

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The researcher presents the research findings and discussions in this chapter. The problem statements are the implementation of songs to teach listening skills in eighth-grade students at an Islamic junior school in Kudus, as well as the advantages and disadvantages of the use of songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus

A. Research Findings

A study has been done by a researcher in an Islamic junior school in Kudus about the use of songs to improve listening skills in eighth-grade students in an Islamic junior school in Kudus. The observation, interview, and documentation were conducted from Wednesday, February 1, 2023, to March 4, 2023, at eighth-grade students in Kudus. The purpose was to answer the research problems in the first chapter. There were two objectives of this research; there were: 1) To Understand the use of songs to teach listening skills in eighth-grade students at an Islamic junior school in Kudus, 2) To analyze the advantages and disadvantages of the use of songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus

1. The use of songs to teach listening skills in eighth-grade students at an Islamic junior school in Kudus

Based on the observation of eighth-grade students at an Islamic junior school in Kudus in the 2022/2023 academic years (Class A), the teacher of English used English songs in English subjects. It used the media such as LCD projector, sound, and students' worksheets (LKPD) to facilitate the learning process.⁴⁵

Before starting the lesson, the teacher prepares some preparation. According to a statement from the teacher of the English subject at an Islamic junior school in Kudus, the teacher had prepared a learning implementation plan before the learning process.⁴⁶ which contains learning objectives, learning media and learning resources, learning steps, and assessment of learning outcomes.

⁴⁵ The result of observation carried out by the researcher, (February 11, 2023).

⁴⁶ The result of observation carried out by the researcher, (February 11, 2023).

In the first meeting, the teacher made other preparation before the learning start such as making a check the material, and media used, and checking the students' attendance list. After preparing the lesson plan and checking it, the next step was the lecture to give the material about English songs then the teacher gave an explanation to the students.⁴⁷

The teacher played the song on youtube and then connected it to the LCD projector, the teacher asked for students to pay more attention and listen carefully to the songs. The teacher played the song 3 times to make the students listen clearly in listening with the soundbox. After that, the teacher instructs the students to do an exercise that provides students with a worksheet to fill in the blank sentence.⁴⁸

The teacher invites all the students in the classroom to sing a song together about the song that has been given to the students, there are two kinds of songs that the teacher played in the English subject such as the English kids' song entitled "The Wheels on the Bus" and pop song entitled "Reflection", both of them was sung by a native speaker.⁴⁹

Furthermore, after the learning process has been done, the researcher did an interview with a teacher of the English subject and eighth-grade students at an Islamic junior school in Kudus about the use of English songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus and the advantages disadvantages the use of English songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus.⁵⁰ The following was the evidence of the use of songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus:

There were some explanations of the use of English songs to improve listening skills from the eighth students at an Islamic junior school in Kudus. According to A.N., English songs was better for learning because this material was never done in a class so the use of English song was very useful for students to get new

⁴⁷ The result of observation carried out by the researcher, (February 11, 2023).

⁴⁸ The result of observation carried out by the researcher, (February 11, 2023).

⁴⁹ The result of observation carried out by the researcher, (February 11, 2023).

⁵⁰ The result of observation carried out by the researcher, (February 11, 2023).

information about English songs and add the students' skills in listening.⁵¹ The teacher said that the use of English songs was suitable for the students to improve listening skills because inviting the students to sing together make their feeling become happy and design the classroom atmosphere would be interesting for the students in the learning process.⁵²

Sometimes the students felt bored with the formal learning style so the teacher must be creative in teaching the English students. Learning media was needed to create the learning process happier and enjoy the learning environment. English are songs one of the media that could be used to create the learning process more effective. Student, M.R. argued the use of songs was to make students happy and enjoy learning in the classroom. Moreover, the use of songs was suitable because using English songs made the classroom atmosphere not boring at all.⁵³

Student K.N. stated that the use of songs was good enough. The students felt comfortable learning and getting new knowledge of English songs, especially the students who could find many vocabularies, how to pronounce the word, and many more.⁵⁴ By listening to the song to speak English, the vocabulary found in listening was easy because vocabulary is already provided in the lyrics of songs, and the native speaker sings each word so the students can easy to understand the pronunciation of the word.

