and participants cooperated in this study and provided the data. The type of permission in this study was in the form of an individual research permit which was provided by the faculty. After obtaining approval from the Dean of Faculty to conduct an individual research, the researcher began to give the individual research permit to the Principal of SMP Negeri 3 Waru in order to conduct a survey study in the school being selected.

3. Constructing instrument for gathering the data

In this step, the researcher constructed questionnaires that served as an instrument used to collect the survey data. The researcher adopted and adapted the contents of questionnaires from the existing theory by Cross and Douglas Brown, then sought for an expert or lecture to validate the questionnaires.

4. Implementing pilot study

Before the researcher collected the real data of the study to the respondents, pilot study was implemented to examine the eligibility of the survey instrument, which is questionnaires, as a communication tool between the researcher and respondent. The researcher implemented a

pilot study in one of the 8th-grade classes at SMP Negeri 3 Waru, namely 8-B class. The results of the implementation of pilot study in this research indicated that the survey instrument, which is questionnaires, was feasible and effective for actual data collection.

5. Collecting the data

After the entire process had been carried out, the researcher began to conduct a data collection at school. The researcher distributed questionnaires via online to the participants of the study through Google Form which made it easier for them to select the options available for each statement contained in the questionnaires.⁵³

G. Data Analysis Technique

The process of preparing, organizing, coding, interpreting, and reporting data in order to develop a hypothesis and raise it to a conclusion in the study's findings is known as data analysis technique. In this study, all of the data that had been gathered during the data collection stage were analysed using Statistical Program for Social Science 22 (SPSS 22). The quantitative data analysis used in this research simply called descriptive statistics which was helpful to summarise sets of numerical data in a more professional way by providing the mean and including the standard deviation of the results of the data so that the researcher can achieve a whole description of the scores that will fulfil most of the purposes. Hence, the results of the data can be presented neatly. In addition, the survey data regarding students' strategies and perceptions of using English songs in independent learning of listening skills were analysed by adopting data analysis techniques which were formulated by Zoltán Dörnyei. A set of data analysis techniques used in this study are described below:

1. Preparing the Data

First things first, the collected data were gathered and prepared into one file. Since the data were collected through Google Form, the researcher

⁵³ John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (United States of America: Pearson Education, Inc., 2012), 171.

transferred data contained in the Google Form to Microsoft Excel 2010 to be coded.

2. Coding the Questionnaire Data

After the data were transmitted to Microsoft Excel 2010, the researcher began to code the data by converting the answers into a numerical score. This process was also described as data tabulation. Since this study used Likert-Scale, the coding frame would be 'Strongly Disagree' = 1, 'Disagree' = 2, 'Neutral' = 3, 'Agree' = 4, 'Strongly Agree' = 5. All of those coded questionnaire items were compiled into a codebook which aimed to provide a thorough and understandable description of the data that could be accessed easily by the researcher.

3. Cleaning the Data

Once the data were compiled into a codebook, the researcher ensured the correctness, consistency, and usability of data in data sets by deleting the inappropriate data to avoid bias so that the data could be more valid and reliable. The researcher did this stage manually through Microsoft Excel 2010 by deleting data that were considered unnecessary and unimportant.

4. Analysing the Data

With coded and cleaned data, the researcher began to enter that data into Statistical Program for Social Science 22 (SPSS 22) to be processed and analysed. The data were analysed using descriptive statistics to indicate means, standard deviation, and range of scores of data. Other than that, the researcher analysed each item of the questionnaire by using frequency and percentage as those were helpful to illustrate the tables of distribution on the questionnaire. Once obtaining the numerical value of means, standard deviation, and percentages in each item, the researcher presented the data by using tables for each item.

5. Summarising and Reporting the Questionnaire Data

Lastly, the researcher made a summary of the data by reporting the general data results. Then, the researcher added figures (e.g. tables) to

visualise various characteristics of the data so that the present data could be more reader-friendly.⁵⁴

H. Validity and Reliability

Validity and reliability are the two most fundamental features to evaluate any measurement of instruments for good research. Validity is referred to as truthfulness of findings. Meanwhile, reliability is presented as stability or consistency of findings. Without assessing the validity and reliability of the study, it will be challenging for research findings to explain the effect of measurement mistakes on the theoretical relationship being tested.⁵⁵ In this research, the researcher sought the assistance of an expert to validate the research instrument and used Cronbach's Alpha test to gauge the reliability of research by using Statistical Program for Social Science 22 (SPSS 22). The details of validity and reliability of this research are described below:

1. Instrument Content Validation

To assess the validity of the research instrument, the researcher sought permission from experts to validate the research instrument's content before distributing it to the respondents. Content validation by an expert is referred to as an opinion obtained from an individual who is considered having a track record as a qualified expert who can provide information, evidence, and judgement to validate the research instrument's content.⁵⁶ Thus, the process of this validation consisted of asking an expert to make a judgement on an instrument or to provide their advice on a particular aspect. The researcher distributed the research instrument to the respondents once the expert provided feedback and validated it.

⁵⁴ Zoltán Dörnyei, *Questionnaires in Second Language Research: Construction, Administration, and Processing*. (London: Lawrence Erlbaum Associates, 2003), 98 - 118

⁵⁵ Haradhan Kumar Mohajan, "Two Criteria for Good Measurements in Research: Validity and Reliability". *Annals of Spiru Haret University*. Vol. 17 No. 3, October 2017, 1-2

⁵⁶ Jazmine Escobar-Pérez and Ángela Cuervo-Martínez, "Content Validity and Experience Evaluation: An Approach to Using Them". *Advances in Measurement*. Vol. 6, 2008, 1.

2. Instrument Reliability

Cronbach's Alpha is a statistic that is often used by researchers to test whether the scale that has been constructed or adopted for research projects is reliable or not. The researcher used Statistical Program for Social Science 22 (SPSS 22) to test the reliability of this research by using Cronbach's Alpha. The following is the result of reliability of this research by using the Cronbach's Alpha test:

Table 3.1 Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
0,871	27

According to table 4.1, it indicates that the reliability of this research is 0,871. It means that the questionnaire is 871% reliable and it is considered strong alpha values since Nunnally and Bernstein discover that the value of Cronbach's Alpha should be above 0,7 to signify strong connection.⁵⁷ If the Cronbach's Alpha does not exceed 0,6, this should raise red flags. All in all, the questionnaire used to obtain the data in this study is reliable for conducting further research.

