



## Song-Mediated Listening Comprehension: A Teacher And Students' Views

Novi Oktaviani<sup>1</sup>, Abdul Kodir Al-Baekani<sup>2</sup>, Mobit<sup>3</sup>

<sup>1,2,3</sup> Pendidikan Bahasa Inggris Universitas Singaperbangsa Karawang, Indonesia

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### Abstract

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*Listening class has been considered as a class with very difficult skills. Therefore, this study aims to explore a teacher and students' experiences in employing songs as a media for learning listening comprehension for students in senior high school. This research employed interview study design to explore how teachers' and students' experiences on the practice of using song as media in the listening classroom. Interviews and documentation were used to gather the data then it was analyzed using thematic analysis based on teacher's experiences and students' perception. Based on teacher's experiences, this study found that song-mediated had strong pedagogical value; easy implementation and improving students' listening skills. In addition, the students had advantages in pronunciation skills. However, students still do not know how to write the lyrics correctly and understand the meaning of the songs.*

**Keywords:** Song-Mediated, Teacher and Students' Experiences, Listening Comprehension

(\*) Corresponding Author: [noktaviani386@gmail.com](mailto:noktaviani386@gmail.com)

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## INTRODUCTION

### Background of the Research

Listening class has been considered as a class with very difficult skills. It happens because the teacher is more concerned with speaking than listening skills. Students also assume that listening skills are more difficult than speaking skills. It is in line with the opinion of Ur (1999, p. 17) that students find it challenging to learn listening, such as difficulty with sound, understanding every word, not understanding what the speaker is saying, and needing to listen more to what is being said more than once. Therefore, students ignore listening skills more. However, if we look closer, students are more likely to listen while studying than to speak. Schwartz (2004) argues that we use half of our daily activities with communication to listen, while students receive 90% of information at school from listening, both information provided by teachers and peers.

Based on the researcher's experience when carrying out a teaching program in a high school in Karawang, students experienced difficulties in learning listening. As previously explained, listening learning is difficult for students to understand, in line with what was said by Bingol and Celik (2014), that students often need help understanding the meaning of vocabulary and speech accents that are not understood. These difficulties can occur due to the quality of the recorded material, unfamiliar words and the speed and length of listening.

However, one factor can determine success in mastering English, including listening skills, which is a learning method. The teacher must have a learning strategy that can support the success of student learning. It is in line with the

opinion of Haidir and Salim (2012) that strategy can be interpreted as a technique or method for conveying learning material to students to achieve predetermined learning objectives. Many media can be used in learning English to produce effective learning; in the listening class, the teacher can use media to help students achieve listening goals. Simamora and Oktaviani (2020) state that many media can help to learn more effectively, such as videos, films, and songs. One of the media that can be used is songs; Abdulrahman al-Farid (2008), the use of songs in English can help teachers create effective, creative, active, and fun learning, and students will not get bored quickly.

Learning to use songs can be done anywhere and anytime, not only in the school environment, because there is no time limit for using song media in learning. Using song media can make students interested in learning English, especially listening. Nurtenteng et al. (2018) state that songs can be heard anywhere and anytime; songs are suitable for students who are learning English as a foreign language; this can improve foreign language skills and students' listening abilities. Songs are a medium that many people, including students, like; introducing English songs to students can make students interested in listening to English songs. Unknowingly, students also learn English through songs, increase their English vocabulary, and improve their listening skills. Ulfa (2019) argues that songs have become an important part of every human being because songs can create a sense of comfort and fun for every listener; using songs in learning English is very suitable because students will feel happy in every learning process.

