



Does Song Effective for EFL Students' Listening Skill? (A Pre-Experimental Study at Junior High School Level)

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Abstract

Listening ability is one of the important language skills for students in understanding foreign languages. However, students often have difficulty in developing their listening skills. Therefore, the use of songs as a tool in foreign language learning has become popular among educators and researchers. This study aims to examine the effectiveness of using songs in improving students' listening skills. In this study, a quantitative method was applied through one group pre test and post test. In the study there were 25 students as samples in the study and each of them was in grade 9. The instrument used in collecting data is a test. The results of this study show that the use of song can effectively improve students' listening skills in English. This can be seen from the mean difference between pre test (57.8) and post test (81.6). The use of songs can improve students' listening comprehension and skills through several ways, such as improving vocabulary recognition skills, practicing context understanding, and increasing students' motivation and interest in foreign language learning. However, the effectiveness of using songs in foreign language learning depends on certain factors, such as the suitability of songs with learning objectives, the suitability of songs with students' ability levels, and the way of teaching carried out by teachers or instructors.

Keywords: EFL, Teaching Listening, Listening Skill, Junior Level

Introduction

Listening is part of four Basic English language skills. It seems like the other skills such as writing, reading and speaking. These basic skills are divided into receptive skill-listening and reading- and productive skill, speaking and writing. Teppa et al., (2022) argue that listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard. Moreover, Alrawashdeh & Al-zayed (2017) added that listening is the most important language skill and also a part of communication through listening we can share our ideas

with other people. In line with above statement, Pavia et al., (2019) believe that listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." From those statements above, it can be conclude that listening as part of language skills is an important thing not only in daily live but also in educational field.

Listiyaningsih (2017) pointed out that listening is an activity which is giving attention to a sound or action. When listening, a person hears what others are saying and tries to understand what it

means. Lengkoan (2017) argue that listening is a skill for understanding, acquiring, or even process a sound that being heard. Therefore, poor listening can lead to misinterpretations, and caused to conflict or a dispute. Nevertheless, Lestary (2019) states that many students find it difficult to listen and process the information they get from their various learning sources (Teachers and media). Lengkoan et al., (2022) also added that the results of research in English language learning, found that students' listening skills are still low.

In EFL classroom setting, Kim (2020) listening is considered the most difficult language skill for EFL learners because it requires more attention and concentration to understand the material. This is due to most of EFL teachers take it for granted and believe that it will develop naturally in the language learning process (Teppa et al., 2022). Nugraha & Amisemo (2019) stated that most of EFL Students tent to feel difficult to learn listening and understand certain material or topic given in listening form. This actually in line with the statement of Alrawashdeh & Al-zayed (2017) mentioned that EFL students use half from communication activities to listening, while students receive 90% information in school from listening carefully from the teacher and from other people. However, Pelenkahu (2014) said that the fact is that teaching listening is not easy, therefore it requires the right technique/method in teaching listening. In addition, Isanova & Ravshanova (2020) suggest that English teachers are strongly encouraged to use the right techniques/methods in teaching listening because considering this skill requires proper teaching.

In fact, some researches have implemented several learning methods/strategies that are useful in

teaching listening in EFL classroom settings. The use of a learning strategy will help smooth, effective and efficient achievement of learning objectives. Pavia et al., (2019) said that teachers are required to be able to apply the most appropriate learning strategy and in accordance with the conditions of students and the subject matter to be delivered. In applying methods / strategies in teaching listening, Dendup & Onthanee (2020) applied one of the cooperative learning methods in teaching listening, and from this method students are less enthusiastic and mostly passive just doing the tasks given. In addition, research from Lengkoan (2017) which applied the use of classical songs that contain complete vocabulary in English so that it has its own impact on students in listening learning. Moreover, Putri & Serambi (2019) using podcasts in teaching listening. His research has a significant impact on the development of students' listening skills. From the above studies, it suggests that in teaching listening the use of methods/techniques/strategies that utilise audio will be very beneficial for students' listening development.

