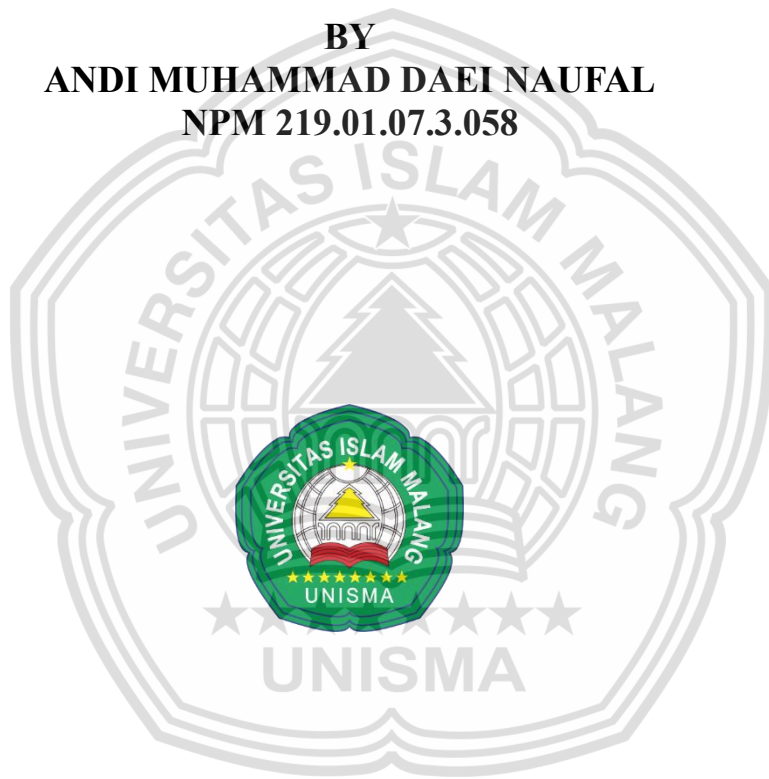




**THE BELIEF OF EFL STUDENTS USING SONG FOR
INDEPENDENT LISTENING ACTIVITY**

SKRIPSI

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ABSTRACT

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The latest research explores the benefits of including English songs in self-study, particularly concerning listening skills. The study thoroughly researched the students' results in using English songs as a medium to improve their listening ability and other skills outside of class.

The study uses a qualitative description of the students who have completed the course of Listening IV and are studying in Universitas Islam Malang majoring English education. There are two types of data: data and analysis collections. The first stage involved data collection through interviews that answered the first research questions: What benefit do EFL students derive from listening to English songs in the independent listening activity? Seven questions are specifically designed to know the students' experiences listening to the song for independent listening activity. In addition, the second stage describes how a participant answers his or her answers to find the differences as well as the benefits the participants gained while listening to an English song.

The study's findings indicate that students have shown positive results regarding using English songs as a tool both in and out of class to improve their listening ability. Based on interviews, listening to English songs helps them improve their ability in English, relating what they hear watching to their life experience, supporting them to think mastering when in the listening class, and focusing on the new detailed grammar presented in the English song. In turn, according to the interview, each participant responded favorably to how English songs helped to develop other English skills. Overall, participants believed that learning through the song was fun. In the English song, participants paid more attention to what the lyrics of the song meant, singing the song as a delight and also to help students understand the new way of grammar.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, research objectives, research significance, and definition of key terms.

1.1 Background Of Study

Every aspect of life has changed in the globe of the twentieth century. Technological advances encouraged people to adjust their routines so that man could not survive without them. People can benefit from the technology of education, transportation, and communication. By providing a more comfortable and productive learning environment, rapid technological advances in an educational setting enable students to engage in new, meaningful, and authentic learning experiences that involve their efforts and behaviour. Now it is no longer limited to students in kindergarten, primary school, first school, high school, or college. Then it allows students to work together and prepare to gain knowledge to increase their educational experience in learning and going out. English is an international language that people must learn to gain various aspects, such as listening.