This study utilizes songs as listening learning media. Songs were chosen as learning media in the listening class for several reasons. For example, Teppa et al. (2022) use of song lyrics in listening lessons makes students more motivated and confident in learning English. It is the same as a study conducted by Khudriyah (2022); using song media in listening learning can make students interested in learning listening to make learning more effective. Makasoe et al. (2022), besides improving listening skills, using songs in learning can also improve pronunciation skills because when listening to them, they also practice pronouncing the words. Ariani and Iswandi (2020) state that using songs makes the class atmosphere fun, makes students active, and makes it easier for teachers to explain topics or material. In addition, Ulfa (2020) states that using songs as a learning medium is very effective; the atmosphere of students when learning is more fun and active than learning without using songs because students do not feel bored during the learning process.

Apart from some of the benefits of using songs in learning English, there is a lack of research exploring English teacher strategies in teaching middle school students how to use songs as a listening medium to achieve learning objectives. This study aims to overcome this gap by exploring English teachers' strategies to achieve the learning process by what has been determined in listening to using songs as a learning medium.

### **Research Question/s.**

Based on the background of the problem and the limitation of the study above, then the issue raised in this research is:

1. How does a teacher employ the use of song as a media for teaching listening comprehension?
2. How do students view the use of songs as a media for learning listening comprehension?

### **Research purposes**

This study is aimed:

1. To examine how does a teacher employ songs as a media for learning listening comprehension for students in senior high school.
2. To investigate how do students view of songs as a media for learning listening comprehension.

## **METHODS**

### **Research Design**

This study adopted qualitative research to explore the use of songs to teach listening. In line with the opinion of Maguire & Delahunt (2017), qualitative research focuses on what is researched to understand, describe, and interpret experiences and perceptions to get a certain meaning and context of the research itself.

This study explored a teacher's and student's experiences of using songs as learning media in listening classes. The data was collected from participants and teachers through their stories or narrations about using song media in listening classes. Therefore, this research used qualitative research with an interview study design (Kathleen, 2004, p. 52). Focused on interview questions and investigations to build a complete picture, it would find new perspectives on phenomena or learning experiences. In addition, an interview study can help explore participants' experiences using songs as a medium for listening and learning.

### **Site and Participants**

This study was conducted at one of the senior high schools in Karawang, West Java. The school's curriculum aligned with the researcher's focus on senior high school, facilities in schools that allowed to support this research, school rules that accustom students to listening to various kinds of songs every morning, including English songs that make it easier for the researcher in this study because students were used to listening to foreign language songs including English songs.

The participants in this study were six students and one English teacher. For the selection of students who would become participants in this study, they were selected by the English teacher based on different levels of achievement, namely two low-level students, two middle-level students, and two high-level students.

### **Technique of Data Collection**

This study explored teachers' and students' experiences and opinions on using song media in the classroom. Therefore, it was very important to use techniques that reveal the teacher's and student's perspectives in gaining a first-hand understanding of their experiences. Demarrais and Lapan (2004, p. 62) state that the use of methods was very important in research to collect data, and interviews were a suitable technique, including:

1. Interview

I used interviews to collect data, and the interview was aimed to get a description or view of the participants about their experience (Demarrais &

Lapan, 2004). In interviewing participants, researcher used Indonesian. It was intended to make participants feel comfortable when the interview activities began. I thought it supported the smooth running of interview activities and allowed participants to express themselves freely so that the data obtained was clearer and more accurate. I conducted the interview formally so that the participants felt comfortable and did not feel awkward during the interview.

## 2. Documentation

This technique was used to collect data generated during research to be analysed. Documentation was used when I carried out research activities when the teachers carried out listening learning activities using music in class, such as lesson plans, learning resources, and the photos of teaching and learning process.

### **Instrumentation**

#### 1. Interview guidelines

The researcher used the interview guidelines as an instrument. This type of interview was the most widely used format. In addition, the researcher used an interview guide consisting of interview questions in an open-ended manner to allow participants to provide detailed responses and facilitated the exploration of emerging themes. Interview guide adopted from Sanchez and Villalva (2022).

