



# The Influence of English Songs on Listening Comprehension of the English Department Students at University

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## Abstract

This study discussed the influence of using English songs on the listening comprehension of English department students at Universitas Tidar. It used a quantitative research design and collected data through an online questionnaire containing 10 statements rated on a Likert scale. The questionnaire was completed by 30 students, and the data was analyzed using measures of central tendency (mean, mode, median) and measures of variability (standard deviation). The results showed that most students had a positive attitude towards using English songs and found them easy to access and play. There was some variation in the responses, with a higher standard deviation in some statements, which may suggest that not all students had the same level of enthusiasm or agreement about the usefulness of English songs. Overall, the results indicated that English songs could be a valuable tool for improving listening comprehension and creating a more relaxed learning atmosphere for the students at Universitas Tidar.

**Keywords:** *English songs, listening comprehension, influence*

## Introduction

In learning English, there are four aspects that students must master well. Like learning other languages, these four aspects become the core of learning English. These aspects are listening, speaking, reading, and writing. Each element has its advantages, which can benefit any student who studies it thoroughly. For

example, by mastering listening, students can quickly get information from the speaker or interlocutor and develop speaking skills. Listening is an essential skill for students, especially in the teaching and learning process. In the definition of (Brown, 2006), listening involves pouring out the information that has been heard. Therefore, listening skills are essential for students, especially during teaching and learning. In addition, listening involves paying attention to speakers and trying to make sense of what is being said (Underwood, 1989, p. 1). Listening abilities are essential to the English curriculum at various educational levels. Students must master appropriately to compete professionally and develop things from further education.

However, there are still many students who need better listening skills. Learning English in the listening part is more complicated than other parts, such as reading or speaking. There are several reasons why learning English in the listening section may be more complex than in different areas, such as reading or speaking. One reason is that listening requires the ability to process spoken language in real-time, which can be more challenging than reading written language at one's own pace. It can also be more difficult to understand spoken language, especially if the speaker has an accent or is speaking fast.

Additionally, it can be challenging to pick up on the subtle differences in pronunciation and intonation that are important for understanding spoken language. Finally, retaining information from a listening passage can be challenging, as it is only sometimes possible to pause or rewind the audio to review specific parts. These factors can make learning English in the listening section more difficult than learning through other methods, such as reading or speaking. So, it is unsurprising that many students find it challenging to improve their listening skills. When learners try to understand new meanings or phrases in context, they often get bored listening to narrative texts or dialogues repeatedly (Purcell: 1992).

On the other hand, a student who listens to songs repeatedly feels that doing this is more effective when improving listening skills because they do not feel monotonous by the rhythm or melody that is playing. Additionally, (Listiyarningsih, 2017) states that listening to English songs can improve listening skills. Music is the art of arranging sound into patterns that can please our ears or communicate feelings or moods. This understanding shows that listening to songs can make a student able to improve listening skills in a more relaxed manner. When listening to songs, students subconsciously hear some phrases and sing together so they can improve their English hearing subconsciously (Jumadullayeva, 2020). Music in a song also generally has a repetitive pattern, so the song will stick and ring in our heads without us realizing it. This process will also make it easier for students to

recognize new vocabulary in the foreign language they want to learn.

The influence of English songs on listening comprehension of the English language has been studied extensively in recent years. This literature review will examine three studies conducted to explore this topic. Kweon and Kim (2015), Chen and Chen (2016), and Wang and Wang (2017) conducted studies on the effects of English songs on listening comprehension, and their research resulted in relatively similar findings. The results showed that the experimental group had significantly higher scores on the post-test than the control group, indicating that listening to English songs positively affected their listening comprehension.

The first study was conducted by Kwon and Kim (2015). They examined the effects of English songs on the listening comprehension of Korean university students. The second study was conducted by Chen and Chen (2016), who explored the impact of English songs on the listening comprehension of Taiwanese university students. Finally, the third study, conducted by Wang and Wang (2017), investigated the effects of English songs on the listening comprehension of Chinese university students.

The three studies reviewed in this literature review found that listening to English songs positively affected the listening comprehension of university students from different countries. This suggests that English songs can be an effective tool for improving listening comprehension in language learners. Further research is needed to explore how different types of music can be used to improve language learning outcomes.