One of the essential skills to be concerned about is listening because listening to the first language seems to be easily developed, but it needs great effort to understand listening to a foreign language (Zuhairi, 2017). Effective interaction

occurs when the listener and the speaker control or master the atmosphere of the conversation. There are a lot of engaging materials for kids to listen to on a regular basis, including podcasts, movies, songs, and discussions. The listening activity requires the mind to engage because it requires students to focus and concentrate when listening. Listening skills get little attention compared to other skills. In fact, people mostly used listening 45%, speaking 35%, reading 16%, and writing 9% (Ni'mah & Ismiatun, 2018). In contrast, listening is one of the most used English skills in daily life, as well as in learning and outside learning. According to Afriyuninda & Oktaviani, (2021), listening to English songs is one way to improve your listening skills. When someone listens to an English song, their ears become so accustomed to it that when they hear it in class, that person will find it simpler to comprehend what the narrator is saying.

Listening is one skill that also plays a vital role in learning pronunciation and speaking (Septiara & Hamzah, 2023). Students can utilise memory to learn English by seeing the lyrics and listening to the music. This implies that pupils can acquire English by using memory techniques like pronunciation and vocabulary. They can read scripts and commit English sounds to memory. Students can benefit from singing by learning about accents and dialects, which is vital to improving their understanding of the various speakers of the language they are learning.

Listening to activities in the class is considered insufficient if there is only a limited amount of time given to listening because there is not enough exposure for students to express their listening skills. When listening in class, someone accustomed to listening will find it simpler to grasp what the narrator is saying

because listening to English songs causes one's ears to become subconsciously accustomed to hearing it. When learning English, especially when it comes to listening, many media can help students improve their listening skills, such as videos, movies, and songs (Afriyuninda & Oktaviani, 2021). Based on the previous statement, stating that the song can help students to increase listening skills, since in the class many teachers use audio either native speakers or the narrator of a story, listening to the songs outside this class makes students accustomed to listening to English.

Students today are easily updated and informed with the help of technology. They can easily find material on the Internet and improve their skills with the educational technology on their gadgets. Students commonly obtain the material before their teachers explain it in class. This can be seen in listening to an English song as a tool or a learning medium. Regarding the online learning scenario, many language learners would probably encounter certain limitations regarding the media and supportive atmosphere, including direct interaction with the teachers (Hidayanti et al., 2021). Students today learn fun and fun, and they prefer such a learning model not being too serious. Thus, not only is a song a voice to enjoy, but it can also be a thing that can help improve English learning skills. To overcome the background above, the teacher must endeavour to interest the student in learning and listening using songs, By way of attracting students when in the class the students or the atmosphere in the class will become boring and cause students to become sleepy that causes students to fall asleep in the class. Students need more interesting material and teaching techniques to help them understand the listening

material (Ni & Ismiatun, 2018). By focusing on the problems students face in listening, the study strives to apply English songs to improve students' listening skills. This strategy should encourage pupils to learn English and improve their listening abilities. The song is another English language learning resource.

According to Bokiev et al., (2018), referring to music is "not only an art form intended for entertainment but also as an art of healing or medicine for the soul and the body by speaking." Music is not just a voice that is enjoyed and a media outlet but an art of healing the mind, soul, and speaking. People can learn many things from songs, such as about culture, new words, and how to pronounce words. The researcher chose songs as media because songs could make the atmosphere in class enjoyable. In the class, the students can sing together. Emphasising classroom activities, teachers should incorporate language learning strategy training in English lessons, which ultimately can develop the student's language skills (Zuhairi, 2017). Finally, if your motivation to learn English is to advance in your professional career, you might want to know the cases of accent or language. The synchronous learning system might greatly affect the student's self-motivation, and they tend to feel more anxious (Hidayanti & Azami, 2022).

