

CHAPTER II

REVIEW RELATED LITERATURE

A. Theoretical Description

1. Listening skill

The students must know four English skills: reading, speaking, listening, and speaking. Listening is the most difficult of this talent to learn more concentration and focus while taking in sound or listening to the material. Furthermore, we can determine from the preceding line that attentiveness is a technique for getting the mind going. In addition, many lessons can be learned and understood simply by listening.

Listening is an essential component of both learning and teaching English. Learners should devise tactics for listening success, including taking notes while listening, rehearsing, or learning how to relax. Hande Yilmaz and Fatih Yavuz / Procedia stated that listening he does through four variables, the message, speaker, listener, and physical environment. Because of this, it can seem difficult to identify the listening problem, as many factors tend to affect listening performance. In this work, listening difficulties as a result of the research are examined section. Because to solve the problem, it is important to understand the root cause of the problem.¹⁵

a. Definition of Listening Skill

Listening is a part of the language skills that must be mastered orally to teach, listening is the receptive use of language and demonstrates itself in the recovery of various skills such as recognizing comprehensive word forms, creating situations within the text, and identifying keywords. Moreover, listening is an early stage of both foreign language learning and acquisition. Researchers believe that these factors include language skills that should be the focus of classroom listening activities.¹⁶ Listening is a type of active communication, listening is done actively to

¹⁵ Hande Yilmaz, Fatih Yavuz / Procedia, “*The problems Young Learners Encounter During Listening Skills, Social and Behaviour Sciences*”. 197:2015.

¹⁶ Aries Fachriza, “*The Effect of Audio Podcast Application on Guessing Meaning Skill on Teaching Listening Comprehension*”, Jurnal Pendidikan Islam P-ISSN:2597-9043/E-ISSN:2615-6997,

<http://ejournal.unida.gontor.ac.id/index.phd/educan>,

DOI:<http://dx.dopi.org/10.21111/educan.v4i1.3993>. Vol. 4, No. 1, Februari 2020

comprehend what we listen to. In the teaching process the teacher use Listen intensively approach, that is in a class focus on instructing students on new grammar and vocabulary. This method also addresses questions about the listening test, the listening test should detail the motivation for listening to the audio in detail.¹⁷

Listening is often called passive ability, but this is misleading since listening requires active participation. According to Nurlaila Tuanany, “*Listening is an active process of listener participation.*” Listening is not just sitting keep quiet while others speak, that means the listener has to interact with coming information in other words, which makes sense, in addition to receiving and capturing processes and interpreting what you hear. Moreover, listening is more than just listening and perceiving acoustic input, that interpretation sounds meaningful.

Moreover, the definition of listening is “*The ability to comprehend is known as listening of how certain phrases relate to what is being said and what their function is in communication.*” Underwood stated that “*Listening is the act of paying attention close attention to something what you hear and then attempting to make sense of it*”.

The definition above explains listening is an act that necessitates effort and focuses on making sense of what we hear. Moreover, hearing is the ability to comprehend the connection between spoken sentences and their function in communication. Furthermore, effectively listening as an English speaker, you must understand what mean when they use certain words. Therefore, the listener is required to listen carefully with relation to the data to understand the information that the listener is talking about.¹⁸

b. Definition of Teaching Listening

Students will have difficulty understanding listening lessons without instruction from the teacher, the teacher must teach e students and make them understand. Teaching

¹⁷ Retno Rahayuningsih, Yanti Rosalinah, Ibnu Subroto, “*Teaching Listening Ability Through Podcast for Eighth Grade Students at Smp 181 Jakarta*”, Wanastra: Jurnal Bahasa dan Sastra, Vol 13. No. 2. September 2021, E-ISSN 2579-3438, <https://doi.org/10.31294/w.v12i1> .