⁵⁷ J.C. Nunnally and I.R. Bernstein, *Psychometric Theory*, 3rd ed. (New York: McGraw-Hill, 1994)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the data collection process and discussion of the research by relating it to the existing theory and previous research. The findings of the data are organised based on research questions, which are: students' strategies of using English songs as media in independent learning of listening skills and students' perceptions of using English songs as media in independent learning of listening skills. The specifics of research findings and discussion are described in the following:

A. Findings

The data collection process of this research lasted for two weeks, starting from 10th – 18th August 2022. The participants of this study involved 32 eighth-grade students of SMP Negeri 3 Waru who selected randomly using simple random sampling. As survey was employed as the research design of this study, a set of questionnaires which consisted of 22 closed-ended statements were distributed digitally to the participants through Google Form. The statements of the questionnaires were written in participants' native language, which is Bahasa Indonesia, to prevent misunderstanding. In the data collection process, all of the participants succeeded in filling out all statements in the questionnaires so that there was no missing data in this study. The data that have been obtained from the data collection process were analysed descriptively by using Statistical Program for Social Science 22 (SPSS 22). Since the findings of the study were presented according of two research questions, the following are the details of findings of the study based on those two research questions:

1. Students' Strategies of Using English Songs as Media in Independent Learning of Listening Skills

The first variable investigated by this study was students' strategies of using English songs in learning listening independently. This variable consisted of 11 statements which had been divided into three sub-

variables, namely Metacognitive (MET.1 – MET.5), Cognitive (COG.1 – COG.3), and Social/Affective (SOA.1 – SOA.2). Since this variable had three sub-variables to be investigated, the findings of this variable are divided into those three sub-variables, as follows:

a. Students' Metacognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

To investigate the students' metacognitive of listening strategies of using English songs independently, the researcher asked six statements to the respondents which those statements represented the term of this sub-variable. The details of statements' lists as well as the percentage of data:

Table 4.1 Students' Metacognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

No.	Items	List of Statements	Percentage				
			SD	D	N	A	SA
1.	MET.1	Before listening to English songs, I have a plan in my head to focus on listening to the meaning of the song's lyrics first.	0	9,4	28,1	40,6	21,9
2.	MET.2	Before listening to English songs, I have a plan in my head to focus on listening to the vocabulary of the song's lyrics first.	3,1	9,4	34,4	34,4	18,8
3.	MET.3	Before listening to English songs, I have a plan in my head to focus	3,1	6,3	31,3	46,9	12,5

		on listening to the grammar of the song's lyrics first.					
4.	MET.4	I play the English song twice when I have difficulty in understanding the meaning of the lyrics.	6,3	15,6	12,5	40,6	25
5.	MET.5	I skip over words in the lyrics that I do not understand so that I do not miss hearing the words in the next lyrics.	0	25,5	28,1	37,5	9,4
6.	MET.6	After listening to English songs, I think back to how I listened to those English songs, and about how I might do it differently next time.	3,1	6,3	31,3	34,4	25

Table 4.1 displays the findings of questionnaire responses regarding students' metacognitive strategies of using English songs as media in independent learning of listening skills by revealing the percentage of students' responses to the scale ranging from *Strongly Agree* to *Strongly Disagree*. It also illustrates students' answers through six statements in this sub-variable. The researcher coded the metacognitive strategy as MET and added a number after it based on the sequence of statement numbers that had been written in the questionnaire. Since the metacognitive strategies involve three steps of strategies which cover planning, monitoring, and evaluating, the researcher divided six MET's statements of students' strategies based

on those three steps. The researcher categorised the first three (MET.1 – MET.3) statements as a part of planning steps in this type of strategy. Those three statements represented the students' focus when they listened to English songs. As it could be observed, students who had a plan in their head to focus on listening to the meaning of the song's lyrics first hit the highest number of *Strongly Agree* with 21,9% (MET.1). Meanwhile, there were 18,8% of students who had a plan in their head to focus on listening to the vocabulary of the song's lyrics first since they selected *Strongly Agree* value on that statement (MET.2). Even though focusing grammar when learning English skills was considered as boring and demotivating activities, yet there were 46,9% of students who agreed if they had plan in their head to focus on listening to the grammar of the song's lyrics first (MET.3) and unexpectedly, it got the highest percentage on the *Agree* value among other *Agree* values in each statement (MET.3).

The second step of the metacognitive strategy is the monitoring step. The next two statements, namely MET.4 and MET.5, were categorised as a part of monitoring steps, which those statements were asked about whether the students would repeat the song twice and whether the students skipped the song's lyrics when they did not understand the meaning of the song's lyrics (MET.4 and MET.5). The table 4.1 shows that more students prefer to play the English song twice when they have difficulty in understanding the meaning of the song's lyrics (MET.4) rather than they skip over words in the lyrics that they do not understand so that they do not miss hearing the words in the next lyrics (MET.5). It was obvious that students responded positively toward the MET.4's statement with 40,6% on *Agree* and 25% on *Strongly Agree*. Meanwhile, there were only 9,4% and 37,5% of students who selected *Strongly Agree* and *Agree* on MET.5's statement. In spite of this, MET.5 hit the highest percentage on *Neutral* value with 28,1%. It signified that students had neither a

positive nor negative response, yet undecided denotes a state of confusion of the students when responding to the statement.

The third step of the metacognitive strategy is evaluating. MET.6 represented as a part of this type of step in metacognitive strategy, which the statement asked about whether the students evaluate their listening activities by thinking back to listen to the English songs again, and how they might do it differently next time. Based on the table 4.1 above, there were 34,4% of students who offered positive responses as they agreed if they evaluated their worked by thinking back to how they listened to that English song, and about how they might do it differently next time after they listened to English song (MET.6). Besides, there were only 6,3% of students who did not carry out an evaluation activity after they learned listening skills through using English songs independently as they selected *Disagree* value to that statement.

The following are the details of the mean and standard deviation of each statement:

Table 4.2 Mean and Standard Deviation
Descriptive Statistics

No.	Items	Mean	Standard Deviation	N
1.	MET.1	3,75	0,916	32
2.	MET.2	3,56	1,014	32
3.	MET.3	3,59	0,911	32
4.	MET.4	3,63	1,212	32
5.	MET.5	3,31	0,965	32
6.	MET.6	3,72	1,023	32

Based on the table 4.2 above, it can be showed that MET.1 reveals 3,75 mean, MET.2 with 3,56 mean, MET. 3 with 3,59 mean,

MET.4 with 3,63 mean, MET.5 with 3,31 mean, and MET.6 with 3,72 mean. The statements obtained the higher value of standard deviation were MET.4, MET.6, and MET.2 which indicated that those three statements showed the variation through the students' answers with a diverse number of statements. Meanwhile, MET.5, MET.1, and MET.3 obtained the lowest value of standard deviation which indicated that there was no significant difference in students' responses to metacognitive strategies of listening skills.

b. Students' Cognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

The next aspect investigated in this study was cognitive strategies of listening skills which it was coded as COG by consisting of three statements. Cognitive strategies of listening skills involve top-down strategies, which consist of prediction, inferencing, elaboration, and visualisation, and bottom-up strategies, which involve translating word by word, adjusting the rate of speech, and repeating. The following are the details of lists of statements as well as the percentage of data:

Table 4.3 Students' Cognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

No.	Items	List of Statements	Percentage				
			SD	D	N	A	SA
1.	COG.1	Before listening to an English song, I try to predict the words included in the song' lyrics based on the song's title.	3,1	6,3	25	53,1	12,5
2.	COG.2	I use the words I know to guess the meaning	3,1	12,5	12,5	59,4	12,5

		of the lyrics I do not understand.					
3.	COG.3	When listening to English songs, I translate every word in the song's lyrics in my head.	3,1	12,5	21,9	43,8	18,8

The table 4.3 shows the students' responses regarding their implementation of cognitive strategies in learning listening through three statements written in the questionnaire. As cognitive strategies involved top-down and bottom-up strategies, the three COG's statements represented those two sub-strategies and each of those statements was divided based on those two sub-strategies. To be precise, COG.1 and COG.2 represented the top-down strategies, which the statements were about the implementation of words prediction strategy, particularly, COG.1 talked about whether the students predicted the words included in the song' lyrics based on the song's title and COG.2 talked about whether the students used the words they had known to guess the meaning of the lyrics they did not understand. Meanwhile, bottom-up strategies were reflected in the COG.3, which talked about the implementation of song's lyrics translation strategy.

Based on the table 4.3 above, the students revealed the same positive responses in implementing top-down strategies, which was 12,5% on *Strongly Agree*. However, the COG.2's statement hit the highest number of *Agree* students with 59,4% rather than COG.1's statement which the statement which only obtained 53,1%. In a nutshell, the students preferred to use the words they knew to guess the meaning of the lyrics they did not understand when they learned by listening to English songs independently (COG.2).

Furthermore, there were only 43,8% students who selected *Agree* and 18,8% students who selected *Strongly Agree* if they implemented bottom-up strategies. Moreover, all of the items in this sub-variable directed to the same negative response, which the findings showed that there were 3,1% of students who selected *Strongly Disagree* to those three statements (COG.1 – COG.3). All in all, most students preferred to implement top-down strategies, in which the students used the words they had already known to guess the meaning of the lyrics they did not understand, than implement another top-down strategy and bottom-up strategy.

Table 4.4 Mean and Standard Deviation
Descriptive Statistics

No.	Items	Mean	Standard Deviation	N
1.	COG.1	3,66	0,902	32
2.	COG.2	3,66	0,971	32
3.	COG.3	3,62	1,040	32

Table 4.4 above uncovers the mean and standard deviation values of each item. In specific, COG.1 showed 3,62 mean, and COG.2 as well as COG.3 obtained a similar mean value which showed 3,66 mean. Besides, the standard deviation of COG.1 exposed the high value which obtained 1,040. It meant that the distribution of cognitive strategies' data was varied. While, the standard deviation of COG.2 and COG.3 were considered low which are obtained 0,971 and 0,902. It meant that the distribution of the data did not vary as most students tend to select the same response on the items as other students.

c. Students' Social/Affective Strategies of Using English Songs as Media in Independent Learning of Listening Skills

The last step investigated students' strategies of using English songs as media in independent learning of listening skills is social/affective strategies. The researcher investigated this type of strategy through two statements written in the questionnaire which were coded by SOA. In particular, first statement was about affective strategy and the second statement was about social strategy. The following are the results of the data regarding students' social/affective strategies of listening skills as well as the percentage of data:

Table 4.5 Students' Social/Affective Strategies of Using English Songs as Media in Independent Learning of Listening Skills

No.	Items	List of Statements	Percentage				
			SD	D	N	A	SA
1.	SOA.1	I motivate myself when I'm learning listening skills by using English songs through positive self-talk (e.g. I will give it the best shot, I want to learn, etc.)	3,1	3,1	34,4	37,5	21,9
2.	SOA.2	I talk to my English teachers and classmates about how to be a better listener.	9,4	9,4	31,3	37,5	12,5

Table 4.5 reveals the findings of questionnaire responses regarding students' social/affective strategies of using English songs

as media in independent learning of listening skills. The first SOA's statement asked about whether the students motivated themselves when they practised to learn listening skills by using English songs through positive self-talk, which it represented as an affective strategy. Whilst, the second SOA's statement asked about whether the students talked to their English teachers and classmates about how to be a better listener, which represented social strategy. According to table 4.5, the striking point on the table above was 9,4% of students who did not like to talk to their English teachers and classmates about how to be a better listener since 9,4% of students who selected *Disagree* on that statement (SOA.2). Instead, there were 37,5% of students who had the same positive *Agree* response to those two statements (SOA.1 and SOA.2). In particular, there were 37,5% of students who agreed that having interaction with another person in a conversation and providing personal motivation through positive self-talk were necessary when they learned listening skills (SOA.1). In spite of this, the number of students who chose to implement effective strategy (SOA.1) was higher than the number of students who chose to implement social strategy (SOA.2). It could be seen on the table 4.5 that the acquisition of *Agree* and *Strongly Agree* value of SOA.1's statement was 37,5% and 21,9% which indicated that *Strongly Agree* value of that statement was higher than *Strongly Agree* value of SOA.2's statement, which only obtained 12,5%. Yet, the percentage figures of *Neutral* value of the two statements had a very thin difference. It could be seen from table 4.5 that SOA.2's statement obtained 31,3% responses on *Neutral* value. Thus, there was no very significant difference between the *Neutral* values of the first and second statements (SOA.1 and SOA.2)

Table 4.6 Mean and Standard Deviation
Descriptive Statistics

No.	Items	Mean	Standard Deviation	N
1.	SOA.1	3,72	0,958	32
2.	SOA.2	3,34	1,125	32

Table 4.6 shows that SOA.1 and SOA.2 have different mean rank. The mean obtained by the first item was 3,72 (SOA.1) and the mean obtained by the second item was 3,34 (SOA.2). Moreover, the standard deviation of SOA.2 was higher than SOA.1, which obtained 1,125. It could be concluded that the data distribution of effective strategy was varied. Whereas, the standard deviation of the second item was considered lower than the first item, which obtained 0,958. It indicated that the data distribution in the implementation of social strategy was not varied due to the similarity of responses between students.