The fourth respondent student M.E. confirmed, that the use of songs in the learning activity was to change the atmosphere in class so that the students could be refreshed in their minds and would be cheered up in the next lesson. In addition to this, the students were very interested in learning English songs in English class.⁵⁵ The use of English songs was able to make the students feel become no stressed because the teacher was able to change the class atmosphere to be interesting.

According to the student, Z.S. said that the use of the song was very suitable to improve the student's listening skills through English songs and make students get new vocabulary, new songs,

⁵¹ Students A.N., The interview with the researcher, (March 4, 2023).

⁵² The Teacher., The interview with the researcher, (March 4, 2023).

⁵³ Students M.R, The Interview from the researcher, (March 4, 2023).

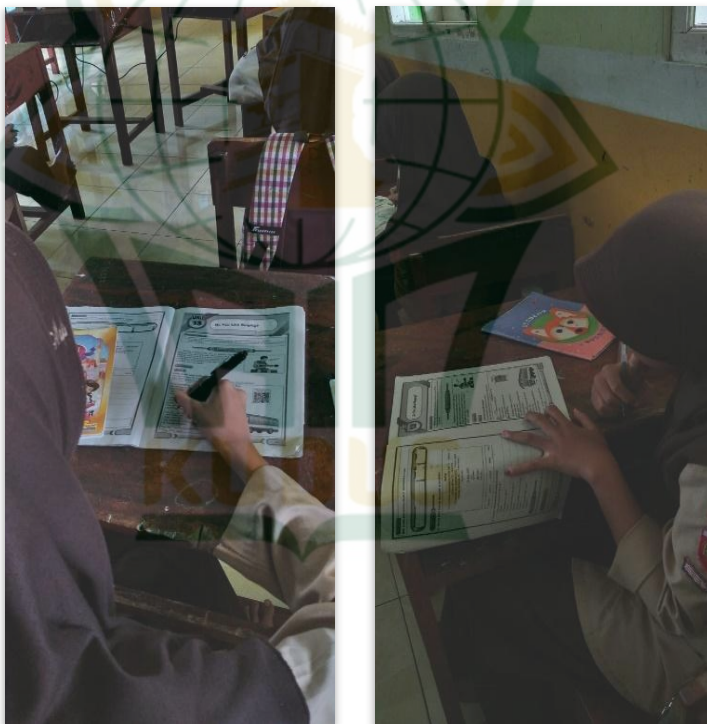
⁵⁴ Students K.N, The Interview from the researcher, interview (March 4, 2023).

⁵⁵ Students M.E, The Interview from the researcher, interview (March 4, 2023).

and understand how to pronounce as well.⁵⁶ Using English songs also has many vocabularies from the lyric and could enrich the knowledge of words also accents like a native speaker.

However, the teacher could serve the use of English songs with the material that has been provided by the school to make the student easy to learn. In addition, the similarity between the students and the teacher was the most important coordination in the achievement of the implementation of English songs in the learning process. The researcher documentation when the students doing exercises in students' material, as the evidence that English songs could improve students listening skills by doing exercises about English songs.⁵⁷

Picture 4.1. Students do exercise in students' worksheets (LKPD)



⁵⁶ Students Z.S, The interview from the researcher, interview (march, 4, 2023).

⁵⁷ The result of observation carried out by the researcher, (February 11, 2023).

Furthermore, the students' worksheet made it very easy for students to analyze the lyrics of the songs and only filled in the blank word. In addition, the teacher provided a large projector so that all students could easily observe the lyrics because the songs were played many times and accompanied by subtitles. When the students had difficulties, the teacher invited all students to sing together so the students could be observed and analyzed by themselves.⁵⁸

The use of the projector and also the sound equipment support learning English songs because the projector was to make large videos and also to make it easy for all students in learning in a classroom. Moreover, the sound was the equipment used only in English song learning. The teacher and the students could be got easy to listen to loud noise from the material by sound. Especially used the projector and sound were used to make it easy for learning, comfortable, and could achieve the learning in a classroom.⁵⁹