Music is universal and loved by people of all ages and cultural backgrounds. It is an excellent way to engage learners. They contend that music helps students learn about human vocal expression and communication, from speaking to singing, and that it reinforces the elements of rhythm in a language. It also allows studying culture and variety through actual songs and other materials. The current genres in the classroom include popular (POP), rhythm and blues

(RNB), and electric dance music (EDM) with English lyrics. The EFL can choose and search for lyrics and the tone of their mood and relate with their feelings. Everyone has a different type of music, and all kinds of music can be used as a media for independent listening. But not with listening to mass, rap songs, or hardcore music because most of the songs include crude, racist words and have nothing to do with listening learning. Therefore, an earlier reference to the kind of English song with independent listening is to attract them to understand, tweet, and memorise lyrics that they like so that this unconsciously follows the separate learning step. According to Isnaini and Aminatun (2021) Think that popular songs affect students' lives and relate to their different interests and daily experiences. The type of songs not used in this study is rapping because mostly violent rap music and much inappropriate vocabulary are heard as words containing racist, vulgar speech, and listening in studies. Students can hear it because they can feel and understand what is contained in the English song's lyrics. Hence, learners of different ages and tastes can easily connect with the lyrics and music. In this study, it was not explicitly defined what type of song to listen to, but here, the type of song used for this study, the type of song loved by participants, everyone has a different type or genre of music.

Talking songs were on Spotify; YouTube was too much. Several new songs are produced each month by groups of music or single singers, from which it is necessary to filter or categorise songs that make it easier for listeners to select songs that relate to learning in the learning and beyond learning. This study uses a list of topics, including feelings, love stories, happiness, friendship, etc. In this study, not

songs on the topic of hostile hostility between friends, Several schools in Indonesia, especially in Tanah Grogot, use the song All of Me by John Legend, which is a romantic song. This song is used because of the vast vocabulary, and practising listening requires a vocabulary that reads the same but has different meanings. This song can enhance students' grammar and listening skills. In addition, this song is about a love story, so it does not focus on just one song topic. In the EFL context, where theoretically it is quite challenging for learners to expose themselves to the English experience, the proliferation of Internet access has opened possibilities and expectations for a more flexible and personalised English language learning, more specifically in the teaching and learning of listening skills (Awaliyatush et al., 2018.)

European school in Croatia. Making a song is one of the learning media that is often used to enhance understanding of foreign languages, this was done by a student starting one through grade five. The second class contains grades three through five, and the third includes grades six through eight. In the three recommended areas, listening and learning about music are in a domain. Here, the domain in question is a room, a gathering space for individuals acquiring listening skills. The main starting point is learning about music using audio and video and directing students' meetings to music. Actively listening to music, students will become accustomed to music of various kinds, styles, and styles, acquiring knowledge of music and level components of the music organization, as well as music experiences, learning, understanding, and evaluations. In one European country, this music is used as a tool or tool that can help students.

In Asia and Indonesia, many teachers present that listening skills are non-related in ways that are not related to today's youth; teachers still use audio in which two to three people speak; this method is particularly dull and unappealing to students. Teachers must make appropriate learning materials (Gede et al.,2019.), approach pupils with great care, and decide what teaching methods are appropriate to make learning more successful and enjoyable. Furthermore, learning and teaching are still carried out rationally with great learning resources, such as videos, movies, YouTube, and other exciting English resources. Until now, there has not been enough focus on the connection between learning to be independent and hearing and using English songs from any platform. An in-depth investigation of the student's experience using shared English songs is also necessary. In this sense, academics think it is preferable to look at high-ranking officials' experiences rather than those of typical students. According to the researchers' theories, high achievers use a greater variety of learning techniques and are better prepared to overcome obstacles when learning new content. High achievers use more learning techniques and are better prepared to overcome obstacles when learning new content.

