

THE ANALYSIS OF STUDENTS' LISTENING SKILL THROUGH LISTENING TO ENGLISH SONG

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ABSTRACT

This research aimed to analyze the students' listening skill through listening to English song. This was descriptive quantitative research. The participants consisted of 15 undergraduate students of the first semester at Institut Az Zuhra. Test and Interviews were conducted to collect data. In data analysis, the text was given in the form of missing lyrics. The students were asked to listen to the music and identify any missing lyrics by the researcher. The music was played three times. Then, the researcher gathered the students' response sheets. The researcher will take the following actions in order to analyze the data: First, the researcher examined the listening test results. Then the researcher counted the data. The last, researcher gave the score to the test. The result of the research found that the students' listening skill through listening to English song was very good. There were seven students got very good score, five students got good score, two got enough score and one got less score. It was fun, enjoyable, and interesting for the students. Listening to English songs not only makes them relax and enjoy but can also enrich their vocabulary and tell them how to pronounce a word in English.

Keywords: Analysis, English Song, Listening Skill

INTRODUCTION

In this era of globalization, English is widely spoken particularly among students. English is utilized extensively on social media in addition to being taught in schools. In reality, due to its application in the advancement of software development, technology, communication, etc 70% of all content on the web is written in English, demonstrating the dominance of English on the internet (Boyanova, 2011). The majority of users of social media and the internet are young people. Through the internet, we can connect with the outside world more easily, and English will seem more familiar to us.

Listening is one of the skills required for effective communication. Since it is a crucial component of the system, students are required to have a solid understanding of this aspect of the communications process (Tyagi, 2013). Three listening courses are

required at the university level: Advanced hearing, Listening Comprehension, and Basic Listening. First semester: basic listening; second semester: listening comprehension; third semester: advanced listening. After finishing the course, the students will be able to identify significant English sounds and components and understand a variety of brief elementary-level discourses (Angelina, 2020). By listening, students can learn and grow what the speaker is attempting to say. Listening is an activity that involves expressing what has been heard. This suggests that listening skills are essential for students to possess, especially throughout the teaching and learning process. After that, listening is the process of focusing entirely on the speaker and attempting to understand the meaning of what has been heard.

Listening is not only a fundamental component of communication, but it is also one of the most important language skills because it allows us to communicate our ideas to others. At this time, English has emerged as a medium of communication, especially during the pandemic, when the majority of internet actions are carried out (Afriyuninda & Oktaviani, 2021). As a result of accumulating knowledge, every student must be able to speak and write English in order to stand out in the job market or on their resume after college.

According to Mirzahamdanova (2024), he stated teaching English to visually impaired pupils is a special and difficult part of language learning that calls for certain strategies and techniques. In recent years, listening instruction has garnered more attention than it did in the past. These days, hearing is a common component of university entrance exams, exit exams, and other tests. This reflects the idea that teachers won't teach listening if it isn't examined, as well as the recognition that listening skills are essential to second-language competency (Richard, 2008). Effective teacher of languages demonstrate to their pupils how to modify their listening habits in response to a range of circumstances, input kinds, and listening objectives. They assist students in creating a collection of listening techniques and matching suitable techniques to every listening circumstance.

Using music as a learning medium is one of the many ways for learning English successfully. Audio media can be used in language learning relating to sound. According to (Daryanto, 2013), the word “audio” is derived from the word “audible”, which denotes a sound that the human ear can naturally perceive. The use of song lyrics as a teaching tool has grown recently, especially when it comes to teaching language and literacy. This way makes use of music’s capacity to inspire and aid in remembering in order to increase

vocabulary. One type of listening exercise with a lot of promise is singing.

Songs and music are essential components of learning and development. Songs have important qualities, such as being enjoyable and able to maintain students' enthusiasm. The use of music in the classroom has various benefits (Lestary, 2019). In spite of their widespread recognition and popularity among music fans worldwide, English songs currently dominate global charts. People, especially students who are prone to following trends due to social and media influences, have grown accustomed to listening to English songs. Additionally, students now like listening to music as a habit. Because students think that a song can convey their feelings. Songs are an engaging and immersive medium for learning vocabulary since their lyrics often contain sophisticated, contextually relevant language. Songs can pique students' interest in picking up new vocabulary when they are incorporated into the curriculum.