A pleasant learning process is one of the factors supporting the success of a lesson (Matsumoto, 2019). This is due to, when learning is done in a fun way, the material learned will be very easy to accept and understand well. For this reason, an educator is required to have the creativity to find learning strategies that can create a conducive and pleasant atmosphere which ultimately gets the expected results. One way to create a pleasant atmosphere is for educators to present material using media that can increase the enthusiasm and passion for learning from students. Referring to the suggestions of each study above, where the use of audio will greatly help the learning process of students, then one of the methods/techniques/media that

is suitable in teaching listening is "song". Through songs, the learning atmosphere becomes more relaxed and fun, so as not to make students become bored and bored in participating in the teaching and learning process in class. Lestary (2019) added that using songs will make the students interested in joining the listening class and not bored anymore. The important thing in making teaching learning lively is how the teacher can create new technique and control the situation in the classroom. Song may be used to relax students since for many learning a new language is a new experience (Guan et al., 2018). Therefore, it is very necessary to further study the use of songs in teaching listening, especially in EFL classroom settings. Given, the use of songs is also necessary to consider in terms of the quality of the song, the theme and also the words of the song to be used. This research will further examine the use of songs as an alternative in teaching listening, therefore the purpose of this research is to see whether or not the use of songs is effective in teaching listening.

Review of Literature

Concept of EFL Students' Listening Skill

Language learning is highly dependent on listening activities. Listening provides oral input (input) which acts as a basis for language acquisition and allows the learner to interact in oral communication. Matsumoto (2019) mentioned that in the context of language acquisition both mother tongue and second / foreign language, the first language skills used are listening skills. We learn to communicate in any language of course begins with listening (listening) to how adults communicate in that language. It is through this listening that we learn to recognise the sounds (phonic level) that exist in a particular language. From the ability to recognise and distinguish these

sounds, we then learn the meaning (semantic level) and so on.

The ability of students to listen to material in a foreign language is indicated by their ability to use the information obtained from listening activities that have been carried out. It is further said that a learner who is able to listen well is marked by his ability to adjust his listening behaviour to various situations, types of input, and listening goals (Sulaymonova, 2019). Listening, as defined by Howard and Dakin as cited by Isanova & Ravshanova (2020), is the ability to identify and understand what others are saying. This includes understanding the speaker's accent or pronunciation, grammar and vocabulary, and understanding the meaning. A skilled listener is able to do these four things at the same time. It is further said that listening is more than just listening; understanding spoken language involves process-oriented thinking skills. Because listening involves the use of language and thought, effective listening skills develop as learners' language skills develop and mature.

Listening is a language skill that is taught specifically in the second or foreign language learning process (Lengkoan, 2017). This relates to understanding spoken language. There are several factors that affect a person's understanding in oral communication. The first factor is a person's ability to identify sounds (phonic level). The accuracy of identifying sounds will affect the level of understanding of words (lexical level) which is a combination of existing speech sounds. Errors in identifying speech sounds will automatically cause errors in the interpretation of words spoken by the speaker.

Word comprehension is closely related to semantics (meaning). To be able to understand the spoken language of a

foreign language or second language (L2), one must be able to recognise the speech sounds spoken by the speaker. The success of a learner in the second/foreign language he learns is largely determined by how far the level of exposure to the second or foreign language is (Isanova & Ravshanova, 2020). This means that the higher the level of exposure of a language learner to the language he learns, the better his understanding of the language and vice versa. This is also the case with learners' listening habits. Pelenkahu (2014) claimed that the habit of listening to English (as a foreign language) of learners will greatly determine their success in understanding spoken English that they listen to and will ultimately affect their success in acquiring a second or foreign language.

With the rapid development of technology in the field of electronic communication media electronic communication media, of course this will have a positive influence on the aspect of foreign/second language learning. The use of foreign languages that are very easily accessible through electronic communication media such as television, radio and the internet will bring learners closer to the source of the language bring learners closer to the source of the language they are learning (Hadi & Hadi, 2019). All national television stations have programmes in English shows such as films, talk shows, news, songs and others. Broadcasting these programmes in these programmes are easily accessible to learners. Learners can directly learn how the native speaker uses the language. Of course, there are still many aspects of language that can be learnt through these media. through these media.