The usage of English songs for independent listening was examined in the thesis study's earlier chapters to grasp better how the Indonesian education department feels about the strategy for this learning process. However, every study that has been conducted ought to differ in a unique, distinctive, and distinct manner. These variations and distinctiveness may result from the present difficulties, the

research techniques, or the study site. Regarding this study, it concentrated on students who used the independent skills approach but did not major in English.

Listening is an essential component of the communication process and is used in everyday life. Based on research statistics, for example (Holden, 2004), adults have been found to dedicate the following sections of time while communicating with others: listening (40-50%), speaking (25-30%), reading (10-15%), and writing (10%).

The data shows that it is essential to study listening skills, solve problems in listening activities, and determine whether an approach could interest students and motivate them to master this skill. Between listening intently and listening extensively approaches. Listening intensively is a short practice acquisition; with this approach, we need focus and intensity to perfect intensive listening for beginners and intermediaries. Examples of applications that are used to listen intensively are Spotify, SoundCloud, and YouTube.

Learners are encouraged by songs to listen to them again and again and imitate their favourite singing pronunciation (Jannah et al., 2022). Songs are considered to be among the less boring teachings for young people and to increase enthusiasm for studying. Lastly, music is among the most engaging and culturally diverse teaching tools available. From the statement, researchers can see that young people now need a song that stimulates the interest of their study, so they use a song made by their favourite singer when listening to the song and not realising it while listening to the same song but a different place immediately remember the lyrics and singing these lyrics is usually called earthworms. In addition, the study

examined the experience through a narrative lens to reveal deep details and gain a new understanding of how an accomplished student uses English songs for independent English learning media listening and the benefits the student derives from them.

Insufficient exposure to real-world listening contexts in an EFL setting may cause this skill's negative perception. Naturally, it might be challenging for EFL students to look for chances to hear native English speakers conversing informally in everyday situations. They must also contend with a short school day and few listening resources (Permadi et al., 2017).

Listening to the song will benefit students' perspectives when analysing it, in addition to assisting them in improving their language abilities through the singers' lyrics. So, the researcher decided to investigate how English songs can improve students' listening abilities.

1.2 Research Questions

Based on the problem raised at the previous point, hence the researcher has two questions Which is:

1. How do EFL students experience using English songs in independent listening activities?
2. What benefit do EFL students get from listening to English songs in independent listening activities?

1.3 Research Objectives

Based on the research problems above, there are two research objectives:

1. To find out the experience of EFL students in using English songs for independent listening activities
2. To know the benefit of listening to English songs in independent listening activity

1.4 Research Significances

Theoretically, the findings of this study are expected to advance knowledge in education and support and extend the previous hypothesis of independent listening activity, especially for students traveling outside of the English department. Practically, the findings of this study are expected to bring some benefits. For students, this study is crucial to expressing students' perceptions about their experiences while learning independently from campus or school.

The findings of this research are that researchers hope to gain broad insights for students when they use listening to English songs as a medium or independent learning tool, especially in learning English. Researchers hope that through this research, students will be more interested in using English songs as media or independent learning tools. In addition to the experiences taken from students, this study also tried to find out what students felt about English skills after listening to English songs. Thus, this research can also be used as a reference for teachers to develop new ideas in the learning process where songs are used as media or learning tools.

Independent learning activities might subtly increase students' motivation to evaluate themselves in the classroom and outside of school or college. In line with the demands of pupils doing their hearing, independent listening encourages

listening skills development. Independent listening is the practice of students holding hearing sessions outside of the classroom. Students who engage in independent hearing activities or sessions outside of school hours aim to enhance their listening skills. Independent listening occurs outside the classroom, commonly called extensive listening (Renandya & Farrell,2011).

