

**STUDENTS' PERCEPTION ON THE SUPPORT OF ENGLISH  
SONGS IN LISTENING ACTIVITY: A CASE STUDY AT SMAN 1  
KAYUAGUNG**

**A THESIS**

**By**

**Berty Dhea Tri**

**Student Number: 06011281722028**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2021**

**Students' Perception on the Support of English Songs in Listening Activity: A  
Case Study at SMAN 1 Kayuagung**

**A thesis by**

**Berty Dhea Tri**

**Student Number: 06011281722028**

**English Education Study Program**

**Department of Language and Art Education**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2021**

**Approved by**

**Advisor**



**Machdalena Vianty, M.Ed., M.Pd., Ed.D.**

**NIP. 197411242000122001**

**Certified by,**

**Coordinator of English Education Study Program**



**Hariswan Putra Jaya, S.Pd., M.Pd.**

**NIP. 197408022002121001**

**Students' Perception on the Support of English Songs in Listening Activity: A  
Case Study at SMAN 1 Kayuagung**



**Berty Dhea Tri**

**Student Number: 06011281722028**

**This thesis was defended by the writer in the final program examination and was  
approved the examination committee on:**

**Day : Wednesday**

**Date : Oct 27<sup>th</sup>, 2021**

- 1. Chairperson : Machdalena Vianty, M.Ed., M.Pd., Ed.D. (  )**
- 2. Member : Eryansyah, M.A., Ph.D. (  )**

**Indralaya, October 2021**

**Certified by**

**Coordinator of English Education Study**

**Program,**



**Hariswan Putra Jaya, S.Pd., M.Pd.**

**NIP. 197408022002121001**

## DECLARATION

I, the undersigned

Name : Berty Dhea Tri

Place, Date of Birth : Pedamaran, 09 Desember 1999

Student Number : 06011281722028

Study Program : English Education

Certify that thesis entitled “Students’ Perception on the Support of English Songs in Listening Activity: A Case Study at SMAN 1 Kayuagung” is my own work I did not do any plagiarism or inappropriate quotation against the ethic and rules recommended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to ace the court if I am found to have plagiarized work.

Palembang, October 2021

The Undersigned,

A handwritten signature in black ink, appearing to be 'Berty Dhea Tri', written in a cursive style.

Berty Dhea Tri

NIM. 06011281722028

## **DEDICATION**

This thesis is dedicated to:

- My beloved parents and also to all my family for supporting me in any condition
- My beloved advisor for supporting and guiding me to finish my study very well
- All of my lovely friends for supporting and motivating me in every condition

**MOTTO**

هَلْ جَزَاءُ الْإِحْسَانِ إِلَّا الْإِحْسَانُ

**“Is the reward for good [anything] but good?”**

**(Quran 55:60)**

**“Do not be afraid, our fate cannot be taken from us, it is a gift.”**

**-Dante Alighieri**

## ACKNOWLEDGEMENT

By the grace of Allah SWT, this thesis entitled “Students’ Perception on the Support of English Songs in Listening Activity: A Case Study at SMAN 1 Kayuagung” could be finished to fulfill the requirement in accomplishing the undergraduate degree (S1) at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express her deepest gratitude and appreciation to her advisor Machdalena Vianty, M.Ed., M.Pd., Ed.D. for her advice, guidance, and support to help the writer to finish this thesis. The writer is also very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University, the Head of Language and Arts Education Department, and the Head of English Education Study Program for their assistance in administrative matters. Then, the greatest gratitude addressed to all of lectures of English Education Study Program who have taught and motivated the writer during her study.

Lastly, the writer would like to dedicate her deepest gratitude to her parents, all of her family, and all of her lovely friends for praying and supporting for her success. The writer hopes that this thesis will be useful to all the people who need it.