2. Students' Perceptions of Using English Songs as Media in Independent Learning of Listening Skills

The second variable investigated by the researcher was about students' perceptions of using English songs as media in independent learning of listening skills. The statements contained in the questionnaire consisted of 11 closed-ended items that covered sub-variable subjects regarding students' impression and students' cognitive. The details of findings from this variable are described as follows:

a. Students' Impression

The statements regarding this sub-variable were written in the first section of the questionnaire, regarding students' perceptions of using English songs as media in independent learning of listening skills, which meant that it was the first sub-variable that was

investigated by researchers in this variable. It consisted of four statements and it considered a single response in which students were not allowed to respond more than a single response. This sub-variable investigated the students' idea, feeling, or opinion regarding the use of English songs as media to learn listening independently. As this sub-variable investigated students' impression, all of the statements were coded as SI. The table below is the lists of statements and the percentage of data:

Table 4.7 Students' Impression

No.	Items	List of Statements	Percentage				
			SD	D	N	A	SA
1.	SI.1	Learning listening skills through English songs independently is more effective than just following English lessons in the classroom.	6,3	15,6	25	43,8	9,4
2.	SI.2	Learning listening skills through English songs independently can speed up my ability to understand the meaning of each word that I hear in the song's lyrics easily.	0	12,5	31,3	40,6	15,6
3.	SI.3	Listening to English songs can increase my mood to learn listening skills.	3,1	9,4	12,5	43,8	31,3
4.	SI.4	Listening to English	0	0	18,8	53,1	28,1

		songs can motivate me to learn listening skills.					
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Table 4.7 reveals the results of students' responses in the questionnaire regarding their impression of using English songs as media to learn listening independently. Based on the results above, it was indicated that the students reacted differently on each statement of the questionnaire. To be specific, it can be seen from table 4.7 above that the statement regarding listening to English songs can increase students' motivation to learn listening skills hit the highest number percentage of *Agree* students with 53,1% if it is compared to other *Agree* values in each statement (SI.4). Besides, that statement obtained 0% of *Strongly Disagree* and *Disagree* values. Then, SI.1's and SI.3's statements gained the same percentages of *Agree* students with 43.8% and those statements ranked second of the high *Agree* values. It meant that there were 43,8% of students who had the same positive thoughts regarding those two statements. Meanwhile, there were 15,6% of students who thought that learning listening skills through English songs independently was not more effective than just following English lessons in the classroom since they selected *Disagree* value (SI.1). It could be indicated from the table above that 15,6% of students who disagreed if learning listening skills through English songs independently is more effective than just following English lessons in the classroom, and it was considered had the highest percentage of *Disagree* value among other *Disagree* values in each statement (SI.1). All in all, the majority of students had many positive responses and strong impressions of SI.4's statement among other statements. It was indicated from table 4.7 that there were no students who selected *Strongly Disagree* and *Disagree* to that statement (SI.4).

Table 4.8 Mean and Standard Deviation
Descriptive Statistics

No.	Items	Mean	Standard Deviation	N
1.	SI.1	3,34	1,066	32
2.	SI.2	3,59	0,911	32
3.	SI.3	3,91	1,058	32
4.	SI.4	4,09	0,689	32

Table 4.8 indicates that SI.1 shows 3,34 mean, SI.2 with 3,59 mean, SI.3 with 3,91 mean, and SI.4 with 4,09 mean. Furthermore, SI.1 and SI.3 were considered two statements which had the highest value of standard deviation among other two statements, by obtaining 1,066 and 1,058. It signified that those two statements demonstrated the variety of reactions from students to the statements so that the data distribution was varied. SI.2 and SI.4 were considered two statements which had the lowest value of standard deviation rather than the previous two statements, by gaining 0,911 and 0,689. It showed that there were not many differences in students' responses to 'Students' Impression' statements so that the data distribution was not varied.

b. Students' Cognition

The second sub-variable that was investigated by the researcher in students' perceptions variable was students' cognition. Cognition refers to Students' mental activity or process of learning through experience, thought, and the senses through thought, experience, and senses. Particularly, students' cognition is concerned with how students acquire their knowledge through several ways, such as understanding, recognizing, and reasoning. To investigate students' cognition of using English songs as media in independent learning of listening skills, the researcher asked students seven closed-ended

statements and all of the statements were coded as SC. The following are the lists of statements and the percentage of data:

Table 4.9 Students' Cognition

No.	Items	List of Statements	Percentage				
			SD	D	N	A	SA
1.	SC.1	I can listen to every detailed word contained in the English song's lyrics easily when I'm learning listening skills by using English songs independently.	0	25	37,5	21,9	15,6
2.	SC.2	I can understand the meaning of every word contained in the song's lyrics easily when I'm learning listening skills by using English songs independently.	0	34,4	31,3	21,9	12,5
3.	SC.3	Listening to English songs independently can make it easier for me to find new vocabulary contained in the song's lyrics.	3,1	15,6	25	28,1	28,1
4.	SC.4	I find it easy to understand the English song's lyrics which have difficult grammatical structures.	6,3	25	37,5	25	6,3

5.	SC.5	I can distinguish the sound of one word from another word easily when I'm learning listening skills by using English songs independently. (e.g. Play – Pray, Tire – Tile, Hear – Heal)	3,1	18,8	34,4	37,5	6,3
6.	SC.6	I can easily recognize words from different word classes when I'm learning listening skills by using English songs independently. (e.g. verbs, adjectives, nouns, etc.)	6,3	21,9	40,6	25	6,3
7.	SC.7	I can listen to how individual words change in connected speech when I'm learning listening skills by using English songs independently. (e.g. Go out = Go Out, Do it = Dewit).	0	31,3	28,1	28,1	12,5

Table 4.9 demonstrates the results of students' cognition data from students' responses in the questionnaire. According to the table above, there are 28,1% of students who strongly agreed if they could easily find new vocabulary through the song's lyrics when they

learned their listening skills by using English songs and that statement hit the highest percentage of *Strongly Agree* value among other *Strongly Agree* values in each statement (SI.3). Meanwhile, the statements that hit the lowest percentage of *Strongly Agree* values were SC.4.4, SC.5, and SC.6 which the three of which obtained 6,3%.

On the other hand, the number of *Agree* values in certain statements has similarity with the number of *Agree* values in other statements. For instance, the majority of students had an ability to distinguish the sound of one word from another easily when they learned listening skills through using English songs independently and it hit the highest percentage of *Agree* students by gaining 37,5% (SC.5). Then, there were 28,1% of students who agreed that it was easy to find new vocabulary contained in the song's lyrics (SC.3). That number of *Agree* values obtained by SC.3 was similar to the number of *Agree* values obtained by SC.7 in which that statement gained 28,1% on *Agree* value. Whilst, there were 25% of students who agreed if they could easily understand the English song's lyrics which had difficult grammatical structures (SC.4) and recognize words from different word classes when they learned listening skills through using English songs independently (SC.6). Furthermore, there were 21,9% of students who agreed if they could listen to every detailed word (SC.1) and understand the meaning of every word contained in the English song's lyrics easily (SC.2).

In addition, there were 34,4% of students who responded negatively if they could understand the meaning of every word contained in the song's lyrics easily when they learned listening skills through using English songs independently. It meant that there were still students who could understand the meaning of every word contained in the song's lyrics easily when they learned listening skills through using English songs independently and that statement hit the highest percentage of *Disagree* students among other *Disagree* values

in each statement (SC.2). Moreover, the statement that had the lowest percentage of *Disagree* value was SC.3 by obtaining only 15,6% of students who selected *Disagree* value on that statement.