#### 2. Documentation

In this study, the researcher used documentation techniques that involved collecting and analysing various documents produced by the researcher during research to enrich and assist the interview data. This research used document analysis process adapted from Bowen (2009) that stated about documentation is a systematic method for analyzing and evaluating documents by identifying, choosing, appraising (making meaning of), and synthesizing the information contained within them. The documents selected for data were related to the research questions. Such as photos of students' activities when learning to listen using songs, lesson plan, and learning resource. Analysis of these materials can reveal patterns that support the data in chapter IV.

### **Research Procedure**

In this study, listening teaching procedures could help students learn and improve listening skills involving English songs as learning media. The procedure consists of several steps, detailed below, and was intended to be flexible and adaptable to the requirements. This stages adopted from Robin (2007, p.6).

Orientation stage The researcher used this stage to get a thorough and clear picture of the problem to be explored in this research. The following are the activities carried out by researcher:

- a. Finding and visiting a school that serve as research sites.
- b. Explaining specifically the objectives and activities that the researcher carried out.
- c. Having permission and suggestions from the headmaster and English teacher who were the research sample.
- d. Determining the time to conduct research with the teacher.

#### 2. Exploration stage

The researcher used this stage to explore information and data collection according to the focus and research objectives. Activities carried out by the researcher as follows:

- a. Getting an explanation about the learning process in the classroom, especially from the English teacher.
- b. Monitoring or paying attention to the listening learning process using song media in the classroom conducted by the teacher.
- c. Conducting interviews with the teacher to get explanations about the use of song media in learning English according to the teacher's experience.
- d. Conducting interviews with students about their experiences and views on using songs as media in the listening class.
- e. Doing documentation about the results of listening learning using song media.
- f. Making provisional results about the analysis of research findings.
- g. Selecting, compiling, and classifying according to the type and aspect of research.
- h. Increasing the focus of research problems.

#### **Data Analysis**

This research used thematic analysis pioneered by Clarke and Braun (2021). It was a widely used qualitative data analysis technique to identify, analyse, and report patterns or themes within the data. Clarke and Braun (2021) revealed that thematic analysis is a qualitative data analysis method that involves identifying patterns or themes within a data set usually applied to qualitative data such as interviews or transcripts. Additionally, the thematic analysis aims to identify themes or patterns in the data relevant to the researcher's question. In order to reach the goal of analysing data, this research followed the steps below:

##### **1. Familiarizing the data**

The researcher transcribed the data collected from the participants regarding the experience of using the song as a learning medium in the listening class. Then the researcher familiarized with the data obtained to get an accurate picture and, verified that the data was recorded correctly.

##### **2. Generating initial codes**

In the next step, the researcher re-read the results of the data collected and rewritten. Then, looked for and grouped data according to its category, the researcher arranged each data from a different category.

##### **3. Searching for themes**

At this stage, the researcher moved on to the theme. The researcher gathered similar and related concepts to identify overall themes and capture the main ideas in the data.

##### **4. Reviewing themes**

In this phase, the researcher reviewed the themes of the data set and explores whether or not the themes were related to the data. It might also involve combining or splitting themes, or modifying them in other ways to be better capture the essence of the data.

##### **5. Defining and naming themes**

In determining the theme, the researcher suggested what was unique and specific from each theme and the underlying categories. Therefore, the researcher needed a long time in determining the theme to find a theme in accordance with the initial idea.

##### **6. Producing the report**

In the last stage, the researcher compiled and produced a report that describes the theme in detail and included examples of how the theme is presented in the data. The researcher prepared reports in a way that is clear, concise and provides an in-depth understanding of the data being analysed.

## RESULT AND DISCUSSIONS

### Result

This chapter described based on teacher and students experience and perception in listening classroom using songs. The data that obtained from teacher and students shows the effectiveness of employing songs in listening classroom in order to find out pedagogical value of song, song implementation, advantages or disadvantages, and perception of it. The findings categorized depend on students and teacher as the participant in this study.

