



Improving students' listening comprehension by using an English song at eleventh grade of SMKS Budi Agung

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Abstrak

Menerapkan langkah-langkah untuk meningkatkan pemahaman mendengarkan siswa kelas sebelas di SMKS Budi Agung Medan adalah tujuan dari penelitian ini. Dua siklus penelitian tindakan kelas (PTK) yang digunakan dalam penelitian ini adalah perencanaan, pelaksanaan, pengamatan, dan refleksi. Observasi, wawancara, catatan lapangan, dokumentasi, dan tes mendengarkan digunakan untuk mengumpulkan data. Metode kuantitatif dan kualitatif digunakan dalam analisis untuk mengukur seberapa banyak pemahaman mendengarkan siswa telah meningkat. Temuan menunjukkan bahwa pemahaman mendengarkan siswa sangat ditingkatkan oleh teknik yang mereka gunakan saat mendengarkan lagu bahasa Inggris. Skor rata-rata naik dari 56,47 pada pra-tes ke siklus berikutnya. Menurut penelitian ini, pemahaman mendengarkan siswa meningkat ketika mereka mampu mengatur pengetahuan secara metodis melalui lagu-lagu bahasa Inggris. Untuk lebih meningkatkan pemahaman siswa, penelitian ini menyarankan agar mereka mendengarkan lagu bahasa Inggris tambahan selama kursus mendengarkan.

Kata Kunci: Pemahaman Mendengarkan Siswa, Strategi Lagu Bahasa Inggris.

Abstract

Implementing measures to enhance eleventh-grade students' listening comprehension at SMKS Budi Agung Medan was the goal of this study. The two cycles of classroom action research (CAR) used in this study were planning, carrying out, observing, and reflecting. Observation, interviews, field notes, documentation, and listening tests were used to gather data. Both quantitative and qualitative methods were used in the analysis to gauge how much students' listening comprehension had improved. The findings demonstrated that students' listening comprehension was much enhanced by the techniques they employed when listening to English song. The average score rose from 56.47 on the pre-test to the next cycle. According to this study, students' listening comprehension improved when they were able to methodically arrange knowledge through English song. In order to further enhance students' comprehension, this study suggested that they listen to additional English song during listening courses.

Keywords: Students' Listening Comprehension, English Song Strategy

Introduction

In the process of learning and teaching a foreign language, listening played an important role. Listening means actively not only hearing sounded, but also understood, responded, and absorbed. In the process of learning and teaching foreign languages, listening also played an important role. Listening entails understanding,

reacting, and absorbing in addition to actively hearing sounds. Listening is the process of listening attentively to understood what the speaker is said. Listening is one of the important language comprehensions in communication. (Tarigan, 2008:31) said that listening is a process of listening to oral symbols with full attention, understood, appreciation, and interpretation to obtain information, capture content or messages and

understood the meaning of communication that has been conveyed by the speaker through speech or other languages.

Students of SMKS Budi Agung have certain challenges when learning English. One frequent issue is a lack of vocabulary; this makes it difficult for students to comprehend the meaning of words. They also have trouble following talks because of their rapid speech and strange accents. While some students lack enthusiasm and pay little attention during listening exercises, others experience jealousy or fear of making mistakes, which impairs their self-esteem and concentration.

Teachers also contributed to the listening comprehension problem; some of their teaching strategies did not fit the learning preferences of the students, which made comprehension challenging. Students frequently experience confusion as a result of inadequate guidance prior to, during, and following listening activities. Lack of feedback from teachers makes it difficult for students to improve and fix their errors. Listening is often hampered by issues with resources and materials. Students can become distracted by listening materials that are overly challenging or boring. Additionally, listening practice may be hampered by inadequate equipment, bad audio quality, or internet issues.

Teachers can employ a variety of media, including audio and video, to help their students' listening comprehension. Researcher used song as a mediator to test students' listening comprehension in how many students face problems in listening such as distraction, feeling unfamiliar with the accent used in the song, students' lack of interest in the song genre. One form of intelligence that can support learning is musical intelligence (Gardner, 1983:173). Relevance to Listening: Through rhythm, melody, and lyrical structure, song used musical intelligence to help language acquisition learning through music helps improve reading and recall of auditory information.

A song is a collection of tuned that are well-harmonized with rhythm and lyrics. In English, a short composition of lyrics or poems set to music and intended to be sung is called a song. A song is a work of vocal art that combines the color and melody of the singer's voice. "A song is a text that is sung. Song originate from a written work that is heard with musical accompaniment (Ifadah and Aimah 2012)". The listening comprehension of English language learned could be significantly

influenced by song. English music can be a useful tool for improving vocabulary, pronunciation, and listening comprehension.