Table 4.10 Mean and Standard Deviation
Descriptive Statistics

No.	Items	Mean	Standard Deviation	N
1.	SC.1	3,28	1,023	32
2.	SC.2	3,13	1,040	32
3.	SC.3	3,63	1,157	32
4.	SC.4	3,00	1,016	32
5.	SC.5	3,25	0,950	32
6.	SC.6	3,03	0,999	32
7.	SC.7	3,22	1,039	32

Based on table 4.10, it is included that SC.1 indicates 3,28 mean, SC.2 reveals 3,13 mean, SC.3 with 3,63 mean, SC.4 with 3,00 mean, SC.5 with 3,25 mean, SC.6 with 3,03 mean, and SC.7 with 3,22 mean. Additionally, the standard deviation values which were shown in SC.1, SC.2, SC.3, SC.4, and SC.7 were considered high so that it could be concluded that the students' responses for 'Students' Cognitive' data were widely spread out. Whilst, the standard deviation values which were revealed in SC.5 and SC.6 were considered low so that it could be determined that the students' responses for this sub-variable did not differ much between each other, and the data were not widely spread out.

B. Discussion

The discussion sheets talk about the previous findings reflecting the findings with current relevant theories and earlier investigations for each

research question. Since descriptive statistics were used in this study, the mean and standard deviation can be employed in questionnaire surveys. Mean and standard deviation was calculated to test the distribution of values and analyse whether the items contain approximately the same portion of information to the total score. In detail, mean used to measure the central tendency of the distribution. Meanwhile, standard deviation applied to measure the spread, dispersion, or variability of data distribution. The larger the standard deviation, the larger the value spreads out. While, the lower the standard deviation, the less the value spreads out. Moreover, if the value of standard deviation is close to zero, it indicates that the data point tends to be close to the mean so that the data is considered to be more reliable than the standard deviation which has a high value.⁵⁸ As the findings of this study were written into two parts according to two research questions, the discussion session explains those two parts separately. The first aspect explained in this discussion session is students' strategies of using English songs as media in independent learning of listening skills. Meanwhile, the second aspect is students' perceptions of using English songs as media in independent learning of listening skills. The following are the details of the discussion session based on two research questions:

1. Students' Strategies of Using English Songs as Media in Independent Learning of Listening Skills

As one of the main focuses of this study, listening strategies were aspects that must be investigated by the researcher when conducting this survey study. Listening skills are not basic English skills that can be acquired by students in one night. The fact that these skills require the students to be active listeners who can understand what has been said by the speaker and provide feedback on what they have heard by the speaker, rather than waiting until the end to do something, the students need a lot of practice to become great listeners. In the process of learning listening,

⁵⁸ Abdul Rahman Othman, Teh Sin Yin, Shukri Sulaiman, Mohamed Ismail Mohamed Ibrahim, and Mohd Razha-Rashid, "Application of Mean and Standard Deviation in Questionnaire Surveys". *Discovering Mathematics*, Vol. 33 No. 1, 2011, 11.

it is not uncommon for students to face many problems, and one of the biggest problems that are often faced by them is they frequently forget what they have heard, as stated by Goh.⁵⁹ Hence, listening strategies are necessarily needed in helping students to solve all of their problems in learning listening skills. Listening strategies are basically behaviours that students use to help them comprehend spoken English in the sense that they can be students who have excellent skill in listening ability. That statement is in line with what has been stated by Based on Bao and Guan which argues that listening strategies can be referred to as techniques that require students to have real-time interactions with spoken-text to attain comprehension. Listening strategies are classified into four main types, which are metacognitive, cognitive, and social/affective strategies.

a. Students' Metacognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

As listening strategies refer to techniques that help students to understand spoken English, it is important for students to recognize what learning methods that they want to implement in the first place – and it is called metacognitive strategies. Goh and Taib define metacognitive strategies as the ability to understand one's own learning method, in particular, it is thinking about one's own mental process, which involves all the things that human's mind do naturally, such as perception, memory, emotion, imagination, thinking, and reasoning.⁶⁰ These strategies involve three processes, namely planning, monitoring, and evaluating.

Speaking of planning steps, the first thing that the students need to do is to make a plan for their learning process by developing awareness of what must be done to complete a listening activity. The

⁵⁹ Diah Astini, Doctoral Dissertation: *“The Correlation between Metacognitive Strategies and Listening Comprehension of the Eleventh Grade Students of SMA Muhammadiyah 2 Palembang”* (Palembang: UIN Raden Fatah Palembang, 2017), 22.

⁶⁰ Dat Bao – Cheng Guan, *The TESOL Encyclopedia of English Language Teaching* (New Jersey: John Wiley & Sons, Inc., 2019), 1-2.

term of awareness in this study refers to what the students are focused on when they listen to English songs – whether they focus on listening to meaning, vocabulary, or grammar. Based on the research findings, many students had the intention to focus on the meaning of the song's lyrics first. The finding of this study indicates that the students are still aware that learning listening skills require them to focus on the meaning of the English song's lyrics. That is reinforced by Cameron's opinion which states that listening is defined as receptive skill which requires the listener to focus on the meaning of statements uttered by the speaker to make sense of the speech.⁶¹ Also, the intention to focus on the vocabulary and grammar when listening to English songs gained many positive responses by students as they generally believed that vocabulary and grammar were two aspects that they had to focus on when they listened to English songs. Students who intended to focus on the vocabulary before they listened to English songs, it seemed that they also wanted to increase their vocabulary comprehension through listening to English songs, knowing that songs expose students to a wide vocabulary related to the theme. This phenomenon is supported by research findings carried out by Listiyaningsih, which showed that the majority of her respondents stated that English song was one of cooperative learning methods which had many advantages in learning listening skills, one of which was helping them to enrich their vocabulary comprehension.⁶² Moreover, the majority of students planned to focus on grammar when listening to English songs even though grammar is considered as the most difficult aspect to comprehend, yet it is helpful for the students to formulate words or sentences in English. Those phenomena are approved by a statement uttered by

⁶¹ Anisa Mailawati and Anita, "The Impact of English Songs to Improve on English Listening Skills". *Journal of Research on Language Education (JoRLE)*. Vol. 3 No. 2, July 2022, 64.

⁶² Tri Listiyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class". *Academica*, Vol. 1 No. 1, June 2017, 48.

Arleo which states that using songs for the learning process can improve students' listening comprehension. For instance, the students can acquire vocabulary and review grammar points that they have learned through songs.⁶³ Surprisingly, the number of students who plan to focus on listening to the grammar of the song lyrics first is higher than the number of students who plan to focus on listening to the meaning and vocabulary of the song lyrics first.