Palembang, October 2021

The Writer,



Berty Dhea Tri

NIM. 06011281722028

## TABLE OF CONTENTS

COVER.....	i
APPROVAL.....	ii
COMMITTEE APPROVAL.....	iii
DECLARATION OF PLAGIARISM.....	iv
DEDICATION.....	v
MOTTO.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
<b>I. INTRODUCTION</b>	
1.1 Background.....	1
1.2 Problem of the Study.....	3
1.3 Objective of the Study.....	3
1.4 Significance of the Study.....	3
<b>II. LITERATURE REVIEW</b>	
2.1 Perception.....	4
2.2 English Songs.....	5
2.3 Listening as an English Language Skill.....	5



2.4 Songs as the Learning Source.....	6
2.5 The Role of English Songs in Learning Listening.....	8
2.6 Previous Related Study.....	9
<b>III. METHODOLOGY</b>	
3.1 Research Design.....	11
3.2 Site and Participants.....	11
3.3 Data Collection.....	11
3.4 Data Analysis.....	12
<b>IV. FINDINGS AND DISCUSSIONS</b>	
4.1 Findings.....	13
4.2 Discussions.....	17
<b>V. CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	21
5.2 Suggestion.....	21
<b>REFERENCES</b> .....	23
<b>APPENDICES</b> .....	25

## LIST OF TABLES

Table 1 : Result of Percentage Analysis (N=32) .....	14
Table 2 : Statement 1: <i>I usually listen to English songs to enhance my listening skill.....</i>	15
Table 3 : Statement 2: <i>I usually listen to English songs to practice my listening skill....</i>	15
Table 4 : Statement 3: <i>I can learn English by listening to English songs.....</i>	15
Table 5 : Statement 4: <i>I listen to English songs in my leisure time to learn new vocabulary in English.....</i>	16
Table 6 : Statement 5: <i>I spend some minutes/hours listening to English songs to memorize vocabulary in English.....</i>	16
Table 7 : Statement 6: <i>I read every lyric of English songs from some types of songs (pop, rock, metal, etc.) that I listen to.....</i>	16
Table 8 : Statement 7: <i>I write lyric of English songs that I heard.....</i>	17
Table 9 : Statement 8: <i>I listen to English songs to learn about grammar from the lyric.....</i>	17
Table 10 : Statement 9: <i>I listen to English songs in my leisure time to learn how to apply grammar in English.....</i>	17
Table 11 : Statement 10: <i>I listen to English songs to practice my pronunciation.....</i>	18

## **LIST OF APPENDICES**

Appendix A Surat Usul Judul Skripsi

Appendix B SK Pembimbing Skripsi

Appendix C Permohonan Izin Penelitian kepada Dinas Pendidikan Provinsi Sumatra Selatan

Appendix D Surat Izin Penelitian dari Dinas Pendidikan Provinsi Sumatra Selatan

Appendix E Surat Keterangan Telah Melaksanakan Penelitian

Appendix F Thesis Consultation Card

Appendix G Questionnaire

Appendix H The Result of Questionnaire

Appendix I Questionnaire Student 1

Appendix J Questionnaire Student 2

Appendix K Questionnaire Student 3

Appendix L Questionnaire Student 4

Appendix M Questionnaire Student 5

Appendix N Interview Transcript

Appendix O “Go Away” Lyrics

Appendix P Documentation

## **Students' Perception on the Support of English Songs in Listening Activity: A Case Study at SMAN 1 Kayuagung**

---

### **ABSTRACT**

This study was qualitative study to find out the students' perception on the support of English songs in their listening activity at SMAN 1 Kayuagung. The participants of the study were 32 students of the XI IPA 4 class in the academic year 2020/2021 by using a total population sampling technique. The ready-made questionnaire used to see the students' perception on the support of English songs in their listening activity were adopted from Ramadhani (2017) and Mubarak (2017). Then, the data were analyzed using Google Form. From the findings of the study, it was found that students used English songs as their learning source in listening activity to improve their English. As a result, most of the students agree that the reason they listen to English songs is to practice and increase their listening skill and linguistic aspects (vocabulary, grammar, and pronunciation).

**Keywords:** *English Songs, Learning Source, Listening Activity*

---

# CHAPTER I

## INTRODUCTION

This chapter presents the background, the problem, the objective, and the significance of the study.