The effectiveness of the used of song in listening refers to the extent to which song could help or improve a person's ability to understand, capture, and process auditory information. The effectiveness of using song in listening depends on the context and purpose of listening and there are several aspects of the effectiveness of the used of song in listening, Song can introduce and add new vocabulary, phrases, or idioms in an engaging and memorable fashion. They also aid listeners in understood meaning and context through a combination of natural lyrics, tone, and intonation. Students can learn to focus, recognize specific words, and comprehend the message even when it is delivered in a variety of accents and at varying speeds by listening to song lyrics. Song could also help students improved their pronunciation because listeners could mimic the singer's word pronunciation, which improves memory. Song melody and rhythm improved students' retention of the material they hear, which enhanced the effectiveness and enjoyment of the learning process.

Research on students' listening comprehension in English has various impacts and contributions, both in academic and non-academic aspects. The main contributions that researcher can make to students are: Helping students develop an understanding of English accent, intonation, and vocabulary, Providing techniques or methods such as listening to English song, by listening to better English, students could imitate correct pronunciation, intonation, and sentence structure, Using interesting audio-based learning methods, such as songs, Research on English listening comprehension has a major impact on students' development in language, academic, and cognitive aspects. With the right research results, students can gain more effective learning strategies, increase motivation, and prepare themselves for global communication.

Based on the definition above, researcher can too early to conclude that Listening comprehension are a fairly good component for mastering English as a foreign language for beginners, basic, intermediate, upper intermediate, advanced and advanced. Mastery of listening comprehension means that students have the comprehension to understand and listen.

Method

This study employs CAR or Classroom Action Research is research conduct by teachers in the classroom to improve the learning process and practice. This research is also known as Classroom Action Research (CAR). This research required several meetings because researcher need to carried out previously planned actions and variables in order to achieved the goals expected by the researcher. By focusing more on their teaching strategies and students' growth, classroom action research assists educators in becoming more successful educators. Direct action is necessary for classroom action research, in which students follow teachers' directions and gain knowledge first-hand. To improve students' listening comprehension in this situation, the researcher offered listening materials. Thus, a person who want to engage in classroom action research is someone who aspires to make the teaching and learning process better and more efficient. According to Hewitt (2005:8), "Classroom Action Research is a process in which teachers systematically investigate learning practices and techniques to improve their teaching". In this study, the researcher planned to conduct research in two cycles. The method used in this study is the Kurt Lewin Model action research model. There are four action steps in the model, namely: Planning, Acting, Observing, and Reflection.

This research conducted at SMKS Budi Agung which is located at Jl. Platina Raya No. 7, Rengas Pulau, Kec. Medan Marelan, Kota Medan, Sumatera Utara 20255. This research involved an English teacher, researcher and eleventh grade students consisting of 34 students in the academic year 2024/2025 who worked together as a team to conduct this research. The students consisted of 33 girls and 1 boy. Researcher chose this class because eleventh grade students were a suitable choice for conducting research due to their low English language skills especially in listening to English song, especially, researcher only take one class (Class XI-AKL) to become a research subject. Refers to as a result of interviews with English teachers, this class is choosing to be researched regarding students' listening comprehension problems in English Song.

Kurt Lewin's (1946) model, which consists of preparation, action, observation, and reflection, served as the basis for the researcher two cycles of classroom action research. During the planning phase, a practical and detailed solution to the problem was identified, analyzed, and designed in

order to produce an action plan. Students had trouble with tenses, therefore the teacher decided to employ visual aids like English song. During the action stage, the intended approach was used in the classroom to address the issues raised and boost students' self-confidence in their English-speaking comprehension. During the observation phase, the researcher saw how students behaved, participated, and learned. During the reflection stage, the researcher examined observation results to assess the effectiveness of the intervention and identify areas that required improvement for the next cycle. Cycle 1 consisted of four meetings, each lasting two hours and forty minutes.

The researcher used the Listening approach with English song to enhance students' listening comprehension. During the planning stage, lesson plans, listening materials, pre-test questions, observation sheets, and an English song method were prepared. In the action stage, the researcher greeted students, introduced himself, checked attendance, and introduced Listening and English song activities. During observation, the researcher and collaborating teachers observed students' reactions and activities. In reflection, observation results and assessment sheets were reviewed to identify weaknesses and reinforce areas where students faced challenges. Cycle 2 consisted of two meetings using the song listening method to improve students' listening comprehension. During planning, the researcher prepared lesson plans, teaching materials, and designed activities involving logical understanding questions, such as filling in missing song lyrics. In the action stage, the researcher greeted students, led prayers, checked attendance, introduced Listening Understanding using English song, and asked students to sing together. During observation, the researcher recorded students' reactions and collaborated with teachers to observe classroom activities. In reflection, the researcher analyzed observation sheets and assessment results to strengthen areas where both students and researcher needed improvement in the teaching and learning process.