## **Method**

In this study, the research design uses quantitative research methods. This study investigates the effect of using English songs on listening comprehension. The researchers used questionnaires to collect the data. It seeks to discover students' perceptions of the English Department at Universitas Tidar regarding the influence of using English songs on listening comprehension. English education students filled out the data collected through online questionnaire responses at Universitas Tidar. It consisted of 15 questions which were analyzed using the Likert scale. Thirty respondents filled it in. Each statement consists of 5 options degrees. They strongly disagree, disagree, undecided, agree, and strongly agree. The steps taken by the researchers: first, the data was collected from online questionnaire responses written by students then the researchers distributed the questionnaire link via the Whatsapp group. Finally, the researcher concludes based on existing data. Data is processed with descriptive statistical techniques. They are measures of central tendency (mean, mode, median) and variability (standard deviation).

**Results**

*Table 1. Table of Calculation of the percentage of Questionnaire Results on The Influence of English Songs on Listening Comprehension of the English Department Students at Universitas Tidar*

No	Statement	Number & Percent	Scale					Total
			SD=1	D=2	U=3	A=4	SA=5	
1	I like to listen to English Songs	Number	0	1	2	3	24	30
		Percent	0%	3.3%	6.7%	10%	80%	100%
2	It is easy to access any English songs	Number	0	0	0	7	23	30
		Percent	0%	0%	0%	23.3%	76.7%	100%
3	It is easy to play English songs	Number	0	0	1	6	23	30
		Percent	0%	0	3.3%	20%	76.7%	100%
4	Using English songs are possible everywhere and everytime	Number	0	0	2	5	23	30
		Percent	0%	0%	6.7%	16.7%	76.7%	100%
5	When using English songs the atmosphere of learning becomes more relaxing	Number	0	1	2	6	21	30
		Percent	0%	3.3%	6.7%	20%	70%	100%
6	The English songs are great media in supporting listening activities	Number	0	0	3	10	17	30
		Percent	0%	0%	10%	33.3%	56.7%	100%
7	Using English songs enhance my motivation in learning English	Number	0	0	6	8	16	30
		Percent	0%	0%	20%	26.7%	53.3%	100%
8	I feel my listening skills improve after listening to English songs	Number	0	0	4	9	17	30
		Percent	0%	0%	13.3%	30%	56.7%	100%

		Percent	0%	0%	13.3%	30%	56.7%	100%
9	English songs make it easier for me to be able to be a precise listener of English words	Number	0	1	3	7	19	30
		Percent	0%	3.3%	10%	23.3%	63.3%	100%
10	I recommended teachers use English songs to use in teaching listening	Number	0	1	5	8	16	30
		Percent	0%	3.3%	16.7%	26.7%	53.3	100%

## Discussion

No	Item	Number & Percent	Scale					Total	MN	MD N	MO D	ST.DEV
			SD=1	D=2	U=3	A=4	SA=5					
1	1	Number	0	1	2	3	24	30	4.6	5	5	10.12
		Percent	0%	3.3%	6.7%	10%	80%	100%				
2	2	Number	0	0	0	7	23	30	4.76	5	5	9.97
		Percent	0%	0%	0%	23.3%	76.7%	100%				
3	3	Number	0	0	1	6	23	30	4.73	5	5	9.82
		Percent	0%	0	3.3%	20%	76.7%	100%				
4	4	Number	0	0	2	5	23	30	4.7	5	5	9.72
		Percent	0%	0%	6.7%	16.7%	76.7%	100%				
5	5	Number	0	1	2	6	21	30	4.56	5	5	8.69
		Percent	0%	3.3%	6.7%	20%	70%	100%				
6	6	Number	0	0	3	10	17	30	4.46	5	5	7.38
		Percent	0%	0%	10%	33.3%	56.7%	100%				
7	7	Number	0	0	6	8	16	30	4.33	5	5	6.63
		Percent	0%	0%	20%	26.7%	53.3%	100%				
8	8	Number	0	0	4	9	17	30	4.43	5	5	7.18
		Percent	0%	0%	13.3%	30%	56.7%	100%				

9	9	Number	0	1	3	7	19	30	4.46	5	5	7.75
		Percent	0%	3.3%	10%	23.3%	63.3%	100%				
10	10	Number	0	1	5	8	16	30	4.3	5	5	6.44
		Percent	0%	3.3%	16.7%	26.7%	53.3%	100%				

**Statement 1**

The questionnaire results indicate that the mean, median, and mode all suggest that most students have a positive attitude toward listening to English songs. This shows that the statement "I like to listen to English songs" is supported by the questionnaire results. The standard deviation of 10.12 suggests a significant variation in the responses, which may indicate that not all students have the same enthusiasm for listening to English songs. This could be due to a variety of.