Learning Media for EFL Classroom Setting

Liando et al., (2022) said that media is something that is channeling messages and can stimulate the thoughts, feelings,

and desires of the audience (students) so that it can encourage the learning process basically. According to Hamer & Rohimajaya (2018) media is one component of communication, namely as a messenger from the communicator to the communicant. Meanwhile, according to Alvionita et al., (2022) learning media can be understood as everything that can convey messages from a planned source so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively. From some of the above definitions, it can be concluded in a simpler way that learning media is a means of channeling messages or information from teachers to students or vice versa. The use of learning media will enable the learning process to occur in students and can be used to increase the effectiveness of learning activities.

Teaching aids or media are learning resources that must be developed to achieve optimal learning outcomes (Teppa et al., 2022). In an effort to improve the quality of the learning process and learning outcomes, we must not forget one thing that is certainly true, namely that students must interact a lot with learning resources. Because without adequate learning resources, it will be difficult to expect the realisation of a learning process that leads to the achievement of optimal learning outcomes (Isanova & Ravshanova, 2020). The teaching and learning process of the presence of media has an important meaning because in these activities, the vagueness of the material conveyed can be helped by presenting the media as an intermediary. The complexity of the material conveyed to students can be simplified with the help of the media. Listiyaningsih (2017) believe that the media can represent what the teacher is less able to say through certain words or sentences, even the abstractness of the material can

be concretised by the presence of the media. Thus students more easily digest the material than without the help of the media. But keep in mind, that the role of the media will not be seen if its use is not in line with the content of the teaching objectives that have been formulated. Therefore, teaching objectives must be used as the basis of reference for using the media. When ignored, the media is no longer a teaching aid, but an obstacle in achieving goals effectively and efficiently.

Songs for Teaching Listening Skill

In order to use songs for English learning effectively, Putri et al., (2018) mentioned that there are several things that must be considered, including; (1) the level of student ability, (2) the type of song, some songs are not suitable for use as learning media, for example, pronunciation is not good or even wrong, (3) the level of difficulty (language complexity) contained in the song. There are various types of songs that we can use according to our needs in the classroom. Songs can be categorised into activity song, animal song, counting song, food song, learning song, lullaby, patriotic song, parody, sport song, traditional song, and so on. Please note that not all English songs can be used as learning resources. Songs that are too musically dominant for example, or songs that contain too much metaphorical language, slang language, are not good for children. Choose songs that are simple and appropriate to the learning needs (curriculum, for example). Also choose songs where the lyrics can be heard clearly, as well as the correct pronunciation. Since students will be using the song as a model, they should find the best model. If the teacher is going to sing it, then you have to make sure that the teacher will model it well for the students.

In learning a language, there are 4 main skills that must be taught and must

be mastered by students, namely: listening, speaking, reading and writing. We can utilise songs to teach students these 4 skills. Songs can be used in various types of learning activities such as warming up the atmosphere, filling the transition from one activity to another, closing activities, introducing new language, practising language, improving language, changing the atmosphere/mood, attracting attention, to channel students' excess energy and so on. The idea of writing a whole song and then having students sing it by reading the words is not really advisable.

Before using songs for teaching, we should note the following framework for using songs for language teaching suggested by Afriyuninda & Oktaviani (2021): 1. Establish the context, in which case the teacher needs to explain the purpose and background information. 2. Teach the important vocabulary first by using visual aids, actions/movements, realia or artificial objects, puppets, and so on. 3. Listen to tapes or sing songs so that students can listen, show their understanding and become familiar with rhythms and tones. 4. Do advanced listening activities. 5. Pay attention to pronunciation such as identifying intonation patterns, stressed words or syllables. 6. Encourage students to listen, repeat, and practice singing and learning the song. Encourage them to use body movements, facial expressions and so on. 7. Give written notes of the song text. In this regard, the teacher does not necessarily have to give complete notes of the song he teaches. Teachers can package it into interesting and learning-orientated activities. For example, students are asked to create their own version of the song (changing according to context), students can listen and complete the omitted parts of the song first, sequence the song,

compose words from 2 different songs, match pictures with text, and so on. 8. Encourage students to compare it with similar types in their mother tongue, or national language. 9. Perform them together, individually, in groups, in pairs.