Status	Initial Code
Teacher	P1
Student	S1
Student	S2
Student	S ...
Student	S6

*Table 4.1 Participant code*

### Strong pedagogical value in listening comprehension.

Based on interviews, teacher and students shared their experiences in the listening-learning process using song media. Several questions were asked to the participant regarding using songs as a media for listening and learning. From the interviews conducted, researchers found that song is useful for several aspect in listening classroom as a media to learn. The following is data shown through teacher and students experience.

#### Easy to implement

This part concerns of how do teacher perception of implemented the song in learning activity. Teacher felt that teaching and learning activity was easy to applied. Practice by using song was easy to do and easily to measure the students' fluently in English.

*"Saya memilih lagu sebagai media dalam pembelajaran listening karena mudah untuk di praktikkan kepada siswa, selain itu juga karna ada materinya dalam buku pembelajaran bahasa inggris yang menjadi tolak ukur pembelajaran listening."* (P1)

(Vignette 01)

*"I chose songs as a media in learning for listening because it is easy to practice with students, besides that because there is material in the English language learning book which is a benchmark for listening learning."* (P1)

(Vignette 01)

The data above indicate that songs became one of the lesson material for the curriculum needed. Besides that, the song was easily to apply and became a tool that can help the teacher in measuring students proficient in English especially for listening.

#### Improve the students' ability

The song play a good role in teaching and learning activity whereas it shown that song help the students in improving their ability. This can be seen after an interview with the teacher in found out the teacher goal of the learning and teaching activity by using song.

*“Tujuan dalam pembelajaran ini agar siswa dapat meningkatkan kemampuan listening tentunya, selain itu juga karena saya menyediakan dengan liriknya siswa juga dapat bernyanyi bersama dan membuat lingkungan kelas yang ceria.”* (P1)

(Vignette 02)

“The purpose of this lesson is for students to improve their listening skills of course, but also because I provide the lyrics, students can also sing together and make cheerful classroom environment.” (P1)

(Vignette 02)

According to the teacher's goal orientation, it can be seen that the role of song can help students in learning English. This also shows the use of songs in a widely context in English language learning. Song not only focusing on students' listening. Furthermore, learning by using songs as media is also encourage the students to make students like to learning English with making cheerful classroom environment.

#### **Implementation of the song in listening classroom.**

This part concern of how was the teacher implement the song in the classroom. It involves the teacher method and tools that being used in teaching.

*“Saya menggunakan metode ceramah dan diskusi, karena saya harus memberi arahan tersebut sebelum memulai pembelajaran serta berdiskusi tentang jawaban yang siswa tulis pada lembar soal yang saya berikan.”* (P1)

“I used **talk and discussion method**, because I had to give these directions before starting the lesson and discuss the answers that students wrote on the question sheets that I gave.” (P1)

(Vignette 03)

*“didalam pembelajaran kali ini, peran saya yaitu membimbing dan menjadi partner diskusi siswa dalam memecahkan persoalan yang mereka kerjakan dikelas listening”.* (PT1)

(Vignette 04)

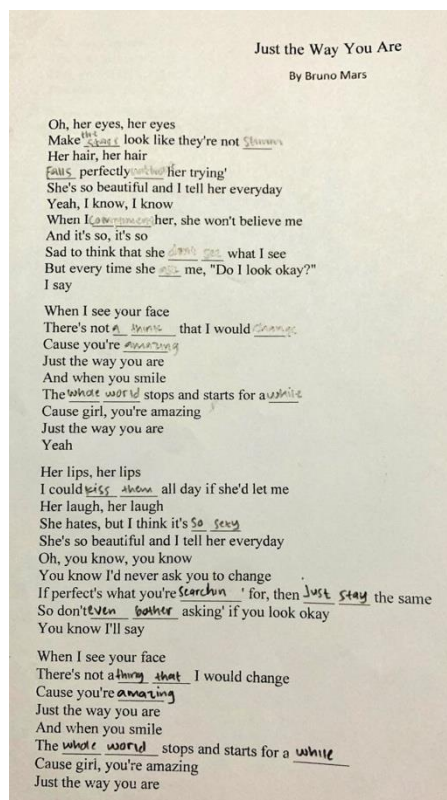
“In this lesson, my role is to guide and be a discussion partner for students in solving the problems they work on in listening class”. (PT1)

(Vignette 04)

In the data above, the teacher is the centre of focus in the teaching method using songs as media. The teacher provides information and instructions related to the material and student worksheets. The teacher is the main factor that helps students understand the material.