¹⁸ Nurlaila Tuanany, “*(Strength and Weaknesses of Using Authentic Materials in Teaching Listening Comprehension)*”, Jurnal Lingue Bahasa, Budaya, dan Sastra. Vol 1. No 2, Desember 2019, hlm. 104-112.

is showing or assisting students in learning how to do something, giving direction, guiding someone in learning something, imparting knowledge, or causing someone to know or understand the learning of something. Listening and understanding have been compared to not only comprehension but also language learning. Moreover, Teaching listening requires a little more understanding on the part of the teacher.¹⁹

Listening can be an important talent in first language teaching in English as a Second/Foreign language (ESL/EFL) education. Based on Mellasari Hadian, in individual, academic, and advanced context, listening is defined as one of the most mainstream and significant communication skills. Moreover, the important part of listening in communication starts with the acknowledgment that listening begins with dialect instructors to assist their students to be successful audience members. Thus, it is not only for the communicative objective but also when they utilize the language outside of class as well.²⁰

c. **Difficulties in Teaching Listening**

A little bit of EFL students struggle with listening comprehension. The students often have multiple listening problems with understanding. However, the researcher could not hear the students' only words spoken clearly by the speaker knowing the subject matter of the spoken text. this problem arises as a result of numerous causes Furthermore, often have poor grades on listening tests, and the researcher knows there are critical problems facing learners in listening.

Identifying listening impairment in the classroom becomes the teacher's responsibility. After identifying the problem, teachers need to find a solution or minimize this problem, teachers need to find a solution or minimize this problem, and the students can improve their listening skills

¹⁹ Putri Ayu Lestari, Renny Kurniasari, Winny Agustia Riznanda, "Analysing Teacher's Difficulties in Teaching Listening Comprehension", Journal of Development and Innovation in Language and Literature Education. Vol 1. No 4, 2021

²⁰ Mellasari Hadian, "The Use of Song in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)", Journal of English Education 2015, 3(1), 96-105.

and understanding. There are several problems learners may encounter before or during listening.

- 1) Sound system material quality is affected listening comprehension.
- 2) Cultural differences with foreign cultural knowledge, and gauges are important to understand the situation. The topic of the spoken text may have distinct cultural challenges than learners. Thus, prior understanding of the topic must be provided in advance by the teacher.
- 3) Accent students should be conversant with audio recordings of both British and American accent or texts that are often pronounced by a native British and American.
- 4) Unknown unacquainted words and vocabulary are easy in order for students to comprehend listening passages. However, understanding the significance of a word also has a positive reading effect. That is why learners must study and memorize a lot and it is a variety of meanings.
- 5) Listening length and speed on of the biggest difficulties in understanding a speed speaker, when the speaker speaks quickly, listeners and learners may have difficulty understanding language. Next to this will be the length of the listening passage, which affects the concentration of learners, a very long listening passage bores the learner and loss of concentration. Therefore, the slow sort listening passage said understanding of second language learners, especially beginners.
- 6) Classroom conditions affect learners' listening comprehension, big classroom / small classroom has another effect on learners, among is a large classroom. Students hear when sitting in the back recording while the learner is sitting in front, students sitting by the window. In addition, it is also triggered by sound from the outside, and a heated classroom affects learners' understanding of speech text.
- 7) Lack of focus on the key factor influencing learner motivation is listening comprehension, it can be challenging for students to stay engaged in another language. The audio text theme is intriguing and easy to understand for learners gets easier, many learners dislike listening even when the material is intriguing

since it requires a significant amount of time and concentration to avoid missing the meaning.²¹

The teachers must come up with a good strategy to create a learning environment where students can pay attention to the learning process based on the listening skill issue. There are several ways to make the listening course interesting, one of these involves teaching pupils to listen better through singing, listening to English songs might help pupil develop their listening skills. Furthermore, the use of music in English songs might help pupils unwind. In addition, the song's use can inspire children and increase their interest in listening. This means, that anyone learning a language can be positively encouraged by employing song and music. Additionally, the song contains a wide range of genres. A teacher can select the ideal music to use as a teaching tool for listening classes, a song is a tool that may be utilized to develop listening skills because we can now discover songs almost anywhere and use them to hone our ears. In addition, the brain can be first stimulated to detect English words by listening to English music. Furthermore, after numerous repetitions, the brain will eventually assimilate some new words, which can then be used to advance other abilities like speaking and writing.²²

d. Principles of Teaching Listening

Listening techniques are procedures or actions that provide a direct contribution to understanding, there are different types of listening techniques based on how the data is processed by the audience. Moreover, there are some principles that can be used by the teacher relating to the use of songs in listening.