Monitoring the comprehension process is the second step that can be done once after planning the learning process, in which it is called the monitoring step. Monitoring step in this study involves activities regarding repeating the English songs twice when the students have difficulty in understanding the meaning and skipping over words in the lyrics that the students do not understand so that they do not miss the next lyrics. As it is shown in the findings, students have their own preferences, whether they use repetition strategy or skipping strategy, when they have difficulty understanding English song lyrics. Truthfully, the majority of students prefer to repeat the song twice rather than skip over words in the lyrics when they have difficulty in understanding the meaning of the lyrics. Even so, they generally reflect that repeating or skipping the English song's lyrics that they do not understand are necessary activities that they have to do when they learn listening skills through using English songs. By repeating or skipping the English song's lyrics when they have difficulty in understanding the meaning, they can determine whether they can pass to comprehend the whole meaning of the English song's lyrics or not, and the that students' intention is supported by Jensen and Vinther's belief which argue that repetition

⁶³ Andrew Mobbs and Melinda Cuyul, "Listen to the Music: Using Songs in Listening and Speaking Classes". *English Teaching Forum*. Vol. 56 No. 7, 2018, 23.

strategy is applied to find out whether the input rate of subsequent is reduced or not.⁶⁴

The last thing that the students need to do is checking the outcomes of students' listening comprehension to measure the completeness and accuracy, which is called an evaluation step. Majority of students completed this evaluation process by thinking back to how they listened to that English song, and about how they might do it differently next time. This is in line with Nurlaila Husain's opinion in her research, which explored the evaluation of the teaching and learning in listening, stating that the evaluation process in learning listening skills has advantages to find out whether the learning of listening skills has been done based on the specified criteria or not.⁶⁵

b. Students' Cognitive Strategies of Using English Songs as Media in Independent Learning of Listening Skills

Once the students recognize what learning methods that they want to implement, then it is important for them to solve the problems that they often encounter when learning listening skills – those strategies called cognitive. Bao and Guan state that cognitive methods address all knowledge-related mental processes, including applying linguistic and sociocultural knowledge to solve problems, such as repeating, translating, interpreting, summarizing, and note-taking.⁶⁶ Discussing prediction or guessing strategies as well as translation strategies, the findings of this study showed that almost all students preferred to guess the meaning of the English song's lyrics by the words they knew rather than predict the words included in the

⁶⁴ Eva Dam Jensen and Thora Vinther, "Exact Repetition as Input Enhancement in Second Language Acquisition". *Language Learning*. Vol. 53 No. 3, September 2003, 373.

⁶⁵ Nurlaila Husain, "Evaluation Of The Teaching And Learning In Listening Subject". *Journal of Language, Literature, Culture, and Education*. Vol. 1 No. 1, 2020, 36.

⁶⁶ Dat Bao – Cheng Guan, *The TESOL Encyclopedia of English Language Teaching* (New Jersey: John Wiley & Sons, Inc., 2019), 1-2

English song's lyrics based on the song's title. Those two activities involve prediction strategy. The term of "prediction strategy" is supported by Chamot which states that prediction strategy is a tactic to anticipate knowledge to get ready and provide guidance for the task.⁶⁷ Besides, Harmer also states that listeners who efficiently predict what information they will hear, they will know the process by matching their predictions with the actual information that they hear.⁶⁸ Meanwhile regarding the translation strategy, the students also preferred to implement translation strategy by translating every word in the song's lyrics to understand the whole meaning of the English song's lyrics as they might think that translation strategy could be the best strategy that they could do to catch the meaning of the English song's lyrics. Tucker and Shouyuan state that translation strategy can be implemented to improve listening comprehension and develop accuracy, clarity, and flexibility.⁶⁹ In a nutshell, the students would rather implement prediction strategy, namely guessing strategies, than translation strategy since they might think that prediction strategy can be an appropriate way to help them in understanding the meaning of English song's lyrics.

c. Students' Social/Affective Strategies of Using English Songs as Media in Independent Learning of Listening Skills

As those two previous processes are regarded as academic things, Habte-Gabr defined social-affective as listening strategies, categorised as non-academic things, which involve thought-provoking learning through ascertaining the level of empathy

⁶⁷ A.U. Chamot, *Learning Strategy Handbook* (New York: Pearson Education, 1999), 40.

⁶⁸ Jeremy Harmer, *The Practice of English Language Teaching* (First Edition) (New York: Longman, 1983), 34.

⁶⁹ Mohammad Bagher Shabani and Maryam Jafar Jalali, "The Effect of Translation on the L2 Learners Listening Comprehension". *Journal of Applied Linguistics*. Vol. 1 No. 1, 2015, 68.

between the students and teachers.⁷⁰ This study investigates students regarding these strategies through two statements which ask students about whether they talk to their English teachers and classmates regarding how to be a better listener, which is representative of social strategy, and whether they motivate themselves through positive self-talk when they learn listening skills through using English songs, which is representative of affective strategy. In the context of social strategy, this study only investigates the students' point of views about whether they like to interact with their teachers and classmates about how to be better listeners or not so that they can give their positive or negative responses toward that statement – positive responses mean they like to have interaction with their teachers and classmates about how to be better listeners and negative responses mean they do not like to have interaction with their teachers and classmates about how to be better listeners. The theory regarding social strategies is supported by Lev Vygotsky which states that social environments influence the learning process so that every student can learn through interactions and communications with teachers, peers, and other stakeholders. Consequently, the teachers can create a learning environment that allows students to interact with one another as much as possible through discussion, collaboration, and feedback.⁷¹ The findings of this study revealed that the students provided positive responses toward those two statements, yet the students preferred to do the affective strategy more than social strategy. It means that the students would rather motivate themselves through positive self-talk than having interaction with their students on how to be better listeners. Hence, it can be concluded that motivating themselves through positive self-talk while learning

⁷⁰ Habte-Gabr, "The Importance of Socio-affective Strategies in Using EFL for Teaching Mainstream Subjects." *The Journal of Humanizing Language Teaching*, Vol. 8 No. 5, 2006, 1.

⁷¹ L.S. Vygotsky, L.S., *Mind in Society: The development of higher psychological processes*. (Cambridge, MA: Harvard University Press, 1978), 65.

listening skills by using English songs is very necessary since O'Malley argues that self-talk can reduce students' anxiety while performing the learning task by adopting mental strategies.⁷² In a nutshell, social/affective strategies are necessary to be implemented during learning listening skills by using English songs independently since those strategies not only require students to cooperate with peers in solving particular problems, but also require students to use specific techniques, such as positive self-talk, to reduce anxiety in the learning process.