In this study, the researcher used five types of data collection techniques, namely observation sheets, interviews with teachers and students, documentation, field notes, and student listening tests. A custom designed observation sheet was used to record and collect relevant data at the observation stage and later stages. To better understand the teaching and learning process in the

classroom, the observation sheet was created. To gain a deeper understanding of the teaching and learning process, interviews with teachers, students, English teachers, and collaborators were conducted using a carefully designed interview guide. Every talk was captured on tape and used as research material. A cellphone camera was utilized to take pictures and videos in order to record the teaching and learning process during activities and observations. These served as study data after that. The field notes contained all of the teacher's collaborative notes from the reading comprehension lessons and learning activities that were conducted in the classroom. To assess students' listening comprehension, a pre-test and a post-test were incorporated into the assessment.

The pre-test assessed students' listening comprehension before the English song technique was used, and the post-test was given after therapy to assess and collect feedback on how the strategy was being applied. Both assessments took the form of cloze examinations, in which students listened to the song and filled in the lyrics that were missing. There were 10 questions total, and each right response earned ten points, while the wrong answer earned zero points, depending on the subject being studied.

Criteria	Percentage of Scores	Frequency	Percentage
Very Good	80-100	4	11,76%
Good	75 - 79	4	11,76%
Enough	60 - 74	9	26,47%
Less	30 - 59	11	32,35%
Bad	0 - 29	6	17,64%
Sum		34	100%

Data Analysis Methods: Two qualitative data analysis methods employed in this study were observations of interviews conducted both before and after the Classroom Action Research (CAR) and student activities during the teaching and learning process. The researcher gathered all accessible data for this investigation. In order to evaluate quantitative data, the researcher first tried to ascertain the average listening score of students for every task in a single cycle. This was done to find out how well the students understood English song.

Result and Discussion

The researcher found that student's comprehension of English song improved with time. Data analysis from Students' scores increased significantly during the pre-cycle, Cycle I, and

Cycle II phases. This suggests that they made great progress in their listening comprehension abilities. Test findings were gathered from each phase of the investigation. A pre-intervention test (pre-cycle), a first post-cycle test following Cycle I, and a second post-cycle test following Cycle II were among these tests.

1. Pre - Test in the Preliminary Study

Preliminary research was conducted at SMKS Budi Agung to obtain data on the problems faced by teachers and students in learning English, especially listening comprehension, involving 34 students of class eleven. The research found several problems in the teaching and learning process of English in the classroom. The first problem was the less conducive classroom conditions where some students made noise by talking to their classmates or desk mates. The second problem was that many students were more focused on practical or vocational skills according to their majors, considering English not very important, which disrupted the teaching and learning process. The last problem related to listening comprehension was that students were only able to listen to what was given by the teacher without understanding the meaning of the song lyrics. This was caused by their lack of English vocabulary, limited listening comprehension, and lack of understanding of English song structure. Therefore, the researcher conducted a study by assigning students to do a test to identify their problems in understanding listening comprehension using English song.

Table 1. The Percentage of Students' Scores in Score in Pre-Test

Researcher identified the percentage of student scores in the pre-cycle. Of the 34 students, 4 (11.76%) had excellent comprehension when listening to English song, 4 (11.76%) had good comprehension, 9 (26.47%) had fair comprehension, 11 (32.35%) had poor comprehension, and 6 (17.64%) had poor comprehension. Based on the data above, the majority of students, or 28 (82,34%), fell into the fair, poor, and poor categories when listening to English song. This indicates that although only a small proportion of students understood English song, the majority still needed to develop their listening understanding to get more categories.

2. First Post - Test in Cycle I

At this point, the researcher used listening to English-language song as a substitute technique to help students understand English-language songs better. Using English song, the researcher gave students' a better learning experience in cycle 1 and administered several therapies. The study discovered that after using this method throughout cycle 1's deployment, students' motivation to learn increased. This was demonstrated by the fact that 27 out of 34 students successfully met the minimum passing criteria of 70, with an average student score of 70.00%, on the findings of post-test 1. The following are the cycle 1 student score data:

Criteria	Percentage of Scores	Frequency	Percentage
Very Good	80-100	32	94,11%
Good	75 - 79	1	29,41%
Enough	60 - 74	1	29,41%
Less	30 - 59	0	%
Poor	0 - 29	0	%
Sum		34	100%

Table 2. Students' Percentage of First Post Test Scores in Cycle I

At this point, the researcher determined the challenges that students encountered when trying to comprehend English song. The researcher given students a sheet of paper containing song lyrics, but with some blank sections. They were then asked to listen to the researcher play the song while filling in the answered below the blanks. The song was titled "Good Graces" by Sabrina Carpenter.