Method

In this study, the researcher applied quantitative research through pre-experimental design with one group pre-test and post-test (Hennink, Hutter & Bailey, 2020). The researcher gave a pre-test to groups, then conducting treatment. After finishing treatment, the writer gave a post-test to see the improvement. The magnitude of the effect of the treatment can be known more accurately by comparing the results of pre-test with post-test. The population of this research was the students of SMP N 6 Kakas, in academic Year 2022/2023, with the sample of the research consisted of one class of 9th grade students of SMP Negeri 6 Kakas, with the total 25 students in all. In collecting the data, the reseahcers used test. The test consisted of 20 items, 10 fill in the blank lyrics' parts, and 10 identifying the correct words. However, in analysing the data, the reseachers used mean score formula.

Findings and Discussion

Findings

As previously explained where in this research, the researcher used quantitative research through one group pre-test and post-test design. The subject of this research consisted of 25 students. The aim of this research was find out whether or not Song can improve students' listening skill. The data obtained of pre-test and post-test were put into the following table of frequency distribution and were computed with mean score formula. In analyzing the data, the researcher followed the steps

below: In this first step the researcher analyzed each students' test results from the pre-test (T₁) and post-test (T₂), where the researcher calculated each correct answer from each student based on two tests then multiplied it by 5. The formula to score the result of the test was adapted from Thissen & Wainer (2001).

In calculating the final score of the students, the researcher uses this rubric, the reason being that the questions given in both the pre-test and post-test have the same number of questions, namely 20. Based on calculations by applying this formula, a final score can be obtained that is appropriate. In the process, the total score if all students answer correctly is 100, while the number of questions is 20, so $100/20 = 5$. Thus, this formula is suitable for use in determining student final results. In presenting the results of the data, the researcher first calculated the final results of the students' pre-test and post-test. This calculation is based on a predetermined formula. This calculation is carried out based on each correct answer from each student of the test that has been given. The results of this test become evaluation material for students, starting from the pre-test to the post-test. This is done so that every student is able and able to know things that need to be improved from their listening ability. Therefore, the presentation of the results of the pre-test (T₁) analysis can be seen in table 1 below:

Table 1. The score of students Pre-Test (T₁)

STUDENTS	PRE-TEST SCORE (T ₁)
1	50
2	65
3	50
4	55
5	55
6	50

7	60
8	60
9	60
10	65
11	60
12	60
13	60
14	65
15	65
16	50
17	50
18	60
19	60
20	55
21	55
22	50
23	60
24	65
25	60
N=25	$\sum x = 1145$

Essentially, Pre Test means an evaluation or test conducted before starting learning. The purpose is to obtain initial competency parameters, and how much students know about the learning material. The results of the Pre Test will later become one of the teachers' references in determining what learning methods are suitable to be applied to their students. The Pre Test is important, especially when considering that the Pre Test results are a prerequisite for receiving further new knowledge. In its application, the pre-test in this study was given before the treatment, namely the song. From the pre-test results in table 1 above, it can be seen that all students have not met the criteria or graduation indicators. The benchmarks used in measuring passing grades in each subject are determined by curriculum decisions. school and teacher. Therefore, the passing indicator at SMP N 6 Kakas for English subjects is 70. This is in

accordance with the assessment benchmark or KKM described by Suherdi (2013) with article 27 paragraph 3 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020 concerning National Higher Education Standards.

The results of this pre-test provide an overview of students' listening skills. According to Gede et al., (2019), listening is a process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that is not conveyed. Meanwhile, Lengkoan (2017) claimed that listening as a process that includes listening to language sounds, identifying, interpreting, and reacting to the meaning contained therein. Thus, it is clear that listening is not only listening to sound symbols that are done deliberately and attentively. However, listening activities are also accompanied by understanding, appreciation, interpretation, reaction, and evaluation to obtain messages, capture information, and respond to the meaning contained therein. Referring to the results of the study, students' listening skills when given a pre-test were still very low, however, in the process of applying the pre-test, some students seemed active in learning, this was evidenced by some of them getting the highest score of 65. Meanwhile, there were six students who obtained the lowest score of 50. This is a reflection of students' less active activities in learning, so that their scores on the pre-test are still low.