On the other hand, according to (Teppa et al., 2022), understanding to listen is one of the most challenging aspects of teaching or studying English as a second language. One of the issues is teachers' reliance on methods, as is students' lack of intrinsic motivation. It is the job of teachers to help their students improve their English skills so that they can communicate successfully in a global setting. As a result, educators must be well-versed in a wide range of engaging tactics, resources, and media to use in their courses. Thus, the goal of teaching listening is expected to be met.

The researcher found several problems faced by students related to listening learning process, namely learning listening was boring and difficult, and then the students are difficult to hear the sound that differs with the existing words. Words typically sounded different from how they were written, they had trouble listening. They were perplexed and had trouble hearing certain English terms, particularly those they were unfamiliar with. Darius et al, 2025 found that when required to listen to terms they were unfamiliar with, students encountered numerous challenges. Second, studying English was extremely challenging, dull, and unpleasant.

Therefore, this study has aimed to examine listening skill related difficulties found in listening. This study chooses English song that has clear pronunciation. The song chosen is If I Let You Go – Westlife. By focusing the students' skill through this English song, this study answers the questions: how students' listening skill through listening English song? And what are the students' problems in listening skill?.

RESEARCH METHOD

The method used in this research is descriptive quantitative, although they can also be used to examine associations or correlations between variables, quantitative research designs are frequently employed to examine causal links. Descriptive designs are regarded as not experimental since they lack an intervention or therapy. They typically do not test hypotheses; instead, they seek to offer information about pertinent variables Bloomfield, J., & Fisher, M. J. (2019). The subjects of this research were 15 undergraduate students in the first semester of Institut Az Zuhra.

First, the researcher will take the following actions in order to gather data: First, the text was given in the form of missing lyrics. The students were asked to listen to the music and identify any missing lyrics by the researcher. The music was played three times. Then, the researcher gathered the students' response sheets.

The researcher will take the following actions in order to analyze the data: First, the researcher examined the listening test results. Then the researcher counted the data. The last, researcher gave the score to the test. The range score is adapted from Darius et al, (2025): assessment validation value 90-100 very good, 75-89 good, 65-74 enough, 55-64 less, 0-54 very less. Calculated the mean (M):

$$M = \sum x/n$$

(Adopted from: Darius et al 2025)

The second data collection was gathering by doing an interview. The researcher asks some questions to the students. Then, the answers were analyzed and transcript.

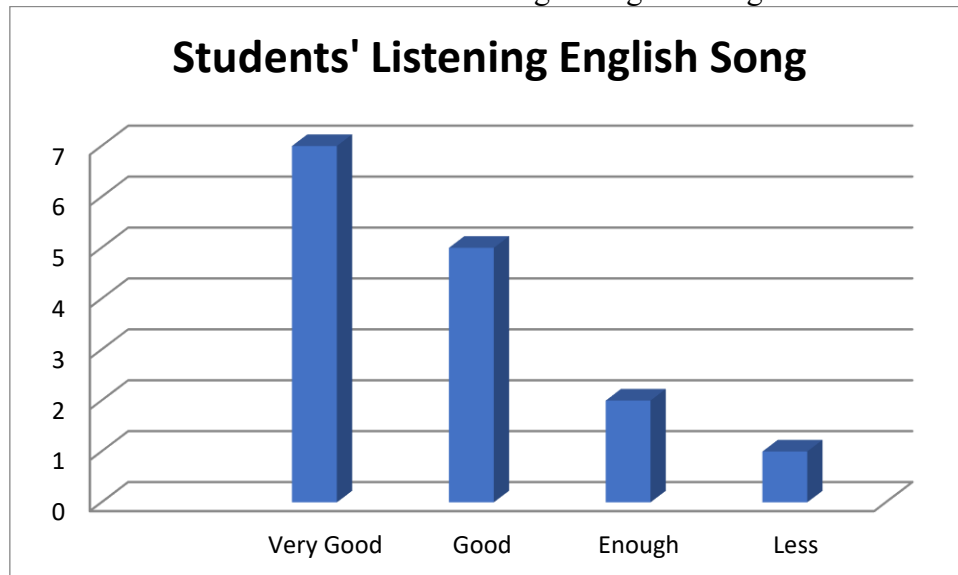
FINDINGS AND DISCUSSION

Students' listening skills were tested based on the English song test. Then, this becomes the basis for researchers to measure the extent of students' listening skills, especially in listening to English songs, as the scores are added up from the combined average scores of the researchers. After completing the research in the first semester of Institut Az Zuhra, the researcher found that the students were very good at listening to English song.