Based on previous observations, most students still experience difficulties in listening comprehension due to limited understanding and exposure to English song. After identifying these problems, researcher provided supported by providing special treatment, such as explaining how to listen to English song as an alternative strategy and providing an easier way to fill in the blanks for students who still experience listening

difficulties. According to the study's findings, 20 students (58.82%) were placed in the very good group, while seven students (20.58%) were placed in the good category. From cycle 1, there was a 23.95% increase in data compared to the pre-cycle statistics. Nevertheless, despite advances in cycle 1 execution, a number of students had not attained the good category, including 7 students (20.58%) in the sufficient group.

3. Second Post – Test in Cycle II

Based on information gathered in cycle 1, the researcher evaluated the findings in cycle 2. In order to increase outcomes and further improve students' listening comprehension, the researcher made adjustments to the previously used actions. With more careful prepared, including giving students more explicit explanations and helped them put the English song listening approached into practice, the researcher delivered almost the same instruction as in cycle 1. Following the completion of all the researcher implementations, the findings demonstrated that students' listening comprehension had improved by cycle 2. Their post-test results demonstrated this, with an average score of 93.97% and 33 out of 34 students' earning the minimal passing criteria of 70.

Table 3. Students' Percentage Score of Second Post Test in Cycle II

At this stage, listening comprehension of English song has improved. Based on the researcher's observations in Cycle 2, 32 students

Criteria	Percentage Of Scores	Frequency	Percentage
Very Good	80-100	7	20,58%
Good	75 - 79	20	58,82%
Enough	60- 74	7	20,58%
Less	30 - 59	0	%
Poor	0 - 29	0	%
TOTAL		34	100%

(94.11%) were categorized as excellent, 1 student (29.41%) as good, and 1 student (29.41%) as fair. It can be concluded that students' listening comprehension of English song improved in Cycle 2. Percentage analysis shows that 97.05% of students passed the listening comprehension test with a good score. These findings suggest that students' listening comprehension of English song has greatly increased once the English song listening approach was put into practice.

According to the researcher observations, the English song listening approach was employed in a listening comprehension lesson to enhance students' hearing comprehension. Students can learn how to listen to English songs with the aid of this technique, which is an efficient method of teaching English in this particular situation. Song can help kids expand their vocabulary, grasp sentence structure, and pronounce words more clearly. Song lyrics expose listeners to natural, contextual language, and song rhythm and melody help with word or phrase memory. Additionally, because this method is more relaxed and less laborious, it might increase learning motivation. As a result, listening to English song in particular can be a particularly beneficial way to help students improve their listening comprehension.

At the initial meeting, the researcher administered a pre-test. 30 students (88.23%) did not surpass the minimal passing criteria, but 4 out of 34 students (11.78%) did, according to the pre – test result, indicating that the number of students who did so was still quite low. Given the evidence, this is a relatively low score with a notable discrepancy. Interviews conducted with eleventh-grade students at SMKS Budi Agung Medan prior to the start of the treatment further corroborate these findings. Due to habits, a lack of enthusiasm, and a lack of English expertise, students had trouble understanding English song. They had trouble learning language, were distracted, and had trouble pronouncing words correctly like native spoke. It was challenging to understand the audio's overall message because so many of the new words were unfamiliar. Additionally, they lacked confidence as a result of their classmates making fun of their errors.

– test to post - test in Cycles I and II.

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Conclusion

The researcher observations indicate that the English song listening strategy was used to improve students' hearing comprehension during a listening comprehension lesson. This strategy is an effective way to teach English in this situation since it teaches students how to listen to English song. Students can improve their pronunciation of words, understand sentence structure, and increase their vocabulary by listening to song. Song rhythm and melody aid with word or phrase recall, while song lyrics expose listeners to natural, contextual language. Additionally, this approach may boost learning motivation because it is less demanding and more comfortable. Therefore, one of the best ways to assist students' get better at listening comprehension is to listen to English song in particular.

In addition, qualitative data was obtained through interviews and observation with English teachers and students. The researcher also obtained qualitative data through interviews and observations with English teachers and students. The results showed that implementing the English song listening strategy improved students' listening comprehension. This strategy made it easier for them to understand the song's content, find the meaning of the lyrics, and interpret the lyrics in detail. In conclusion, the English song listening strategy proved effective in improving the listening comprehension of eleventh – grade students at SMKS Budi Agung. This improvement was significant, as evidenced by the increase in students' average scores from pre

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Curriculum Vitae

The first researcher, Naza Ghadinda Palem, is a student in the English Language Education Study Program, Faculty of Social Sciences and Education, Potensi Utama University. She was born in Medan on June 1, 2002. In 2021, she finally continued her education to the undergraduate level (S1) in the English Language Education Study Program, Potensi Utama University, Medan, and, praise God, she will graduate in 2025.

The second researcher, Enni Maisaroh, is an English lecturer in the English Language Education Study Program, Faculty of Social Sciences and Education, Potensi Utama University.