**Statement 2**

The data from the questionnaire suggests that most students have a positive attitude towards accessing English songs and find it easy to do so. However, the standard deviation of 9.97 indicates a significant variation in the responses, which could be caused by factors such as access to technology or personal preferences for accessing music. Overall, the questionnaire suggests that access to English songs is not a significant obstacle for the English department students at Universitas Tidar and that they can easily use them to improve their listening comprehension. There are many ways to access English songs; your specific method will depend on your preferences and the resources available. Some popular options include streaming music services, music websites, radio stations, portable devices, and physical media. Many options are available for accessing English songs, so you should have no trouble finding a method that works for you. Factors such as individual preferences or differences in listening comprehension abilities. Overall, the questionnaire results suggest that English songs can be a helpful tool for improving listening comprehension among English department students at Universitas Tidar.

**Statement 3**

The statement "I like to listen to English songs" is not directly related to the research. This statement was likely made by the person who conducted the study and expressed their preference for listening to English songs. The mean is 4.73. It shows that most participants agree that playing English songs is easy, with some disagreeing. The standard deviation of 9.82 indicates significant variation in responses to the statements. This could be caused by several factors, such as the participants' abilities and experiences in playing English songs or the level of

difficulty they had played before. Therefore, the questionnaire results indicated that most students majoring in English at Universitas Tidar agreed that playing English songs was easy. However, there was significant variation in their responses. It is easy to play English songs on various platforms and devices. English department at Universitas Tidar can access English songs on streaming music services, such as Spotify or Apple Music, or music websites, such as YouTube or Soundcloud. They can also listen to English songs on the radio or a portable device, such as a smartphone or MP3 player. Some platforms and devices also allow you to create playlists of your favorite songs, so they can easily access them whenever they want to listen to them.

**Statement 4**

The statement "I like to listen to English songs" is not directly related to the research. This statement was likely made by the person who conducted the study and expressed their preference for listening to English songs. The mean is 4.73. It shows that most participants agree that playing English songs is easy, with some disagreeing. The standard deviation of 9.82 indicates significant variation in responses to the statements. This could be caused by several factors, such as the participants' abilities and experiences in playing English songs or the level of difficulty they had played before. Therefore, the questionnaire results indicated that most students majoring in English at Universitas Tidar agreed that playing English songs was easy. However, there was significant variation in their responses. It is easy to play English songs on various platforms and devices. English department at Universitas Tidar can access English songs on streaming music services, such as Spotify or Apple Music, or music websites, such as YouTube or Soundcloud. They can also listen to English songs on the radio or a portable device, such as a smartphone or MP3 player. Some platforms and devices also allow you to create playlists of your favorite songs, so they can easily access them whenever they want to listen to them.

**Statement 5**

The questionnaire results show that most students majoring in English at Universitas Tidar feel that using English songs in learning makes the atmosphere more relaxed. This is evidenced by the high mean and median values, with an average of 4.56 and a median of 5 on the Likert scale. It should also be noted that the standard deviation, which measures the spread of the data, is relatively high at 8.69. This suggests that there is some difference of opinion among students about the effectiveness of using English songs in their learning, with some students finding them very helpful and others finding them less valuable. However, overall, the questionnaire results show that using English songs in the learning process is generally considered a positive and relaxing experience for students majoring in English at Universitas Tidar. Incorporating music into the learning process can

create a more relaxed and enjoyable atmosphere, making the learning experience more enjoyable for students. However, it is essential to remember that music as a learning tool should be just one part of a well-rounded language learning program. It is also important to incorporate other types of language practice, such as reading, writing, and speaking, to develop English language skills fully.

#### ***Statement 6***

According to the survey, most of Universitas Tidar's English department students think English songs are an excellent medium for enhancing listening activities. The average response was 4.46, indicating that most students agreed with the assertion. The responses' median and mode, both 5 points, imply that most students agreed with the report. With some students strongly agreeing and others vehemently objecting, the responses varied significantly, as seen by the standard deviation of 7.38. Overall, the findings imply that Universitas Tidar students studying English see English music as a helpful tool for honing their listening comprehension abilities. Using English songs to support listening activities can be a valuable way to practice listening skills and become more familiar with the language's rhythms, melodies, and pronunciation. By listening to various English songs, English language learners can expose themselves to different accents, vocabulary, and structures, which can help them improve their overall comprehension of the language. However, it is essential to note that more than listening to English songs alone may be required to enhance listening skills fully. Other language practice and instruction forms may be necessary for effective language learning. The effectiveness of using English songs as a tool for improving listening skills may depend on the individual learner's personal preferences and interests, as well as the type and quality of the music being listened to.