Meanwhile, the treatment was conducted after the pre-test. This treatment was applied to improve students' abilities after it was found that their pre-test results were low. The treatment in this study was carried out by

applying it in every meeting after the pre-test was given. In the process, this study used Song as a treatment. Song media is the right tool that can be used to arouse students' ideas and interests in improving their listening skills (Listiyarningsih, 2017). In a song there are various kinds of diction that can provide a treat of words that help improve students' listening skills. After the application of the treatment, namely the song after the pre test, then to check whether the treatment applied is successful or not, it is necessary to do or give a post test. Post Test is a test conducted after treatment is given by the researcher. The goal is to obtain final competence/knowledge, how much students master the learning material that has been delivered. From this post test, it can then determine the success of a learning treatment carried out from the results of this Post Test. Students are considered successful if the Post Test score increases, vice versa (Putri et al., 2018). An increased Post Test score is an indication that the learning material is well absorbed by the students. The result of students post test can be seen in table 2 below:

Table 2. The score of students Post-Test (T₂)

STUDENTS	POST-TEST SCORE (T ₂)
1	80
2	85
3	80
4	75
5	75
6	80
7	80
8	75
9	75
10	85
11	80
12	80
13	75
14	85

15	90
16	80
17	80
18	85
19	90
20	80
21	85
22	75
23	90
24	90
25	85
N=25	$\sum x = 2040$

Table 2 provided a clear explanation that there is a very significant difference from each student's results after treatment. From table 2 it can be carefully understood that the treatment in this case song has a very significant effect on students' listening skills. This is in line with research from Gede et al., (2019) where songs are a very good 'tool' to help students' English listening learning process, more specifically songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning a language is nothing but learning various types of meaningful sounds. Songs can also make the classroom more interesting and lively. When students like the songs the teacher teaches, they will happily and enthusiastically perform them, and that's when they are indirectly learning something.

From the application of the song itself, learning is more focused and students are more focused, this can be seen from their post test results which are higher than their pre test. In addition, Hadi & Hadi (2019) suggest that teaching English to junior high school students has its own differences from teaching English

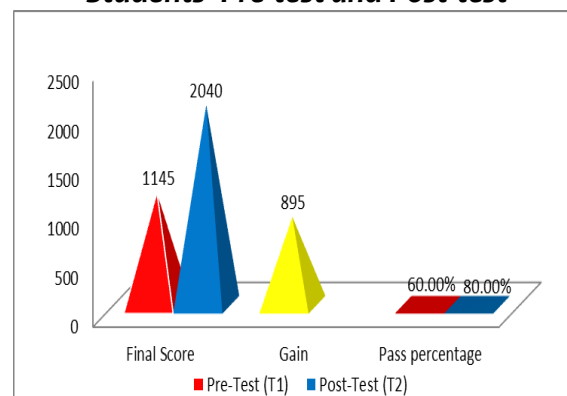
to adults. Junior high school students have their own uniqueness and characteristics that more or less affect the learning atmosphere in the classroom and the selection of learning strategies by teachers. Among the English teaching strategies for students that teachers can do is using songs. Songs are an authentic source of language. There is almost no time limit in using song media to teach English, meaning that students can use songs as language input at will, whenever they want, both in the classroom and outside the classroom. They can hum the song anywhere and anytime they want. They naturally come into contact with English quickly and enjoy this process.

However, Wild (2020) suggests that English teachers at the junior secondary level should have insight into how to manage students as well as insight into the English language, about how to teach language as well as language learning. Tatipang et al., (2022) add that students do not just need simple language but they often want complex language as well. Students have extraordinary potential learning abilities, and sometimes far from what teachers expect. Thus, teaching simple topics is not enough, they are already part of a global society and many of them can already talk about complex things like computers, and the internet. Therefore, it is important for teachers to connect students' learning styles, characteristics and motivations with the subjects they teach, in this case English.