### 1.1 Background

Many people like listening to songs; they listen to different kinds of songs, such as Blues, Jazz, Rock, Pop, RnB, Techno, EDM, and Reggae. They may also have a special memory with a certain song that they play it over and over again. Listening to songs can help people let out or express what they are feeling. For others, listening to songs may also be the source of inspiration. Listening to songs has also been implemented for language teaching. The use of songs in English language teaching has great potential in helping language learners to improve their listening skill. It is because listening is the receptive skill that is the most prevalent communication action in everyday life (Prasetyo, Vianty, & Jaya, 2014).

The use of songs in language learning is highlighted by Stanislawczyk and Yavener (1976, as stated in Kuśnierek, 2016) who say, using songs in the classroom is of the belief that songs are useful tools and a teacher should take advantage of them during language practice. This means that the use of songs in learning English is to improve language skills especially listening skill as the essential skill in learning English. However, the use of songs is not only for improving listening skill, but also other language aspects as stated by Gilakjani and Ahmadi (2011), listening is a process of understanding speech and it concentrates on role of linguistics units such as phonemes, words, grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

Listening is a key language ability that language learners must master. Language learners can strengthen their listening skill by listening to English songs. They can also make listening to songs as a habit to help them improve their listening skill. According to Morley and Rost (2001, as cited in Gilakjani & Sabouri, 2016), listening is the most important skill for language learning because it can be used in most everyday situations

and develops faster than the other language skills, indicating that it facilitates the development of the other language skills.

The enjoyable activities can be created in the classroom by listening to English songs because it can bring energy and boost students' confidence in the classroom. It can also reduce the students' anxiety and generate the students' interest both in material and learning of English so they can enjoy listening activity (Wang, 2013). Additionally, English songs can help increase students' vocabulary and memorize the words. Zulianti (2009) reported that listening habits of English songs have a good impact on vocabulary mastery. Students' listening habits of English songs contribute to their vocabulary mastery in a positive way.

This present study aims to find out the students' perception on the support of English songs in their listening activity. This present study is similar to what Nurjanah, Miranti, and Dwiastuty (2018) did. The previous study investigated the relationship between students' song listening habits and their English listening abilities. It is reported that the greater a student's habit of listening to music is, the better their listening ability. This indicates that students' listening habits to English songs can be used to help them enhance their listening skill. This present study is also based on the writer's personal experience. Songs have a vital role in the writer's English development, particularly in terms of listening skill.

In relation to the purpose of this study, the writer conducted the study at SMAN 1 Kayuagung which is one of the favorite schools at Ogan Komering Ilir. This is a model school and a reference for other high schools in South Sumatra. This school is comprised of Year 10, Year 11, and Year 12 with the total number of 800 students in the academic year 2020/2021. The facilities at this school cover the headmaster office, teacher office, administration room, multimedia room, laboratories, library, mosque, canteens, and parking area. Each classroom is completed with facilities such as a whiteboard, LCD, tables, chairs, a clock, good air circulation, and lighting which are set to support teaching learning process. As shown on the school's website, 14 students have received achievements at the provincial and national levels, such as the first winner of the debate competition and the first winner in the National Science Olympiad.

The result of the interview that the writer conducted with one of the English teachers at SMAN 1 Kayuagung revealed that the teacher uses English songs from YouTube and an English song of his creation entitled “Go Away” in listening activity. In relation to this, the writer intends to conduct this present study at SMAN 1 Kayuagung to find out the feedback from the students toward the help of English songs in their listening activity.

### **1.2 Problem of the Study**

The problem of the study is formulated in the following research question. “What are the students’ perceptions on the support of English songs in their listening activity at SMAN 1 Kayuagung?”

### **1.3 Objective of the Study**

The objective of the study is to find out the students’ perception on the support of English songs in their listening activity at SMAN 1 Kayuagung.

### **1.4 Significance of the Study**

The writer believes that this study will provide useful and meaningful contributions to the English teachers and lectures about the importance of understanding the support of songs implementation in the class, so the English teachers and lectures could give more attention and motivation to a new approach of teaching by considering incorporating English songs into their classroom activities. Then, the writer expects this study will provide students with a new learning resource to assist them improve their listening skill. The result of this study could give some information about the methods to support their learning process. Hopefully, the students also can increase their listening skill in learning English by listening to English songs. In addition, the writer really hopes that the result of this study could inspire other people to keep on searching an alternative and interesting media to enhance student’s listening skill in learning English and give more knowledge and precious information as the reference for further study.