1) Consider the task's aim.

When assigning homework, teachers should evaluate acceptable goals depending on students' interests. As a result, listening exercises must fulfill the

²¹ Azizah Maulina Erzad, "Exploring English Listening Problems Among EFL Students At IAIN Kudus", Jurnal linguistics terapan dan Pendidikan Bahasa Inggris, Vol 7, No.1, June 2020:34-35.

²² Ni Luh Eka Yuliarini, "The use of song in improving students' listening skill", Indonesian Journal of Educational Research and Review, Vol 2. No 2, P-ISSN: 2621-4792, 2022:226-233.

needs of pupils, which can vary depending on their age or level.

2) Handle multiple tasks

By giving a variety of activities, students can gain valuable experience with various types of listening assignments. Students will grow comfortable with this type of listening exercise as they gain experience, which will help them during the learning process.

3) Consider the distinction between spoken and written language.

During the teaching and learning of English, teachers must be able to differentiate between spoken and written language. Furthermore, because the information provided to the listening process is auditory rather than visual, spoken language should receive more attention than written language.

4) Concentrate on student achievement

The goal of the listening exercise should be to help pupils succeed. Activities should be geared toward increasing student achievement.

There are four fundamental concepts for teaching listening that teachers should follow. Teachers and students bear the most responsibility for improving the listening, teaching, and learning processes.²³

e. Material about Listening

This material improves students' listening skills is needed since the material can make students study hard, and material that can attract attention to students can solve student problems in class. In addition, curious material that are familiar significant, and different ought to be given to the student. It can offer assistance to students to get it more easily.

Moreover, the material ought to be as common as possible so that students can practice and copy the original voice from the speakers listening materials ought to comprise tests of characteristic dialects from as numerous diverse sources as conceivable, so the students will encounter numerous assortments of various subjects and situations.

²³ Fitriadi Lubis, "Hints of Teaching Listening". Jurnal LPPM UGN Vol. 13. 2, 2022

In essence, the teacher must evaluate appropriate listening practices based on what students enjoy so that students are not bored and want to pay attention to the teacher when the teacher explains in the classroom. Then, the teacher can look for different ways of teaching using successful English song material.²⁴

f. Strategies good Listeners Use

Listening procedures are strategies or exercises which help specifically with input understanding and listening review. Listening styles are characterized based on how listeners form input. However, bottom-up (data-driven) and top-down (conceptually driven) cognitive forms become integrated.

1) Bottom-Up processing strategy

According to Ainul Yaqin, bottom-up handling includes building meaning from the little unit of talked dialect in direct mode to the largest one. Furthermore, the students attempt to communicate by interpreting various words formed by sounds. Following that, phrases combine to form expressions, and as a result in sentences and construct total content, the meaning of which at that point is built by the audience members. Van Duzer as quoted by Abbas and Muhammad said that is an expansion to the syntactic connections, stretch, cadence, and sound. Moreover, significantly contributing to this information-driven handling, students may be ready for this occurrence by performing an exercise that challenges them to isolate two sounds or differentiate between increasing and decreasing pitches. Such as some works out which include bottom-up listening, holding when it is being process prepared, recognizing key moves in a talk, utilizing information on linguistic relationships between essential elements in phrases, and recognizing an instance of word push in sentences, as well as comprehending the role of sound in sentences.

2) Top-Down preparing a strategy

Top-Down preparation is a reference to translating as well as planning as stated by the speaker implying

²⁴ Regita Cahyani Ginoga, “Using English Songs in Improving Listening Skill at Eighth Grade Students in MTs Negeri 1 Manado”, *Skripsi*. Manado: 2020.

schemata are information structures within the brain. Top-Down techniques are audience according to the student's reach into the past data about the subject, the situation or context, the type of content, and the language. In addition, this foundation knowledge enacts a series of desires that assist the listener in translating what they hear and anticipating what will come next. Top-Down procedures incorporate listening for the most thought, anticipating, drawing inductions, and conclusions. There are works out that are included in Top-Down listening utilize keywords to build the construction from components of discourse, induce the part of members in a circumstance, gather the subject of a talk, gather the result of an occasion, induce the cause of impact of an occasion, gather implicit detail of a circumstance, induce the grouping of an arrangement of occasion, gather comparisons, recognize between exacting and metaphorical implications, and recognize between realities and suppositions.