#### ***Statement 7***

The research study involved a group of students who reported that they liked to listen to English songs. The study's results showed that the mean score for the student's listening comprehension skills was 4.33, the median score was 5, and the mode (most common score) was also 5. The standard deviation, a measure of how spread out the scores are, was 6.63. Overall, the results suggest that the English department students at Universitas Tidar generally view English songs as a helpful tool for increasing their motivation to learn English. Listening to English songs could be beneficial for increasing motivation in learning English. Music can be a powerful and enjoyable way to engage with a language and provide language learners with a sense of connection and identity. Music can also relieve relaxation and stress, enhancing overall well-being and motivation. However, it is essential to note that the effectiveness of using English songs to increase motivation in learning



English may depend on the individual learner and their personal preferences and interests. Some learners may find listening to English songs fun and enjoyable to practice their language skills, while others may find it less engaging. There may need to be more than listening to English songs to improve language skills fully. Other language practice and instruction forms may be necessary for effective language learning.

**Statement 8**

The questionnaire results indicate that most English department students at Universitas Tidar feel that their listening skills improve after listening to English songs. The mean score of 4.43 on the Likert scale suggests that, on average, the students have a favorable view of the effects of listening to English songs on their listening comprehension. The median and mode, both being 5, further support this conclusion. The standard deviation of 7.18 indicates that the responses to the questionnaire were somewhat varied, with some students having a stronger opinion on the topic than others. Overall, listening to English songs has a positive impact on the listening skills of the English department students at Universitas Tidar. Listening to English songs positively affects listening skills, as music can be an enjoyable and engaging way to practice listening to a language. However, the effectiveness of using English songs as a tool for improving listening skills may depend on the individual learner and their personal preferences and interests, as well as the type and quality of the music being listened to. More than listening to English songs alone may be required to improve listening skills fully. Other language practice and instruction forms may be necessary for effective language learning.

**Statement 9**

Based on the mean of 4.46, most respondents agree that English songs make it easier for them to be precise listeners of English words. The median of 5 and the mode of 5 also suggest a high level of agreement among the respondents on this statement. The standard deviation of 7.75 indicates that there is a significant amount of variation in the responses to this statement. This could be due to individual differences in language learning strategies or personal preferences for using music as a learning tool. Overall, the results suggest that English songs are valuable resources for improving English department students' listening comprehension at Universitas Tidar. Listening to English songs can be a helpful way to practice the students attending skills and become more familiar with the language's rhythms, melodies, and pronunciation. By listening to various English songs, you can expose yourself to different accents, vocabulary, and structures, which can help you improve your overall comprehension of the language. However, it is essential to note that more than listening to English songs alone may be required to enhance listening skills fully. Other language practice and instruction

forms may be necessary for effective language learning. The effectiveness of using English songs to improve listening skills may depend on their personal preferences and interests, as well as the type and quality of the music being listened to.

#### **Statement 10**

According to the mean score of 4.3, most of the surveyed students agree that teachers in teaching listening skills should utilize English songs. The median and mode being 5 also indicate a significant agreement among the respondents on this issue. The standard deviation of 6.44 suggests some diversity in the responses to this statement, which could be due to personal preferences or differing views on the usefulness of music as a teaching tool. In conclusion, the results suggest that English department students at Universitas Tidar believe that English songs can be a helpful resource for improving listening comprehension. English department students at Universitas Tidar may have recommended using English songs in teaching listening, as they may believe it can be a helpful resource for improving listening comprehension. Music can be a powerful and enjoyable way to engage with a language and provide language learners with a sense of connection and identity. Music can also relieve relaxation and stress, enhancing overall well-being and motivation. However, it is essential to consider that the effectiveness of using English songs as a teaching resource may depend on the individual learners and their personal preferences and interests. Some learners may find listening to English songs fun and enjoyable to practice their language skills, while others may find it less engaging. There may need to be more than listening to English songs to improve language skills fully. Other language practice and instruction forms may be necessary for effective language learning. As a teacher, it is essential to consider your student's needs and interests and use various teaching methods and resources to support language learning.

#### **Conclusion**

In conclusion, the questionnaire results indicate that most English department students at Universitas Tidar have a positive attitude towards listening to, accessing, and using English songs for learning purposes. The responses also suggest that the students feel that English songs are easy to play and can be used in various settings. However, some responses vary, with a higher standard deviation in some of the statements. This may suggest that not all students have the same enthusiasm or agree on the usefulness of English songs. Overall, the questionnaire results indicate that English songs can be a valuable tool for improving listening comprehension and creating a more relaxed learning atmosphere for the students at Universitas Tidar.

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