1.5 Definition of Key Terms

The researcher provides definitions of key terms to avoid mistakes, such as the definitions below:

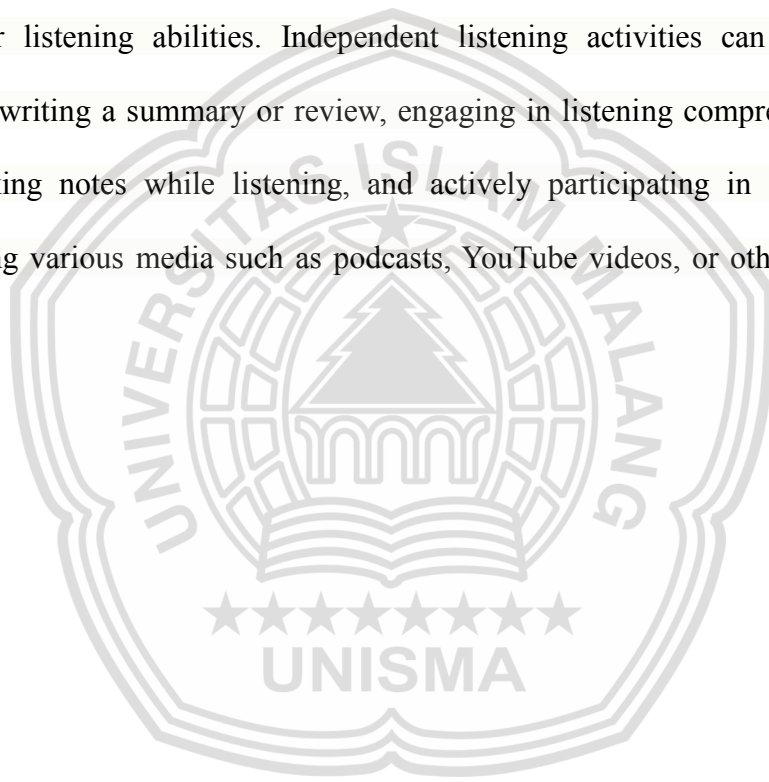
Students : A student is a person who is learning at a college, university, or school. The term encompasses individuals of all ages, from children to adults, who are formally engaged in the process of learning. Students can be enrolled in various educational institutions, including primary schools, secondary schools, colleges, and universities, and may also refer to individuals who are learning outside of a traditional educational setting, such as through personal study or vocational training.

Regarding the employment of songs as instructional tools for self-directed listening exercises, "Belief" in this study refers to the attitudes, opinions, and beliefs held by students studying Indonesian education. These opinions may include the idea that songs help learn English.

English Songs: An English song is a piece of music with words and music sung together, where the lyrics are in the English language. It encompasses various types of musical compositions, including classical, folk, and popular songs. English songs are used in language education to improve students' listening skills,

pronunciation, vocabulary, and sentence structures. They can also reflect cultural aspects and enhance the overall enjoyment of learning a second language

Independent listening activities: "Independent listening activities" refer to exercises or tasks that learners undertake to enhance their listening skills. These activities are typically conducted outside the classroom and are often called extensive listening. They aim to allow learners to practice and independently improve their listening abilities. Independent listening activities can include listening and writing a summary or review, engaging in listening comprehension exercises, taking notes while listening, and actively participating in listening exercises using various media such as podcasts, YouTube videos, or other audio materials.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarises research related to several topics and offers Suggestions for future EFL students, teachers, and researchers.

5.1 Conclusion

This investigative inquiry examines the contents of EFL students' stolen songs for independent listening activity. The findings reported here highlight the crest-ridden EFL student process to dominate the centricity skills songs for the self-study media. From the experience, the researcher also pointed out the improvements the students had after listening to English songs. The discovery reported here sheds new light on the gated EFL student process, dominating the listening skills of using songs for independent learning media. The discovery of this study increases our understanding of how a student deals with each stage of learning English through an English song, which is a new learning medium for him. The phases started when she had a lot of trial and error processes, and then she reached the stage where she could do something like understand the meaning, how pronounce it, and master foreign vocabulary. At first, students faced a problem, and they did not realize that the song was one of the easiest media learners to use at any given moment. It happened because the student was not completely committed to using English songs then. However, the difficulty disappeared after the student regularly used the English songs he heard independently. He began to feel good and enjoy, getting more