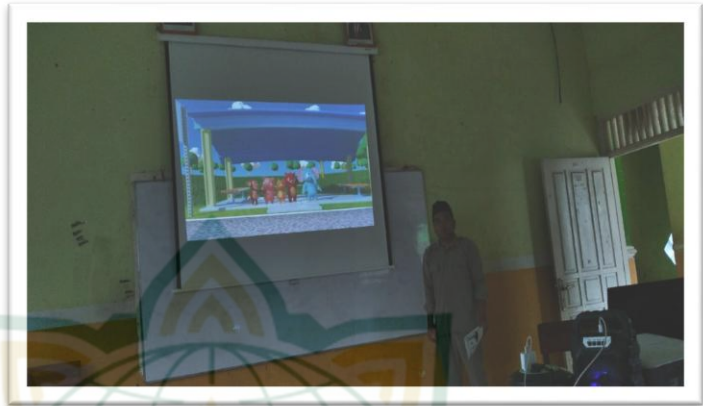
Picture 4.2. The process of learning by using a projector



⁵⁸ The result of observation carried out by the researcher, (February 11, 2023).

⁵⁹ The result of observation carried out by the researcher, (February 11, 2023).

Picture 4.3. The process of learning by using the soundbox



The teacher said that the use of English songs to teach listening skills to Eighth-grade students at an Islamic junior school in Kudus was very suitable for students learning English songs by using a learning implementation plan (RPP), students' worksheets, projector, and sound.⁶⁰

There must be a teaching use in class before the learning process begins. As a result, the teacher made some preparation to face classroom learning, including the preparation of energy and media until the end of the learning, as explained below:

a) Preparation stage

Based on observation gained by the researcher, the use of English songs in learning was conducted in the classroom. The teacher was prepared in advance for what was required to carry out learning in the classroom before it begins, the first thing that was formed was the learning plan, which was the teacher lesson plan (RPP). All preparation would present in class, and the teacher guided the flow of the discussion.⁶¹

The next preparation was media that would be used in the classroom such as LCD projector, sound, and the tools that could help the learning process, teacher must re-checked learning readiness in the aspect of strategies, materials, and students who would participate in learning. Specifically, the teacher's preparation includes filling out

⁶⁰ Mr. D, Interview with the researcher, interview 1, (March 4, 2023).

⁶¹ The result of observation carried out by researcher, (February 11, 2023).

the material and equipment in the teaching form, and the student's attendance during the learning process.⁶² The teacher did not forget to assess students' readiness to participate in learning. Moreover, if all preparations had been completed, the learning process could begin with the pre-planned stages.

Picture 4.4. The example of the teacher that already Prepared the material and set all of the students in class



b) Implementation stage

This was the stage of learning, where learning and teaching took place. The following process took place: the distribution of the discussion process, questions, answers, conclusions, and closings. Students and the teacher required students' worksheets to distribute the English song material brought so that the discussion process could continue to use the English song material for the learning process.⁶³

Generally, the form of the material described in listening is from student worksheets, which would be considered and listened to collectively by all students' worksheet material, according to the participants, which was easier and simpler to open. Because the explanation of students' worksheets using the help of an LCD projector, and the sound was very easy to learn and understand for all

⁶² The result of observation carried out by researcher, (February 11, 2023).

⁶³ The result of observation carried out by the researcher, (February 11, 2023).

students in the class. Based on the Interview carried out by the researcher, this statement also supports the fifth student had done interviewed by the researcher:

c) Evaluation stage

Moreover, at the end of the learning process, there was an evaluation process where the teacher assumed the teacher's role and explained all the material covered depending on the topic. The teacher became a mediator if there was something that was not at all understood, for example, a mistake when listening to an English word. Then, an explanation of how to spot the wrong thing in the first place, as well as tips and tricks to avoid confusing students' listening to the English song after the learning process and concludes with closing and greetings to signal the end of the learning process.⁶⁴

2. The advantages and disadvantages of the use of English songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus

a) The Advantages

Based on the interview with the teacher, there must be advantages to the use of English songs to improve listening skills in eighth students at an Islamic junior school in Kudus such as:

1) Enjoy the learning process

Student M.R. argued the use of songs was to make students happy and enjoy learning in the classroom. Moreover, the use of songs was suitable because using English songs made the classroom atmosphere not boring at all.⁶⁵ This showed that English songs create happiness for students in learning English subjects, especially making students feel happy and enjoy the learning process.