3) Strategy for interactive processing

Language teaching is improving, listening techniques are presently creating. To educate the students, the teacher combines the two listening methods described above, a process known as intuitively preparing. In addition, intuitively preparing is a mix of beat-down and bottom-up approach information. Within this technique, students must have to conceptualize other students or accomplices, like examining the lexicon related to a subject or concocting a brief exchange pertinent to capacities, like giving headings or shopping. Within the preparation, they base the statistics on their personal information (top-down data) since they produce lexicon and phrase (bottom-up data). The conclusion can be coordinated strive at preparing, the learner is enacting their past information. Moreover, in line with Richards as quoted by Ainul Yaqin, the integration of top-down and bottom-up approaches determines the success of the listening process. However, the integration of the two listening procedures will be exceptionally valuable for

the instructor to instruct the listening in the classroom.²⁵

g. Types of Listening

There are numerous reasons to teach listening in the classroom. Before deciding on specific listening exercises, language teachers should determine the goal of classroom listening instruction and why they are listening. It is also critical to introduce students to various sorts of listening so that they can experience listening for various purposes. There are two kinds of listening exercises, those are listening for specific knowledge as well as listening to the essential.

1) Listening to particular details

Is utilized to obtain precise information, and this aim is to capture specific information such as name, time of day, a particular style of speech, and partner. Moreover, this style encourages students to improve their listening by having them seek certain items or things. In addition, language teachers might change activities and assignments to enhance listening to certain information. Thus, the teacher might use pre-listening to expose students to a specific goal element or fragment selected from the recording and ask the students should work in groups to brainstorm possible vocabulary for the recording. The most common methods for hearing precise information are dictation and conclusion.

2) Listening to the essential

As opposed to listening to specific information, is employed to comprehend the entire sentence. Moreover, this form of listening implies studying every single phrase and everything contained in the passage. This listening type encourages students to skim the passages and helps them gain a general understanding of the passages. Furthermore, students try to make sense of the essentials, including identifying the topic, identifying the primary concept, and deducing what is

²⁵ Ainul Yaqin, “*Teachers’ Strategies in Teaching Listening to Students of SMP N 1 Banyubiru*”. 2012:11-13. [TEACHERS’ STRATEGIES IN TEACHING LISTENING TO STUDENTS OF SMP N 1 BANYUBIRU \(uksw.edu\)](http://www.iainkudus.ac.id/e-library/teaching-strategies-in-teaching-listening-to-students-of-smp-n-1-banyubiru)

happening. Thus, commonly used prediction and matching are tasks for essential listening.

In addition, reasoning is another form of hearing that is significant, the following indirectly refreshes the notion not indicated to expressed when encountering information that is not directly stated. However, students need to understand specific texts in general. In addition, this type of listening task focuses on emotion, such as addressing what the speaker is feeling, and also finding information on how to perceive a student's background that addresses the speaker's speaking intent.²⁶

2. Song

a. Definition of Song

A song could be a brief piece of music, as a rule comprising tune and vocals. Some composers moreover composed instrumental pieces or musical works without words that imitate the quality of a singing voice. The words which show up on a tune are called verses, verses can incorporate an arrangement of verses, the longer areas of the song that tell the story, and abstain which may be a brief phrase rehashed after each verse. Most of the music will be enjoyed by the audience in case the substance of the song has its meaning for the audience, so that is why the song maker is not careless in making the verse.²⁷

Therefore, songs themselves have a few capacities such as telling stories, expressing feelings, or passing on a belief in confidence. Moreover, they can make difficult work a small less tiresome since it serves to supply consolation for a few less excited individuals.

Furthermore, a song is made from tunes put together by an artist, and at that point starts to combine the song with the verses that have been made with the same rhythm. At that point, after the song is cooked until a palatable result is

²⁶ Agnes Woro Dwi P. "Authentic Listening Materials Based Principled Eclecticism for Seventh Graders". *Skripsi*. Yogyakarta: 2008.