The post test provides clear evidence that the use of song as a treatment in this study is successful in improving students' listening skills, or in other words, song is effective in improving students' listening skills. This can be seen from the value of each student who is above the KKM (maximum completeness criteria) applied in English

subjects. There are four students who get the highest score of 90, where this increase occurs after the application of song as a treatment after the pre-test. Meanwhile, there were six students with a low final score but entered the passing category of 75. Also, there were fifteen students who obtained scores ranging from 80-85 respectively. These results are certainly in line with several previous studies such as Putri et al., (2018) and Teppa et al., (2022) which also reveal that the use of songs has a significant impact on students' listening skills. In addition to making students enjoy learning, songs also help students to know and be exposed directly to English vocabulary. In addition, this significant increase is a measure of the success of the song applied as a treatment, this can be seen in the number of gains and student pass percentage from the pre test to the post test which is described in figure 1 below:

Figure 1. Gain and Pass Percentage of Students' Pre-test and Post-test



The difference (gain) between the results of the pre-test and post-test is quite large, which is 895, this is due to the application of song as a treatment in the study. Gain in quantitative research refers to the difference between test or measurement results before and after a particular intervention or treatment (Herliandry et al., 2020). Gain can be calculated by subtracting the initial test or measurement value from the final test or

measurement value and is an indicator of how effective the intervention or treatment is in improving test or measurement results. Brown (2018) adding that in quantitative research, gain is often used to measure the effectiveness of an intervention or treatment on the observed variable. In experimental research, gain can be used to compare the results of groups.

This significant difference provides an answer that the use of song as a treatment is very effective for students' listening skills. In addition, from this considerable difference, the final difference from the passing score from the pre test to the post test is indeed very large, where it can be seen in figure 1 above, the percentage of passes at the time of the pre test was only 60%, then the treatment was carried out and the results increased in the post test which was 80%. The level of student activeness before the treatment was quite minimal, this was due to the use of monotonous methods and monotonous teaching methods as well, while Sorádová (2018) suggested that teachers should be more understanding of the situation and the way students learn, and be able to condition it all by using a fixed method/technique in making them learn. Therefore, in this study, song is used as a media/treatment in research to improve students' listening skills while motivating and making them enjoy learning. In line with above statement, Hadi & Hadi (2019) also found the same results that songs can not only motivate students, but can also make students learn and improve students' English skills. Therefore, the effectiveness of the song itself is the main factor in improving students' listening skills. As said earlier, an indication of the success of applying song as a treatment in research is the achievement of student scores that pass or are in line with the

completeness criteria of 70. While from the findings of this study, the results of the student pre-test were still very low, therefore song was applied as a treatment to improve their listening results. After applying song as a media/tool/treatment, students' listening skills improved, this can be seen in tables 1 and 2 above. Furthermore, to find out the detailed / mean comparison of students' listening skills from pre test to post test has been presented in table 3 below:

Table 3. Mean Score of Students T1 and T2

	Final Score	Mean
Pre-Test (T ₁)	1145	57.8%
Post-Test (T ₂)	2040	81.6%

The effectiveness of using songs in improving students' listening skills is proven effective through this study. This is very clear from the mean pre test and post test which has a very significant difference, namely 57.8% for the pre test and for the post test 81.6%. According to Afriyuninda & Oktaviani (2021) there are many advantages to using songs as learning resources. Songs are linguistic resources, in this case songs become a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Song also represents the language that students already recognise in a new and fun form. In addition, songs also allow for the repetition of language in a natural and fun way. In addition to being fun, song is also able to motivate students while fostering a positive attitude towards English. Song is not a scary or threatening thing for students. In fact, songs can help increase students' self-confidence.

Discussion

Song as EFL Learning Media

The revolution in education has changed the education system as a whole. Abdullaev (2021) even argue in the extreme that this development leads to a society without schools because all messages and information can be presented through the media and everyone can choose for themselves what messages or information they need. This means giving rise to what is called a learning society. Therefore, in every lesson, the utilisation of media is impossible to ignore. Learning media is an integral part of the learning process. To achieve maximum learning results, learners must have knowledge of learning media management both as a teaching aid and as a support so that the material/lesson content is clearer and can be easily mastered by learners.

Learning media in general is a tool for the teaching and learning process. everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of learners so that it can encourage learning processes. This limitation is quite broad and deep, including the notion of sources, environments, people and methods that are utilised for learning/training purposes (Liando et al., 2022). In choosing learning media, it needs to be adjusted to the needs, situations and conditions of each student. In essence, it is not the learning media itself that determines learning outcomes. In fact, it is the success of using learning media itself that determines learning outcomes.