2) Simple learning media

The use of English songs to improve listening in eighth-grade students at an Islamic junior school in Indonesia used simple learning media in the English subject such as a laptop, LCD projector, sound, and students' worksheet (LKPD) where the media complemented the learning media in the classroom, absolutely media used was very simple in learning.

⁶⁴ The result of observation carried out by the researcher, (February 11, 2023).

⁶⁵ Students M.R, The interview with the researcher, (March 4, 2023)

3) Be able to improve students' listening skill

Based on the interview with the teacher the use of English songs was able to improve listening skills in eighth-grade students at an Islamic junior school in Kudus. The evidence was the student could understand to sing English songs and the students were able to do exercise about fill-in-the-blank sentence.⁶⁶ According to the teacher, the benefit received by the respondents was that students get new knowledge about English songs. Therefore, they learned a lot of new vocabulary, how to accurately pronounce each English word, and improved their listening comprehension skills.⁶⁷ The student M.E., also mentioned that the media used in English songs was appropriate to use in learning English songs because students felt comfortable and cheerful, and could improve the environment of the class to be more relaxed in-class learning. During the learning process, respondents followed the rules in class. As evidence of using English songs in learning English subjects such as the students carried out the teacher's directions such as answering questions from students' worksheets related to English songs shown in front of the class.⁶⁸ As a result, they like learning English songs more in English class. The teacher also noted that when students learn English songs, they felt appropriate and could increase their listening skills. So, the use of English songs to improve listening skills was the appropriate lesson.

In addition, the researcher also collected students' opinions about the advantages and disadvantages of learning English songs, some students said it would be explained like this. Based on the student M.R. interview, there were several advantages to learning English songs, i.e. joyful learning process, simple learning media, and being able to improve students' listening skills.⁶⁹

The student A.N. said that there were no complaints about the methods and implementation of the media teachers used in the listening lessons in the classroom.⁷⁰ This was because the students

⁶⁶ The teacher, The interview with the researcher, Interview 1, (March 4, 2023).

⁶⁷ The teacher, The interview with the researcher, Interview 1, (March 4, 2023).

⁶⁸ Student M.E., The interview from the researcher, Interview 2, (March 4, 2023).

⁶⁹ Student M.R., The Interview from the researcher, interview 2, (March 4, 2023).

⁷⁰ Student A.N., The Interview from the researcher, interview 2. (March 4, 2023).

were satisfied with learning English songs in the classroom. This was evidenced by students' success in progressing through the learning process and the students being able to work on the student's worksheets accurately.

b) The Disadvantages

Based on the interview with the teacher, the disadvantages of the use of English songs to improve listening skills in eighth students at an Islamic junior school in Kudus such as:

1) The media use was incomplete

Based on the interview with student M.E., there were several disadvantages in the classroom learning process that could inhibit the learning process, i.e. the media used was incomplete, and some students had difficulty understanding the English language.⁷¹ As a result, the students in listening less because they were disturbed by the noise in the classroom and they only use the sound box in the front, so the students in the back cannot listen clearly. Thus, the students would be less enthusiastic if they focused on listening to the songs taught by the teacher, which was an obstacle for the students in the learning process.⁷² It cannot be denied that the learning process required a special room, such as a laboratory so that students cannot sit too tightly, and headphones or earphones were also needed, so every student uses headphones and the students could concentrate more while listening to English.⁷³ In addition, students would not be disturbed by other students, and the teacher would be able to provide English song material more easily by controlling students easier so that the complaints and difficulties can be completely satisfied.

2) Some of the students had difficulty understanding

The obstacle that particular was that some students were very noisy in the classroom so sometimes they did not concentrate on learning, it could not be dismissed

⁷¹ Students M.E., The interview from the researcher, interview 2, (March 4, 2023).