2. Students' Perceptions of Using English Songs as Media in Independent Learning of Listening Skills

After students described their beliefs and opinions regarding three listening strategies in using English songs to learn listening skills, they also needed to describe their ideas and impressions regarding the use of English songs as media to learn listening skills independently – which are involved in their perceptions. Research on students' perceptions of using English songs as media in independent learning of listening skills is divided into two variables; students' impression and students' cognitive.

a. Students' Impression

This sub-variable requires students to give strong ideas or opinions that come from their experience in using English songs in independent learning of listening skills. The term impression in this study covers several statements about the effectiveness of using English song in independent learning of listening skills if it is compared to conventional teaching in the classroom, the speed and easiness of students in understanding each word meaning contained in English song's lyrics, the effect of English songs in increasing

⁷² J.M. O'Malley, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 2002), 45.

students' mood when learning listening skills, and the influence of English songs on students' motivation when learning listening skills.

The first thing that is discussed here is whether English songs are more effective to help students in learning listening skills than following traditional learning systems at school or not. According to the findings, majority of students refused to follow conventional system in learning listening skills at school and preferred to conduct independent learning by using English songs instead, as they believed that learning listening skills through using English songs was considered more effective than they just sat in the classroom while following the teachers' explanation and instruction in listening class. The students' consideration is considered valid due to the number of studies conducted about that phenomenon, and the majority of them had proven it. For instance, a qualitative study conducted by Eicha and Lulud showed that English songs were considered as effective media to learn listening skills as their respondents showed a positive relationship between the use of English songs and listening skills.⁷³ Next, the students also present positive responses toward the speed and easiness of students in understanding the meaning of each word contained in English song's lyrics. The process of understanding the meaning of each word contained in the English song's lyrics in accordance with the process of acquiring vocabulary comprehension. This is in line with Griffé's statement which argues that English songs have personal quality which requires students to collect new vocabulary so that they can find new words to help them comprehend the meaning of each word contained in the English song's lyrics.⁷⁴ Additionally, students who often listen to English songs will

⁷³ Eicha Afriyuninda and Lulud Oktaviani, "The Use of English Songs to Improve Students' Listening Skills". *Journal of English Language Teaching and Learning*. Vol. 2 No. 2, December 2021, 84.

⁷⁴ Dale T. Griffé, *Songs in Action*. (Trowbridge: Prentice Hall International, 1992).

unintentionally train their ears to easily hear the lyrics, making it easier for them to comprehend what the singers are saying.⁷⁵

While regarding the effect of English songs in increasing students' mood when learning listening skills, the students accepted as true that listening to English songs can increase their positive mood to learn listening skills. Lopera claims several advantages of English songs in learning listening skills, and one of them stated that English songs may change students' mood in learning.⁷⁶ The term "increasing mood" in this study refers to increasing a good or positive mood owned by students while learning listening skills through using English songs. Speaking of the influence of listening to English songs on students' motivation when learning listening skills independently, the findings of this study indicate that the number of students who respond positively if English songs could motivate them in learning listening skills is higher than the other statements. The fact that listening to English songs can enhance students' motivation is in accordance with the fact discovered by Millington which states that songs are beneficial for students to increase their motivation since songs are also considered as valuable pedagogical tools which are useful for improving students' motivation in learning listening skills.⁷⁷

b. Students' Cognition

The second sub-variable requires the students to give their point of view on how they acquire and use their knowledge when learning listening skills through using English songs independently. Cognition

⁷⁵ Eicha Afriyuninda and Lulud Oktaviani, "The Use of English Songs to Improve Students' Listening Skills". *Journal of English Language Teaching and Learning*. Vol. 2 No. 2, December 2021, 80.

⁷⁶ Lopera, "Useful ideas when taking songs to a class". *Ikala, Revista de lenguaje y cultura*. Vol. 8 No. 14, 2003, 135.

⁷⁷ Neil T. Millington, "Using Songs Effectively to Teach English to Young Learners". *Language Education in Asia*. Vol. 2 No. 2, August 2011, 134.

is basically the process of thinking which involves an individual's ability to connect, assess, and consider a certain event. In other words, cognition has a strong relationship with the level of intelligence that marks an individual with various interests, especially aimed at learning ideas. The term of "cognition" has generally become popular in the area of psychology so that some psychologists have defined cognition with various terms, one of which is Piaget which describes cognition as extensive knowledge, reasoning power, creativity, language skills, and memory. In brief, cognition is described as conscious mental activity which covers thinking, memorising, learning, and acquiring language.⁷⁸

Based on the findings, not all students could acquire the knowledge to listen to every detailed word of the English song's lyrics carefully and understand the meaning of every word contained in the song's lyrics easily. On the contrary, they believed that they could find the number of new vocabulary when learning listening skills independently through using English songs. Those three processes of acquiring knowledge conducted by students while learning listening skills through using English songs independently are actually interrelated with each other. For instance, the ability of students in finding out new vocabulary when they listen to English songs and understanding the meaning of every detailed word contained in the songs' lyrics are in accordance with Biemiller's opinion. He suggests that there is a strong connection between vocabulary development and literacy development – in which listening is a part of literacy skills. In specific, students will not be able to understand what they encounter in the text or listen in the

⁷⁸ Mesak Ratuanik, "Cognitive Process Of Students In Solving Mathematical Problem Judging From Cognitive Style Of Field Independent And Field Dependent In Junior High School". *The International Conference on Mathematical Analysis, Its Application and Learning*, 2018, 70.

recording if they have low vocabulary proficiency.⁷⁹ Thus, the findings of the study contradict with Biemiller's opinion as the students still seem to doubt if they can comprehend every word's meaning contained in the English song's lyrics easily even though they are certain of getting new vocabulary through listening to English songs. However, the fact that students believe that learning listening skills through using English songs independently can improve their vocabulary strengthens Griffe's opinion which argues that songs are very useful for introducing vocabulary since songs provide meaningful context for vocabulary.⁸⁰

Next, the students may seemed to hesitate if they could understand the English song's lyrics which have difficult grammatical structures, distinguish the sound of one word from another word, which it is indicated as homonyms, recognize words from different word classes, and recognize the connected of speech of each word contained in the English song's lyrics. They may think that the process of gaining knowledge through those four activities when learning listening skills through using English songs independently is very complex and complicated. This is strengthened by Sawyer's opinion which argues that grammar is considered as the most difficult aspect in learning English as knowing the grammar structures requires students to do a lot of practice.⁸¹ Aside from that, learning to recognize homonyms in certain words is also challenging and problematic. The difficulty of homonyms is proven by several researchers, such as Hawkes, Hudelson, Poyner and Wolfe, Readence, Baldwin, and Head, in their study which exposed that many native and non-native English as Second Language students

⁷⁹ A. Biemiller, "Vocabulary development and instruction: A prerequisite for school learning". *Handbook of early literacy research*, Vol. 2, 2006, 41.

⁸⁰ Dale T. Griffe, *Songs in Action*. (Trowbridge: Prentice Hall International, 1992).