²⁷ Nur Ifitah, "A Pragmatic Study of Deixis Used in Song Lyrics of Billie Eilish's Selected Song", *Skripsi-S1 thesis*, Universitas Hasanuddin, 2021.

gotten, it will be recorded on a cassette tape with or without melodic backup.²⁸

b. Kinds of Songs

Music and song are not new in the English language classroom, However, there are various reasons why music may be beneficial to students. The students appreciate music exercises, music activities offer assistance to learners to unwind and are useful in learning a moment dialect. According to Mellasari Hadian, using song verses to make a difference make a common-speaking society that is for students to learn English and be understood by others, they must be exposed to greater international communication skills.²⁹ There are nine kinds of songs, those are:³⁰

1) Pop songs

A pop song is songs that have a high level of popularity due to the lyrics of the song being easy to understand or called easy listening.

2) Dangdut

Dangdut is one of Indonesia's traditional music genres.

3) Rap

Rap is a modern form of poetry, and it is the lyrics in songs that distinguish ordinary singers from the great singer

4) Keroncong

Keroncong is a type of typical Indonesian music that uses strings, flutes, and vocal-instrumental.

5) Malay

Malay music is a traditional music genre that began and developed in the east coast of Sumatra, Kalimantan, and the Malay Peninsula.

6) Classical

²⁸ Rachmat Satyo Krismanto & Luluk Lusiati Cahyarini, "The legal Review Regarding Copyright Protection of Songs from Unauthorized Song Cover Actions", Jurnal Daulat Hukum ISSN: 2614-560x, Volume 5 Issue 3, September 2022.

²⁹ Mellasari Hadian, "The Use of Song in Teaching Listening (A Case Study of Junior High School Grade 8 in Bandung)", Journal of English Education 2015, 3(1), 96-105.

³⁰ Riyanti, Evi, "Analisis Nilai-nilai Religi dalam Syair Lagu wali Band Pada Album Ingat Sholawat dan Album Cari Berkah, *Skripsi*. Malang, 2019.

Musical compositions originating from European culture around the 17th and 18th centuries.

7) And Religion

Music genres that are serene, sacred, and have deep meaning.

Furthermore, this study uses songs that provide in students' worksheets that want to learn by the students in learning English. There are two kinds of songs that use in this research, those are pop songs and English kids' songs.

Listen to the song to fill in the blank!

Wheels on the bus (CoComelon)³¹

The (1) ... on the bus go round and round

Round and round

Round and round

The wheels on the bus go round and round

All (2) ... the town

The wipers on the bus go swish, swish, (3) ...

Swish, swish, swish

Swish, swish, swish

The (4) ... on the bus go swish, swish, swish

All through the town

The (5) ... on the bus go chat, chat, chat

chat, chat, chat

chat, chat, chat

The people on the bus go chat, chat, chat

All through the town

The (6) ... on the bus goes beep, beep, beep beep

Beep, beep, beep

Beep, beep, beep

The horn on the bus goes beep, beep, beep

All through the town

The (7) ... on the bus go, "wah, wah, wah"

"wah, wah, wah"

"wah, wah, wah"

The babies on the bus go, "Wah, wah, wah"

All through the town

After the shows this song, this is the question to the students, those are:

³¹ [\(4\) Wheels on the Bus | CoComelon Nursery Rhymes & Kids Songs - YouTube](#)

Answer a question according to the song lyric that you have completed!

- 1) *What does the lyric tell us about?*
- 2) *Which parts go round and round?*
- 3) *Do the wipers go swish?*
- 4) *What is the tone of the song?*
- 5) *Do you like the song? Why?*

Reflection	
By Christina Aguilera ³²	
Look at me You may (1) you see Who I am But you'll never know me Every day It's as if I (2).... a part Now I see If I wear a (3) I can fool the world But I cannot fool my heart Who is that girl I see (4).... straight back at me? When will my reflection show Who I am inside? I am now In a world where I Have to (5) my heart And what I believe in But (6) ... I will show the world What's inside my heart And be (7) ... for who I am	Who is that girl I see Staring straight back at me? Why is my reflection Someone, I don't know? Must I pretend that I'm Someone else for all time? When will my reflection show Who I am inside? There's a heart that must be free to (8)..... That burns with a need to know The reason why Why must we all (9)..... What do we think and how do we feel? Must there be a secret me I'm forced to hide? I won't (10).... that I'm Someone else for all time When will my reflection show Who I am inside? When will my reflection show Who I am inside?