⁷² The result of observation carried out by the researcher, (February 11, 2023).

⁷³ The teacher., The interview from the researcher, Interview 1, (March 4, 2023)

that all students have different backgrounds. Based on the interview answer, the researcher received from the teacher.⁷⁴ There were no significant flaws in the learning process, the students still had their focused value and there were no students who failed to learn the intensive listening taught by the teacher. In addition, the teacher indicated a few complaints from the students regarding the implementation of the media used in the learning process of English songs, because the students were less focused on the learning process.

In addition, there were five students, such as students A.N., student M.R., student K.N., student M.E., and student Z.S., were interviewed by the researcher. Then, only student M.E. mentioned weaknesses while learning in an English class, such as the media used was incomplete, and some students had difficulty understanding English songs. Moreover, another student stated that there were no obstacles they faced in learning English songs. However, they agreed that the media used by the teacher Mr. D. was right about the use of songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus. This happens because the students who already understood were getting into the habit of listening to English songs.⁷⁵ In addition, it was also supported by adequate media to learn English songs so they did not feel any problems. This indicated that the coverage area of students in the eighth grade already has the readiness to face the learning of English songs. This was evidenced by the small number of students who had difficulty dealing with learning English songs.

The English teacher also stated that the participants were indeed able to take the class listening to English songs, the teacher had also actually carried out his duties by the main tasks and function.⁷⁶

⁷⁴ The teacher., The interview from the researcher, Interview 1, (March 4, 2023)

⁷⁵ Student M.E., The Interview from the researcher, Interview 2, (March 4, 2023).

⁷⁶ The Teacher., The interview from the researcher, Interview 1, (March 4, 2023).

Therefore, what was used by the researcher could make English learning successful, especially in English songs subjects in improving listening skills. The disadvantage gained by the teacher was that they had not provided a medium to use students while learning English songs. However, the teacher said that the use of the media applied by the teacher in listening teaching was appropriate for English song learning.⁷⁷

B. Discussion

After presenting the data based on the facts, then the follow-up of this study was data analysis using descriptive qualitative data analysis in a clear and detailed manner. The following elaborations were the result of the analysis from the researcher.

1. The use of songs to teach listening to eighth-grade students at an Islamic junior school in Kudus.

The teacher taught the students in English subject used English songs to improve their listening skills in eighth students at an Islamic junior school in Kudus was suitable for the students, especially making students feel interested, and enjoy the learning process. The teacher invites the students to sing a song together about the song that has been provided in the students' worksheet. Student M.R. argued the use of songs was to make students happy and enjoy learning in the classroom. Moreover, the use of songs was suitable because using English songs made the classroom atmosphere not boring at all. This was in line with the finding of Rahmat Setiawan Harefa, that using song in the classroom can also help to create enjoyable environment. Most young people use song as motivation, to influence their mood, to heighten emotional states such as loneliness, or as a distraction from their problem so basically, human (in this example, young students) enjoy listening to song since it can inspire the and put them in a good mood.⁷⁸

Then, the teacher played a song three times to make the students understand clearly in listening by using soundbox. It was supported by the research finding which was conducted by Feriyanti Elina Gultom. She stated that, when someone listens it

⁷⁷ The teacher, The interview from the researcher, Interview 1, (March 4, 2023).

⁷⁸ Rahmat Setiawan Harefa, "The Effect of Song on the Students' Ability in Listening Skill at the Eighth Grade of SMP N. 1 Bawolato, *Thesis*. Bawolato, 2016.

must focus on what someone says to us while talking. Because a person can have four times the speed when speaking, because the brain has a lot of auditory capacity that can be used to process the meaning of what the speaker said.⁷⁹

The teacher asked for the students to do exercise about fill in the blank sentence by using English song that they heard. This was in line with finding of Indri Marantika Wulandari, Alamsyah Harahap, and Gita Mutiara Hati that Listening plays an important role in language teaching such as giving assignments to students. It means that teaching listening to train students' abilities becomes an important task for English teachers to achieve learning goals.⁸⁰

Student K.N. stated that the use of songs was good enough. The students felt comfortable learning and getting new knowledge of English songs, especially the students who could find many vocabularies, how to pronounce the word, and many more. It was supported by the research finding which was conducted by Tri Listiyaningsih that listening to English songs can help improve pronunciation and vocabulary mastering since they get more vocabulary from the songs they hear.⁸¹ Because the researcher believed that using English songs was suitable and able to improve the listening skills of students.