Figure 1. Teacher utilized song-mediated in learning listening



The figure 1. demonstrates song for listening learning practices. Each student had been handed a worksheets in figure 2 to complete as an assessment of their comprehending of listening learning. In terms of the teacher gave instructions regarding the learning activities that would be accomplished using song media using songs in the classroom.

In addition, Based on the documentation above, the teacher also plays a role as a motivator for students in the classroom. As it known, listening is a language learning that is quite difficult compared to others, so that when carrying out learning activities students always complain about difficulties, this requires teachers to provide motivation to students so that they can be motivated and enthusiastic again in carrying out learning activities.

*“Untuk saya pribadi, saya jadi suka pembelajaran Bahasa Inggris dan suka mendengarkan lagu Bahasa Inggris karena ketika pembelajaran guru selalu memberi motivasi dan semangat kepada kita, sehingga saya merasa bahwa pembelajaran Bahasa Inggris tidak terlalu sulit”.* (S5)  
(Vignette 05)

*“Personally, I like learning English and like listening to English songs because when learning the teacher always motivates and encourages us, so I feel that learning English is not too difficult”.* (S5)  
(Vignette 05)



The data above indicated that the students need motivation instead the learning activity. The students felt that teacher had a crucial role for encourage their motivation in learning. However, students' commonly thought that learning English were so difficult. In this case, teacher should play creatively to create a method using song as media to grow students' desire in learning English.

#### **Balance impact for students learning progress**

The students' had balance perception about the learning method using song. Some students show different perception with their own thought between positive and negative result. This part showed how the students feeling and struggle in learning by using song as a media.

*"kalo menurut saya berdampak baik buat saya, soalnya dari pembelajaran menggunakan lagu itu saya menjadi **suka** mendengarkan lagu bahasa inggris dirumah dan membuat saya menjadi menyukai bahasa inggris."* (S1)

(Vignette 06)

"In my opinion, it has a good impact on me, because from learning using songs, I like listening to English songs at home and it makes me like English."

(S1)

(Vignette 06)

*"ya, karena saya awalnya tidak terlalu menyukai bahasa inggris karena saya tidak begitu mengerti bahasa inggris, namun ketika guru mengajar menggunakan lagu dikelas saya merasa **senang dan semangat** karena saya tidak merasa bosan dan hal itu membuat kemampuan listening saya meningkat dan saya **menyukai** pelajaran bahasa inggris."* (S2)

"yes, because at first I didn't really like English because I didn't really understand English, but when the teacher taught using songs in class I felt **happy and excited** because I didn't feel bored and it made my listening skills improve and I **liked** English lessons." (S2)

(Vignette 07)

The interview data above indicated that students relatively like English after learning by using a song. The students felt that song gave the positive outcome in a different way of understanding English. The student felt that learning by using song is not as bored as they used to. They felt it can improve their knowledge in English. Based on the observation data also known that students were happy while learning by using song and they can be seen actively participated in the classroom.

Beside the positive perception, there are some negative perceptions of students towards the implementation of song. The students felt they have their own struggle for the song the never knew before. They felt that learning using a song still gave the students difficulties.