³² (4) [Christina Aguilera - Reflection \(Mulan 2020\) | Lirik Terjemahan - YouTube](#)

After the show of his song, the question to the students, those are:

Answer each question according to the previous lyrics!

1. What is the title of the lyrics?
2. Does the character pretend to be someone else?
3. What does the character have to hide?
4. Is the character forced to hide?
5. What is the message you can get from the song?

B. Previous Study

There has been some previous study that use English songs to improve listening skill conducted by some researcher. The researcher explains the differences between this study and the previous study to validate this research.

The first study is conducted by

A previous study on the common or popular use of English songs on listening skills is related to this study. First is Tuti Masnijar, "*The Use of English Kids' Songs to improve students' listening comprehension*". This research aims to use media of English kids' songs for six grade students at MIN 11 Banda Aceh that are very exciting, not only to improve their listening skills but also to make it easy for teachers to teach listening. Children's songs should also consider the needs of students to help them achieve their learning goals, while in this research I did not use the English kids' songs for teaching in English class.³³

The second research by Dewi Zakiyah, "*The correlation between intensity in the listening of English song and vocabulary mastery at the eighth grade of SMPN 1 Sambit Ponorogo in the Academic year 2016/2017*", where the result is an understanding of the intensity with which students listen to English songs, their vocabulary knowledge, and the relationship between the two. The differences with this research are, she is using the relationship between listening to English songs with intensity and vocabulary mastery, while in this study I am not focused on the intensity and also vocabulary mastery. The comparison for this study is that both used English classes and focus on listening skills.³⁴

³³ Tuti Masnijar, "*The use of English kids' song to improve students' listening comprehension*". Skripsi. Darussalam Banda Aceh:2017.

³⁴ Dewi Zakiyah, "*The correlation between intensity in listening of English song and vocabulary mastery at the Eighth grade of SMPN 1 Sambit Ponorogo in academis year 2016/2017*", Skripsi. Ponorogo: 2017.

Other previous studies that came from Malang were conducted by Fitri Herni Ika Sari with the title, *“The correlation between students listening to English songs and their pronunciation ability at SMAN 5 Malang eleventh-grade students”*. This study was conducted to know the relationship between their ability to pronounce English words and their ability to listen to English. While in this research the researcher did not focus on it, since the researcher focus on using English songs in English class to improve listening skills for students in eighth grade.³⁵

The next previous study was titled, *“The relationship between students’ Frequency of Listening to English Songsa and their speaking achievement”* by Nur Aulia Putri. She used English songs to know the relationships achieved by students the frequency of listening and students’ speaking abilities. The study differs in that it tries to improve students’ listening skills through the use of English songs.³⁶

The research by Ahmad Ilham Syairozi Rohman, *“The effect of listening to English songs to the student’s vocabulary mastery in Mr. Mark’s English course period January 2019”*. This study wants to show the result of students’ pre-test and post-test scores, this means that students’ vocabulary has improved after listening to English songs and being accomplished. In this research, the researcher used English songs, he also used listening to the student’s vocabulary mastery in teaching English.³⁷

The research study by Tri Hardiarti, *“The effect of listening to English song on students’ writing short message ability to the seven grade students of SMPN 2 Gurah”*. This study’s result indicates the effect of students’ writing message ability to use English songs. My research differs in that the researcher aims to employ the English song to improve the listening skills of students

³⁵ Fitri Herni Ika Sari, *“The correlation between students listening to English songs and their pronunciation ability at SMAN 5 Malang eleventh grade students”*, Skripsi. Malang: 2021.

³⁶ Nur Aulia Putri, *“The relationships between students’ frequency of listening to English songs and their speaking achievement”*, A Skripsi. Jakarta: 2022.