There was some preparation before the learning begin that the teacher used in learning English songs in eighth-grade students at an Islamic junior school in Kudus, such as the learning preparation stage, learning implementation stage, and learning evaluation stage. This is supported by M. Afif Zamroni that before start the learning program used 3 stages: Preparation, Implementation, and also Evaluation⁸²

⁷⁹ Feriyanti Elina Gultom, "Strategy of Effective listening". Jurnal mjalah Ilmiah politeknik Mandiri bima Prestasi. Vol. 5, No. 1, 2016.

⁸⁰ Indri Marantika Wulandari, Alamsyah Harahap, Gita Mutiara Hati, "The Analysis of Students' Listening Learning Style (A Study of 5th Semester Students at English Education Study Program of Universitas Bengkulu in Academic Year 2018/2019), Journal of English Education and Teaching. Vol. 3, No. 1, 2019.

⁸¹ Tri Listiyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class", Journal of Multidisciplinary Studies. Vol. 1, No. 1, 2017.

⁸² M. Afif Zamroni, "The Implementasi of the Tallaqi, Tafanhum, Tikrar, and Murajaah (3T+1) Method in the Tahfidz Istana Palace Learning Program", Jurnal Pendidikan Islam Indonesia, Vol. 6, No. 1, 2021.

many song media used currently used in dealing with English language learning. The use of the song was also chosen based on what is required by the teaching staff and the teaching style that they used. Moreover, one of the standards in determining the use of song media used in learning in English schools was the level of education. This song's media adaptation contained a learning implementation plan (RPP), as well as a student's worksheet (LKPD), LCD projector, sound box, etc.

2. The advantages and disadvantages of the use of English songs to improve listening skills in eighth-grade students at an Islamic junior school in Kudus.

Each song's media used has advantages and disadvantages when it comes to using the learning process. Several of the use of learning media and models that can be utilized as a means of providing materials and teaching was based on the learning process. The researcher will discuss it as follows:

a. The advantages

1) Enjoy the learning process

The use of the songs in English class in the Eighth grade was very suitable so that the students felt enjoy, happy, and interested in learning English songs in class. This is in line with Caraka Putra Bhakti that happiness became the main thing in life and education to become a person who kept developing for the better could go through the learning process, for optimum and more enjoyment. Happiness in education could be achieved through different educational models. Of course, the teaching model chosen must take into account aspects of the learning model. Joyful learning was a learning model that could be used to create a joyful atmosphere and made students happy.⁸³

2) Simple learning media

In the eighth grade, learning English songs was an easy and practical lesson because some of the students know about English songs. Furthermore, the use of media used by the teacher was also suitable for all students that used to carry out the learning process in the classroom. Therefore, learning English songs in the

⁸³ Caraka Putra Bhakti, Muhammad Alfarizqi Nizamuddin Ghiffari, Khansa Salsabila. Joyful Learning: Alternative Learning Models to Improving Student's Happiness. *Jurnal Varia Pendidikan*, Vol. 30, No. 2, 2018: 30-35.

new era could be said to be an easy learning system. In addition, by using media the teacher could use simple media from the use of English songs media used in class, such as laptops, LCD projectors, and soundboxes. Where the media was to complement the learning media in the classroom, absolutely media that was used in English songs was very flexible to learn in the classroom. This is in line with Nuzulur Rohman and Rohmani Nur Indah that songs media is one of the advantages used in the classroom is their flexibility, songs can be used in many ways it helps with goal setting and is considered a great teaching tool for several reasons.⁸⁴

3) Being able to improve students' listening skills

The use of the song proved that students in eighth grade could improve the student's listening skills in English class and the teacher recognized that students could improve the learning activity by using English songs. There was a question time for the students, and the teacher played a maximum of three times, and as many students as possible could answer the teacher's question. During the learning process, teachers encouraged students to sing together along with the correct pronunciation of each song played. It was supported by Feriyani Elina Gultom that the most skilled communicators adjust their responses accordingly so that they could listen to each of the lyrics spoken by the original singer.⁸⁵ Students were asked to repeat the song so they could answer the question on the student's worksheets (LKPD), many students were able to look at available song lyrics and answered questions such as filling in the blank sentence after repeating the song given by the teacher.