*"kesulitannya saya gak begitu ngerti sama artinya dan cara penulisan yang benarnya kaya bagaimana."* (S6)

(Vignette 08)

"The difficulty is that I don't really understand the meaning and how to write it correctly." (S6)

(Vignette 08)

*“kesulitannya itu saya gak cukup sekali buat ngedengerin dan butuh beberapa kali lagu itu diputar” (S3)*  
(Vignette 09)

"The difficulty is that I can't listen to it once and it takes several times to play the song" (S3).  
(Vignette 09)

*“Cuma kesulitannya lumayan banyak buat saya, mulai dari ucapan si penyanyi dan liriknya yang berbeda, terus kecepatan pengucapannya jadi saya gak cukup sekali buat ngedengerinnya, dan penulisannya juga soalnya kadang berbeda dari yang diucapkan” (S4)*  
(Vignette 10)

“But the difficulty is quite a lot for me, starting from the singer's speech and the lyrics that are different, then the speed of pronunciation so I can't listen to it once, and the writing is also sometimes different from what is spoken" (S4).  
(Vignette 10)

The students found the difficulties instead of learning progress while using song as learning media. They felt that they got forced to listen the same song in a row to get the meaning of the song. They do not really understand about the meaning and how to write it correctly. Besides that, the pronunciation felt so fast than their own ability to understand the lyrics.

### **Discussion**

Some related study provided present study has provided evidences about teaching strategies delivered by teachers using song method as a media to develop students' listening skill in their learning progress. This study found that the teacher utilization of song strategies in classroom provide a good impact between the teacher and student. The obtained data provide that song build a good impact in several aspect such as, pedagogical value, good implementation, and students experience.

Based on the data that has been analysed, the results of this study show that there are similar findings in several studies that have been conducted previously. On the pedagogical aspect, song-mediated teaching strategies are easy to implement in classroom teaching and learning activities. Some study results conducted that teaching strategy using song help the students a lot in their progress of learning English especially in listening. According to Teppa, et al (2022), their study conclude that the students had a better performance in listening while learning with song. Moreover, they stated that song lyrics can help the student in adapting to understand the listening lesson material. A similar result also found in Makasoe (2022), which stated that the use of song in student learning progress can help the student in effective way to improve their own skill.

An implementation result of the song in this study has a similar result with Ariani & Iswandi (2020). This study found that the implementation of song in learning activities was easy. The result of this implementation in this study provides students encouragement capability to learn English widely. In order to improve students' listening ability, the students feel that there is a more complex involvement in learning English by using this method. This can be proven that students not only learn about listening. But also learn about language skills at the same time. This is supported by Makasoe's study (2022) which found that

students learn several skills while learning with this method. Instead of the easiness of it is implementation, the song learning method need a tool to help the student in their learning progress. In Teppa, et al. (2022), in implementing the song in learning activities, teachers need a tool such as worksheets. This study also use the same method in applying worksheets to students to solve the problem. Despite of implementation and pedagogical aspect above, this study also found a balance perception of the students about the utilization of song. In this case, the students showed that they felt happy, excited and enjoyable. The student commonly like the song application in their learning activity. They also felt that learning using song has a good impact on them, this can be seen in the students' responses who feel that they have increased their ability and interest in English. A similar result was found in Khudriyah (2022), the students had an interest in learning English and said that learning by using song was more effective to practice their English ability. In Ulfa (2020), the students was felt motivated and easy to understand the lesson by using this method.

## CONCLUSION

Overall, teachers perceived learning listening through song media help students easier to convey the subject matter content. The result from teacher and students' experiences also showed that the utilization of song-mediated had strong pedagogical value in listening comprehension. As a result, song-mediated was easy to be implemented and it made improvement in students' listening skill. Additionally, the teaching approach that uses songs as media provided the teacher as the centre of learning process. For the implementation of song-mediated, the teacher provided information and instructions related to the material and student worksheets. Moreover, students found the advantages and challenges in song-mediated method. The advantages showed that students had new insightful in pronunciation aspects. However, they still had difficulties in understanding the meaning and on how to write the lyrics correctly.

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