In the learning process there are three interconnected components, namely: 1) instructor/teacher (lecturers, teachers, instructors and tutors) who function as communicators, 2) learners (students and students) who act as communicators, and

3) teaching materials which are messages to be conveyed to learners to learn (Birch & Fulop, 2020). The use of media in learning is intended to be able to help overcome various obstacles in the learning process including psychological barriers, physical barriers, cultural barriers and environmental barriers. In general, learning media has uses: 1) Clarify the presentation of the message, 2) Overcoming space limitations, 3) Overcoming student passivity.

According to Isanova & Ravshanova (2020) song has a significant effect on concentration, health, memory, creativity and thinking. Therefore, many research results suggest that when learning is accompanied by a song. In this regard, it has also been proven that the results of using song as a treatment have a very significant effect on students' abilities. In learning, music can also be used to set the mood, change the mental state of students and support the learning environment. Because the rhythm, beat, and harmony of music can affect human physiology, especially brain waves and heart rate, in addition to evoking feelings and memories. In line with that, Guan et al., (2018) also found that song is a good carrier of information as a means of building thinking power, memory and intelligence. But in fact, some educators do not utilise music in the learning process. Educators rely too much on monotonous methods/techniques in the learning process. Whereas in the learning process it is necessary to build a receptive atmosphere. Song is an effective instrument in building learning conditions.

Song for EFL Teaching

Learning English is not easy for most students in Indonesia. The many differences between the structure of English and Indonesian are one of the

reasons. For example, there are many types of tenses in English, while in Indonesian we don't recognise them. Another example is the reversal that often has to be done in English. For example, in Indonesian we usually say long hair, expensive house, luxury car, and so on. In English, these words must be reversed by saying long hair, expensive house, luxurious car, and so on. In learning a language, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading and writing. Songs can be utilised to teach students these 4 skills (Lestary, 2019). Songs can be used in various types of learning activities such as warming up the atmosphere, filling the transition from one activity to another, closing activities, introducing new language, practicing language, improving language, changing the atmosphere/mood, attracting attention, to channel students' excess energy and so on.

In line with the statement above, in this study song becomes an alternative media to facilitate English language learning, especially to facilitate students' listening skills. Because in fact, songs have a number of advantages, as revealed by Alrawashdeh & Al-zayed (2017) that the rhythm and authenticity of songs can be utilised for language learning. Rhythm and tone bring a sense of fun. As authentic material, songs motivate those who listen to them to imitate the lyrical text either in full or in part. Song texts contain real examples of language use (language in use), including sentence patterns. Moreover, the use of songs in this study does have a very significant impact on students' listening skills. This happens because the use of songs that are quite familiar to students as a tool for learning motivates them and makes them comfortable in learning. In

addition, Lengkoan (2017) believes that song is a versatile medium for language learning. All the features in songs support learning. All language skills (listening, reading, writing, and speaking) can be taught using songs.

Song for Listening Improvement

As previously mentioned, In learning English, there are 4 aspects, namely listening, speaking, writing and reading. Each student has a different level of difficulty, including difficulty in communicating, difficulty understanding pronunciation, grammar or lack of vocabulary. In learning English, students must master 4 aspects of skills. In this skill aspect, students learn about how to pronounce or pronounce words correctly, write sentences correctly according to grammar and listen to foreign language sentences carefully so that what is heard matches what is said.

As in this study, one aspect that is difficult for students to learn is listening. In fact, many students still cannot understand even the words or sentences spoken in English verbally by their interlocutors so that what happens will be misunderstanding. In general, they find it difficult to understand English expressions or sentences. Their listening skills in English are still very lacking. There are so many factors that make it difficult for them to learn listening in English such as: the material is too fast to listen to so they forget what they have heard, not knowing the meaning of English words spoken or listened to because of the limited English Vocabulary they have, not concentrating on the material they listen to.

This problem makes it difficult for them to learn listening so that they feel lazy and afraid when taking English lessons. Even though listening is one part of an important skill. Learning listening is

not easy and students often ignore it. The findings of this study found that one of the factors that influence the listening learning process is the learning media. Effective and fun learning media will influence students in learning listening. So many efforts can be made to learn English, one of which is the listening aspect. Students often find it difficult when learning listening. Listening is a students' understanding of listening to English, whether it's directly or through media such as songs or films (Lestary, 2019).