Additionally, the findings highlighted the progress of some of the student's English skills. The skill is much better when continuing to use English songs that are heard during times outside the study. For listening skills, the researcher found that using an English-language song could help the student get used to the lyrics of some listening songs. Knowing and visualising the words the singer says in audio is another improvement that the researcher knows about listening skills. The researcher also reveals that the student often studies and mimics the singer's accent in some songs. In addition, by listening to an English song, the student may know the correct pronunciation of some words that he finds difficult. Besides knowing the pronunciation, the song next door also gave the students many new vocabularies. All such findings suggest that a multilingual song greatly helps a learner to learn whether a vocabulary that listens, speaks, or has a vocabulary.

5.2 Suggestion

To enhance the use of English songs as student learning media, both inside and outside the classroom, the researcher will give several Suggestions to EFL students, teachers, and researchers who will follow.

1. The EFL Students

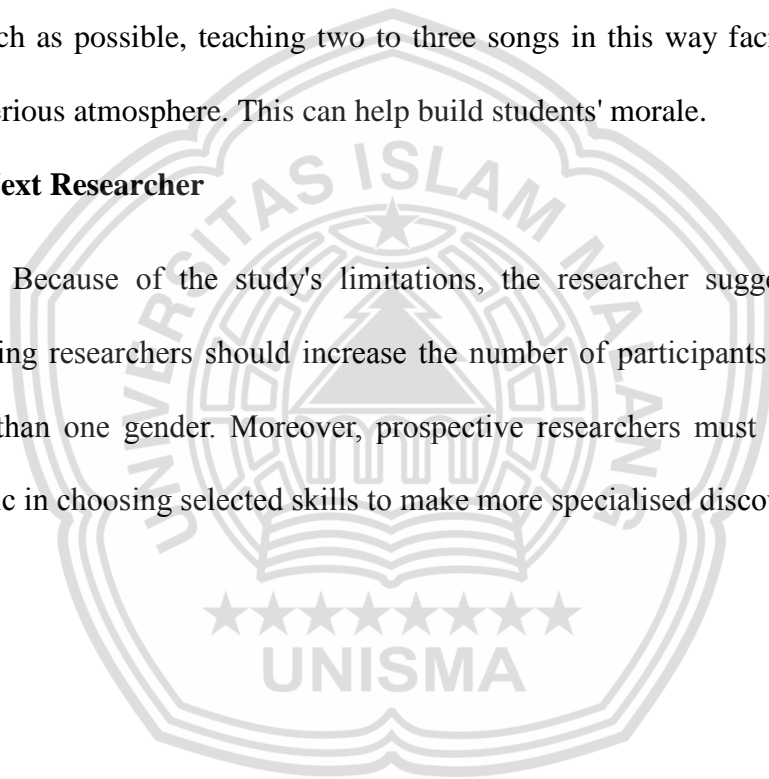
EFL students must use the same steps the participants took at each stage of learning English using English songs. It should be noted that the process of mastering several skills in English songs does not take very little time. However, students can also use some of the participants' tricks in the beginning to master the English skills contained in the faster English songs.

2. The Teacher

Teachers should include English songs as a learning medium in some of their lessons. In addition, teachers could also give their students several assignments that included listening activities outside of class. It should be noted that teachers also need to support them when they have difficulty learning to use English songs outside of class. When in a lecture classroom as much as possible, teaching two to three songs in this way facilitates a less-serious atmosphere. This can help build students' morale.

3. The Next Researcher

Because of the study's limitations, the researcher suggests that incoming researchers should increase the number of participants and use more than one gender. Moreover, prospective researchers must be more specific in choosing selected skills to make more specialised discoveries.



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