⁸¹ E. Sawir, "Language difficulties of international students in Australia: The effects of prior learning experience". *International Education Journal*, Vol. 6 No. 5, 2005, 567.

still encounter many difficulties in acquiring English due to lack of knowledge of words, such as homonyms, homophones, and homographs.⁸² Yet, the findings of this study indicated that the students could handle the problems of homonyms when they listened to English songs. It is revealed from the results of the study which show that many students respond positively if they can distinguish the sound of one word from another easily when they learn listening skills toward using English songs independently.

Meanwhile, students also have difficulty in recognizing words from different word classes when learning listening skills through using English songs independently. Particularly, the students cannot distinguish verbs, adjectives, nouns in a certain word found in English song's lyrics. This phenomenon is also supported by another phenomenon encountered by Rika Putri Ani Siregar in her study in which she discovered that there were still many high school students who still had low understanding of word classes as they did not know what kind of verb, adjective, and noun was.⁸³ Lastly, recognizing the connection of speech of each word contained in the English song's lyrics becomes very tricky for several students. It may happen due to the students' inability to decipher native speech contained in the English song's lyrics. That reason is supported by Moana's opinion which suggests that many English as a Second Language students who have good grammar knowledge and a sufficient amount of vocabulary are still frustrating to decode native speech during the listening sessions in the classroom although the teachers have already

⁸² Safataj Maryam and Mohammad Amiryousefi, "Effect of Homonymous Set of Words Instruction on Vocabulary Development and Retention of Young Female Elementary Learners in Iranian EFL Context through Metalinguistic Awareness". *Theory and Practice in Language Studies*, Vol. 6 No. 11, November 2016, 2093.

⁸³ Rika Putri Ani Siregar, Doctoral Dissertation: "*Students' Ability in Identifying Word Classes in Rihanna's Song Lyrics "Work" at Grade XI SMAN 1 Sipirok*" (Padangsidempuan: State Institute of Islamic Studies Padangsidempuan, 2018), 4.

spoken clearly and provided students with listening resources that are packed with speech that is pronounced and expressed effectively.⁸⁴



UIN SUNAN AMPEL
S U R A B A Y A

⁸⁴ Moana Rosa, "Don'cha know? a survey of ESL teachers' perspectives on reduced forms instruction". *Second Language Studies*, Vol. 21 No. 1, Fall 2002, 49-50.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter conveys about the summarises from findings and discussion, also the suggestion that the researcher can provide for the parties involved regarding students' strategies and perceptions of using English songs as media in independent learning of listening skills.

A. Conclusion

To investigate students' strategies and perceptions of using English songs as media in independent learning of listening skills, this survey study administers the questionnaires to 32 eighth-grade students of SMP Negeri 3 Waru who present as the respondents of this study. The previous findings lead to two conclusions, which are students' strategies and perceptions of using English songs as media in independent learning of listening skills. Regarding the students' strategies of using English songs as media in independent learning of listening skills, the findings of this study clearly indicate that the majority of students prefer to play the English song twice when they have difficulty in understanding the meaning of the lyrics. Aside from that, most students use guessing strategy to understand the meaning of the song's lyrics by using the words they know or vocabulary which is familiar to them as a trigger to guess the meaning of the song's lyrics. Moreover, many students prefer to implement effective strategies by motivating themselves through positive self-talk when learning listening skills through using English songs independently.

Answering the second research question, which is about students' perceptions of using English songs as media in independent learning of listening skills, the results demonstrate that the majority of students believe that listening to English songs has an impact on their motivation to learn listening skills independently because they firmly feel that doing it can boost their motivation. In addition, almost all students accept as true if they can find new vocabulary through learning by listening to English songs.

B. Suggestion

By reflecting the findings of this study, the researcher hopes that this research may be beneficial for students and future researchers. Even though this study focuses on the context of independent learning, the suggestions provided by the researcher are not only for students who have the intention to learn and practice their listening skills by using fun learning media, namely English songs independently, but also for teachers who may be inspired to use English songs as learning media to learn students' listening skills in listening class, as well as for upcoming scholars that want to carry out an identical study in the future.

1. For Students

As listening skills are not Basic English skills which the students can master in one night and listening skills require students to practice and familiarize their sense of hearing to listen to native speakers, It will be advantageous if students learn more about the numerous learning resources that might inspire them to develop their listening skills independently, knowing that the approach of learning system at school requires students mainly learn English from textbooks which it may be a boring and frustrating experience that need patience. Students can use English songs as media in learning their listening skills self-sufficiently without the help of the teachers. The ease of accessing English songs makes students able to use these media to learn listening skills everywhere and every time deprived of any limited time. Also, learning listening skills is about getting used to listening to what native speakers are saying and understanding the meaning of information spoken by native speakers, so that listening to English songs is able to facilitate students in practising those two things with great fun for sure. In other words, English songs are not only enabling students to learn listening with their cognitive skills, but they also increase students' mood and intrinsic motivation to learn listening skills as they learn these English skills independently without the guidance and help from teachers at school.

2. For Teachers

Teaching listening skills using English songs is not only conducted independently by students at home, but can also be carried out with supervision and assistance from the teacher in the classroom. Therefore, the findings of this study are not only for students, but can also be suggested for teachers. The results of this study can be their reference in teaching listening skills by using English songs in the classroom. They can teach students' listening skills by using English songs in the form of game-based learning to make the learning process in the listening class become fun. Besides, teaching listening skills by using English songs can be implemented at every grade level so that the teachers can teach students' listening skills by adjusting the level of difficulty of English songs for the highest grade level, such as senior high school students, and the level of ease of English songs for the lowest grade level, such as junior high school students. On the other hand, the teachers can also use English songs to teach English systems, such as vocabulary, pronunciation, and sentence structure. Finally, the use of English songs to teach English can be carried out in the learning process both online or offline so that the teachers can take advantage of the use of English songs to teach English based on their learning needs.

3. For Future Researchers

The present researcher offers numerous suggestions to future researchers who will conduct a comparable study in the future. Firstly, it will be very interesting to conduct a study to explore the advantages of English songs to learn other English skills and systems, such as speaking and pronunciation since English songs are considered as valuable pedagogical tools for teaching and learning English. Secondly, by reflecting on the findings of this study, the further study may investigate the factors and problems that cause students to have low listening skills or how to improve students' listening skills by using other existing learning media which can also increase their motivation to learn. Thirdly, the

similar cases of this study to various participants may potentially be investigated by future researchers, such as senior high school students, or even college students, particularly students who take English majors. Moreover, future researchers can conduct similar studies with different research methods. For instance, they can employ experimental study to determine a relationship between English songs and listening skills, and it also tests whether the correlation between the certain aspect of listening skills and English songs is either supported or rejected. Thus, the current researchers are not only providing any limitations for future researchers to investigate further by filling out the gaps that are not covered by the current study, but also the future study may serve as bases to test and validate the findings of this study.



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