In this study, the use of song as a technique/media/treatment in English language learning, especially for students' listening skills, was given at the time after the pre-test was given. At this stage, it was found that low listening skills can be a serious problem for students, this can have effects such as: first, difficulty understanding instructions: Students with low listening skills may have difficulty understanding instructions given by teachers or lecturers. This can hinder their ability to complete assignments or work on projects correctly. Second, low mastery of the material: Students with low listening skills are likely to struggle to understand new concepts or information introduced in lessons. This can hinder their ability to understand and master the subject matter.

Meanwhile, the third is inhibited ability to communicate in English: Low listening skills can also affect students' ability to communicate effectively with classmates and teachers. Students may struggle to understand what others are saying and find it difficult to follow group conversations. In addition, the fourth is decreased motivation to learn English: Students who have difficulty listening may feel frustrated that they do not understand the subject matter as easily as

their classmates. This can reduce their motivation to learn and follow lessons. The result of the students' low listening ability is their low pre-test score, where their average pass rate is 60% (see table 1 and figure 1), while the minimum pass rate is 70. In order to improve students' listening skills teachers can adopt learning strategies that focus on developing listening skills such as songs. Where this song can be applied by combining it through the use of interactive teaching techniques, such as group discussions, role plays, and simulations of real-life situations. In addition, teachers can also provide constructive feedback and motivate students to improve their listening skills.

In this regard, the application of this song is given as a treatment after the pre-test. In this study, song has a very significant impact on students' listening skills. Where it was found in this study that songs not only provide various benefits to students' listening skills, but also provide benefits such as: Increase vocabulary understanding: In songs, there are many diverse vocabulary and can help students expand their vocabulary in English. Improving the ability to distinguish intonation and pronunciation: Songs often have rich and unique variations in intonation and pronunciation, which can help students differentiate and improve their skills in these areas. Improve listening skills: Active listening to songs can help students improve their ability to pay attention to details and focus on the sounds being spoken. Improve language and cultural understanding: Songs can give students an insight into the culture of the English language and allow them to understand the use of the language in different contexts.

In addition, songs also increase learning motivation: Listening to songs in

English that students like can increase their motivation to learn and increase their interest in learning English. The benefit of the song is very clear in the students' post test results which indeed increased significantly at 80% for the passing percentage (see figure 1). Meanwhile, another difference from the results of improving students' listening skills can be seen in the mean difference from the pre test (57.8) and post test (81.6) see table 3. The results of this study are in line with research from Hadi & Hadi (2019) and Teppa et al., (2022) which also found that the significant impact on students' listening skills after the application of songs as treatment was very clear. In addition to improving students' listening skills, the advantages of learning English using songs can improve memory and understand vocabulary more effectively. Songs can also help to develop pronunciation skills with good intonation. Learning English through songs can be a qualified tool in improving students' memory and ability in learning English, this can be proven by the ease with which songs are followed and remembered by students. However, teachers should keep in mind that not all songs are suitable for English learning purposes. Songs with lyrics that are difficult to understand or too fast can confuse students and do not help improve their listening skills. Therefore, proper song selection is crucial in utilising songs for English learning purposes.

CONCLUSION

Based on the research that has been done, the use of songs as a media/technique/treatment in learning English is very effective and can improve students' listening skills. This can be seen from the mean difference between pre test (57.8) and post test (81.6). Songs

have several benefits such as increasing student motivation and interest in learning, as well as providing a fun and interesting impression in the learning process. In addition, there are several other benefits of songs in improving students' English listening skills: Train hearing: Songs help students train their hearing because they have to pay attention to the lyrics and understand the meaning accurately. Improve vocabulary understanding: Songs can also help students expand their vocabulary. By listening to songs, students will be familiar with words that are often used in English. Improve grammar understanding: Songs can also help students understand English grammar better. Songs often use grammatically correct language and can also help students learn correct sentence structure and pronunciation. Foster students' interest in English: Songs can help students feel more engaged and motivated in learning English. Interesting and fun songs can make students more enthusiastic about learning.

The effectiveness of using songs in English language learning also depends on how they are used. Songs should be carefully selected and adapted to the students' ability level. In addition, the use of songs should also be integrated with other learning strategies, such as listening and repeating, reading song lyrics, and doing structured listening exercises.

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