However, the students also found many vocabularies in learning English songs that had been conducted in class. After the teacher gave material about the song, some of the students wrote new

⁸⁴ Nuzulur Rohman, and Rohmani Nur Indah, "The use of Modified English song to improve Vocabulary", *ELTIN Journal*, Vol. 9, No. 2, 2021.

⁸⁵ Feriyani Elina Gultom, S.S., M.Hum. *Strategies of Effective Listening*, *Majalah Ilmiah Politeknik Mandiri Bina Prestasi*, Volume: 5, No.1, 2016.

vocabulary that they listened to and did not know the meaning and after that, the students ask the teacher about the meaning, so this point proved that English songs could improve students' listening skills, especially in getting new knowledge and get new vocabulary. There are many advantages to getting vocabulary by using songs, as the positive emotion can motivate the student by using songs, the students become interested in learning a new word, make the student able to enjoy learning, and also make a good attitude toward learning so English in the superpower to learn vocabulary by listening to English songs.⁸⁶

b. The Disadvantages

1) The media used was incomplete

Based on the observation carried out by the researcher, the implementation of song media used by the teacher to teach English songs in English class was incomplete, the teacher also the students Said that the song media was incomplete in the learning process. Moreover, the students felt that learning English songs was much better when using earphones or headphones so that the students were able to listen to English songs. If the teacher only used the soundbox was not optimal so every student must be got earphones or headphones facilities one by one.⁸⁷

In addition to this, the students also must be had facilities such as like laboratory, especially for learning English songs to make the student seat not too tight. Based on this problem the teacher must be accepted the solution from the students to make the teacher would be able to achieve learning goals, especially in learning an English song.

2) Some students had difficulty understanding the English language

Some of the students did know about English songs, this problem was because the student's background had

⁸⁶ Disa Sally rahayu, Welya Roza, Teaching Vocabulary by using English song, Jurnal Fakultas Keguruan dan Ilmu Pendidikan, Vol 3, no 5 , 2014.

⁸⁷ Ni Luh Gede Windi Lestary, Si Luh Nyoman Seriadi, "The Use of Song to Improve Students' Listening Comprehension Ability", Journal of English Language Education. Vol. 2. 2, 2019.

no facilities from their parents and probably because the student's habits in their homes never accessed and did not have the motivation or good attitude because both of them was needed to coexist to achieve a successful language learning experience so the students felt confirmed the learning English song in English class. It was supported by Eicha Afriyunda and Lulud Oktaviani that Some students' difficulties in learning to listen, such as noise problems, need to understand every word, inability to understand fast and natural mother tongue, repeated listening, difficulty catching up, etc. Exhausting given this issue, it cannot be denied that students' motivation plays an important role in learning to listen.⁸⁸ Furthermore, when the teacher used English songs in class, the students feel confused and when the teacher told the students to practice the songs, they were afraid to practice for fear of making mistakes if the pronunciation was incorrect so the teacher must be had to make a habit for the students to listen to English songs.

In addition to this, the noisy students disturbed other students in the learning process, and other students were not able to concentrate when listening to English songs. The most important thing about the lack of noisy students was poor listening outcomes, for example when learning English songs, the students found the difficulty to understand the song, and when they got a question from the teacher, the students could not answer the question. Therefore, concentration was required when listening to English songs.

⁸⁸ Eicha Afriyunda and Lulud Oktaviani, "The use of English songs to Improve English Students' Listening Skills", *Journal of English Language Teaching and Learning (JELTL)*, Vol. 2. No. 2, 2021.