## REFERENCES

- Altman, S., Valenzi, E., & Hodgetts, R. M. (2013). *Organizational behavior: Theory and practice*. Elsevier.
- Brown, S. (2006). *Teaching listening* (Vol. 5). Cambridge University Press.
- Cameron, L. (2001). *Teaching languages to young learners*. Ernst Klett Sprachen.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a second or foreign language*, 2(1), 3-10.
- Cohen, L., Manion, L., & Morrison, K. (2007). Observation. *Research methods in education*, 6, 396-412.
- Cohen, L., Manion, L., & Morrison, K. (2011). Descriptive statistics. *Research methods in education seventh edition*, 35, 622-640.
- Cowie, A. P. (1990). *Oxford advanced learner's dictionary of current English*. Oxford University Press.
- Creswell, J. W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research*. Pearson Education.
- Croom Helm Cross, D., (1998). *Teach English*. Oxford University Press.
- Curtain, H. A., & Dahlberg, C. A. (2004). *Languages and children, making the match: New languages for young learners*. Allyn & Bacon.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The sage handbook of qualitative research*. Sage.
- Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English language teaching*, 6(2), 113-127.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- George, J. M., Jones, G. R., & Sharbrough, W. C. (2005). *Understanding and managing organizational behavior*. Pearson Education.
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of language teaching and research*, 2(5), 977-988.
- Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in English language learning: A literature review. *English language teaching*, 9(6), 123-133.
- Griffee, D. (1992). *Songs in action*. Prentice Hall.
- Hidayat, A. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education*, 1(1), 21-29.
- Kuśnierek, A. (2016). The role of music and songs in teaching English vocabulary to students. *World scientific news*, 1(43), 1-55.
- Minchew, S. S. (2001). Teaching English with humor and fun. *American secondary education*, 30(1), 58.
- Mubarak, S. S. (2017). *A Correlation study between vocabulary mastery, habit of listening to English song and speaking skill of the eleventh grade students of SMAN Nogosari 1 in the academic year 2016/2017*. Thesis. IAIN Surakarta.
- Newton, J. M., & Nation, I. (2020). *Teaching ESL/EFL listening and speaking*. Routledge.



- Nurjanah, N., Miranti, I., & Dwiastuty, N. (2018). The correlation between students' habit in listening song and students' English listening skill. *DEIKSIS*, 10(01), 43-48.
- Prasetyo, M. D., Vianty, M., & Jaya, H. (2014). Using podcast to improve students' listening comprehension on descriptive test. *Journal of English literacy*, 1(2), 93-99.
- Ramadhani, S. (2017). *The Correlation between English education department of Universitas Muhammadiyah Yogyakarta students' habit of listening to English songs and their motivation in learning English*. Thesis. Universitas Muhammadiyah Yogyakarta.
- Rivers, W. M. (2018). *Teaching foreign language skills*. University of Chicago Press.
- Sani, H., Inderawati, R., & Vianty, M. (2016). Using podcast with dictogloss procedures to improve listening comprehension and writing achievements of tenth graders. *Journal of English literacy education*, 3(2), 164-178.
- Schoepp, K. (2001). Reasons for using songs in the ESL/EFL classroom. *The internet TESL journal*, 7(2), 1-4.
- Sharpe, K. (2001). *Modern foreign languages in the primary school: The what, why & how of early MFL teaching*. Psychology Press.
- Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *English language teaching*, 2(1), 88-94.
- Wang, X. (2013). *The function of English songs to improve listening to college English as a second language (ESL) students*. Thesis. University of Wisconsin-Platteville.
- Ward, S. A. (1980). *Dippitydoo: Songs and activities for children*. Longman.
- Wilson, J. J. (2008). *How to teach listening*. Person Education.
- Zulianti, Z. (2009). The influence of listening habits of English songs toward vocabulary mastery. *Register journal*, 2(1), 63-80.