³⁷ Ahmad Ilham Syairozi Rohman, *“The effect of listening to English songs to the student’s vocabulary in Mr. Mark English course period January 2019”*, Article Skripsi, Kediri: 2019.

and the researcher uses English class action to find the result while using qualitative data to get the researcher's results.³⁸

Based on the previous studies above, this study is unique from a few research examples. First, the research does not use English kids' songs in the learning in English class. Second, the research does not focus on intensity and also vocabulary mastery. Next, the research does not focus on the correlation, relationships, and also the effect of listening with the other skills. In addition, this study will be carried out in English classes to improve students' listening skills through English songs.

C. Theoretical Framework

An effective teaching listening method in English lessons is needed, so that teaching runs well and English songs will be played in class. However, there are still certain issues to be resolved. The researcher approached the teacher and students more closely to gather information for this research and asked several questions, especially regarding the English songs used to teach listening. Moreover, the use of English songs will help students like the teacher's technique and start using them.

As we all know, learning is the process of developing someone's attitude, knowledge, and positive values. The more typical definition resembles what follows: Learning is a long-term change of behavior as a result of practice or experience. Moreover, (a) learning should be viewed as a process distinct from behavioral consequences or products. (b) learning does not necessarily result in a behavior change, the behavior may stay largely the same while there is a change in the effectiveness of the stimuli eliciting it, and (c) ambiguous words, such as practice and experience, are replaced by words that more accurately describe what happens during learning, it is suggested that the following definition be used instead. The researcher uses the English song in learning in class so that is able to train students' listening skills to achieve the objective of a lesson.³⁹

One of the educational schools that use English songs to improve listening skills is Kudus Islamic Middle School. The use of English songs is expected to stimulate and motivate them to listen. The use of

³⁸ Tri Hardiati, "The effect of listening to English song on students' writing short message ability to the Seventh Grade students of SMPN 2 Gurah", *Artikel Skripsi*, Kediri: 2017.

³⁹ Sheldon J. Lahman, "Learning is a Process: Toward an Improved Definition of Learning", Vol. 131, Issue 5. 1997:477-480.

English songs is believed to make a positive contribution to their speaking ability. That's why the researcher chose English songs as an effective medium to help students improve their listening skills. The following is a conceptual framework chart.

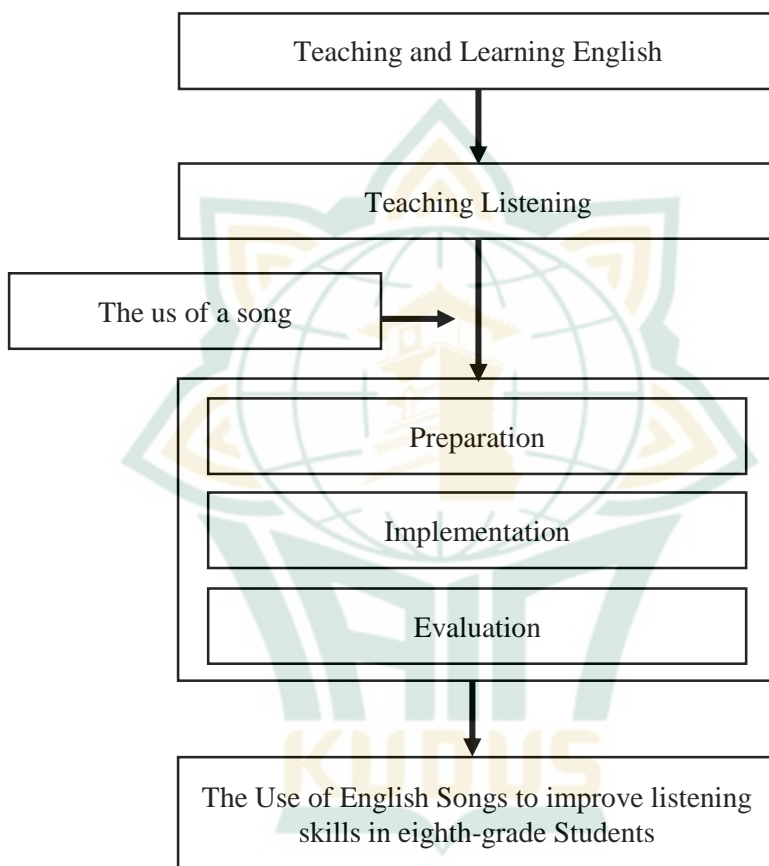


Figure 1. Conceptual Framework