Based on the researcher's analysis of students' listening to English songs, it was found that 7 students had very good abilities; these results were based on their ability to listen and answer the unfilled parts of the song using clear sentences. Then there are five students who have good English listening skills, two students who have less English listening skills, one students who have enough English listening skills. Based on this

amount of data, students in the first semester English department at Institut Az Zuhra can represent almost the entire number of people who have very good English listening especially English song. This can be seen from the chart below:

Chart 1. Students' Listening to English Song



Source: Authors' results.

The chart above shows that the students listening to English songs at the English Department, Institut Az Zuhra, in 2025, was very good. There were seven students got very good score, five students got good score, two got enough score and one got less score. From this result, it can be seen that the use of English song for listening activity changes students' perspective toward listening. They found that it was fun and interesting activity. They are motivated, learning vocabulary might be characterized as a pleasurable activity (Butar & Katemba, 2023).

After doing a test listening to an English song, the researcher interviewed the students. They were asked five questions related to the English song. The first question was asked: "Do you like listening to English?" All students said that they like listening to English song.

Yes, I do. Because I am used to listening to English songs so it is a habit and comfortable to listen to English songs. [S1]

I like listening to English songs because those songs have deep feeling and I can feel gloomy but don't look exaggerated. [S2]

Yes I do, I like listening to English song because the rhythm makes me enjoy. [S3]

However, it can be said that they like listening to English songs because they feel that the rhythm and tone make them comfortable. This is in line with the result of the

research conducted by Yuliana (2022) that among the many learning tools that might assist children with hearing loss, the usage of English songs is one that has shown promise. A substantial body of research indicates that utilizing English songs as a method to train listening skills is an effective strategy. Some even assert that singing along to English songs can help students relax, enhance their interest in the language, and motivate them to study further. Additionally, incorporating songs into English classes can introduce an element of fun.

The second question was “Do you think learning vocabulary by using English song make vocabulary easy to memorize? Why??” Some students said that enjoy with the song and the feeling.

Yes, I do. Because by listening to songs continuously, it becomes easier for us to remember. [S1]

Yes, because if we like a song, we will continue to listen to it so that the vocabulary in the lyrics of the song is easy to remember. [S2]

Yes, especially for me who likes rap song, I often repeat sentences in the song and remember the vocabulary, besides I also find out the meaning first. [S3]

It was discovered that the participants had a variety of opinions regarding using English songs to expand their vocabulary. The majority of them believe that English songs are compilation of several English vocabulary words, and they can pick up vocabulary by reading the lyrics and trying to figure out what they mean. They learn by doing what they enjoy, which is listening to music. For example, participant S3 contended that in order to understand the meaning of a song he likes, he needs to be familiar with the translation of the entire song. English songs are used to improve students' vocabulary mastery because songs play a significant part in helping researchers increase vocabulary knowledge (Putri et al., 2022).

By opening the translation of the song lyrics, he learned new words that he did not previously grasp. Student 4 stated that after listening to an English song, he learned how to pronounce a word by imitating the singer's pronunciation. Meanwhile, student 5 noted that listening to English helped her learn simple language used in songs such as love, like, hate, shine, and awful. Found also in one of research that a song communicates meaningful messages not only through its narrative but also through its lyrics (JN et al., 2025). Thus, it can be said that listening to English music can help students acquire new vocabulary.

Listening to English-language music has numerous advantages for individuals.

Listening to English songs helps him acquire vocabulary and pronunciation in addition to making him feel happy and at ease (Suciati & Zarkasih, 2021). It is possible to conclude that listening to English songs could boost students' self-esteem.

CONCLUSION

The findings of this research indicated that utilizing song in the classroom is the most effective way for enhancing students' listening skill. This occurs due to students' preferred responses and improved auditory comprehension skills. Thus, English song gave positive impact for students' vocabulary and experience.

The song's lyrics highlight kids' strong willingness to learn about this subject and their excellent behavior in class. The classroom environment is changed by giving English song in a listening activity. Music selection for students is impacted by their age and social environment, ensuring a positive learning experience. Incorporating songs and lyrics into classroom instruction has been shown to increase student interest and motivation to actively participate in learning.

This study is limited to a small number of participants from the first semester at Institut Az Zuhra. It is recommended to conduct another study with a larger group of students. The researcher also hopes that this study will help students learn and become motivated for listening activities. Additionally, the researcher hopes that future studies can explore a wider variety of English song genres.

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