



Enhancing Students' Listening Comprehension with English Songs

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Abstract: The focus of this study is to figure out whether implementing English songs as learning resources and media in educational activities may enhance students' listening skills. The researchers used a quantitative approach and pre-experimental study on 39 pupils in class VIII-B at MTs Darul Falah Bongas to gather this data. The researchers employed a single group pre-test and post-test design, which is a form of pre-experimental study. Ten multiple-choice questions based on song lyrics with a gap-filling task design were employed. The findings demonstrated that using English songs as media significantly improved students' listening skills. By comparing the pre-test and post-test results, this conclusion was reached. The mean score before the test was 41.38, and the mean score after the test was 65.69. Additionally, the hypothesis result displays a value of 5.81, which is bigger than the t-table (i.e., $2.03 < 5.81 > 2.72$). The authors draw the conclusion that, in addition to being interested and motivated in the learning process, their listening abilities increased after being taught using English songs as medium. Their listening skills can then be greatly enhanced by selecting the appropriate English music.

Keywords: *Students' Improvement, English Songs, Listening Skill,*

INTRODUCTION

English is a crucial worldwide language that is today required for cross-border communication, making it crucial to learn. Since it serves as a bridge between other linguistic communities and facilitates global communication, English has established itself as the lingua franca (Smith, J, 2018). English, as a foreign language, requires students to master four skills (reading, listening, writing, and speaking). Listening is a challenging skill

to be perfect, we have to give more attention and concentration to interpret the sound (listening to the material). Listening skill is important because listening is giving input to the listener in acquiring language (D Purwanto *et al*, 2021).

Listening is a complicated activity that involves multiple mental processes occurring simultaneously. Regarding hearing and listening, there is a misconception. Hearing is related to what one hears, but listening is more.

It requires a great deal of focus, attention, and concentration in addition to the ability to analyze and comprehend the message being received. Hence, listening entails more than just hearing the tale or message; it also entails paying attention to the narrative style, the message, the language used, the body language of the speakers, and other details, (Onuoha, Adaeze R., Ugomma Agwuocha, 2024).

Students encountered a number of challenges when learning to listen. Examples include excessively lengthy spoken texts, students' poor vocabulary, their lack of practice listening in and out of English classes, their lack of enthusiasm for learning to listen, and the cacophonous atmosphere both within and outside of the classroom. Furthermore, formal classroom environments are often the focus of traditional language learning approaches, and monotonous media can also make it difficult for children to listen.

As stated by Brown, H.D (2021), the ability to listen is essential for both language acquisition and successful communication. The ability to listen is a crucial part of learning a language. They necessitate comprehension, interpretation, and the ability to figure out spoken language. It has been determined that songs are a useful method for learning languages. Songs can be a genuine source of language input since they let students express themselves through natural intonation, rhythm, and pronunciation. Music is a medium that can be used to quickly learn listening. This is a method for encouraging and enhancing students' English listening skills as well as their listening comprehension.

Emotions, mood, motivation, and engagement in educational tasks are all significantly impacted by music, Hargreaves, D. J., & North, A. C. (2019). Furthermore, learning music improves cognitive abilities, especially in language processing, memory, and concentration. Songs and music have been included in educational materials, and their use in the classroom can result in very favourable

associations for language learners since they can enthrall the relationship between the teachings and entertainment.

In order to tackle these problems, the educator or researcher should select an effective listening teaching method that will assist students in developing their listening abilities. Seeing movies, hearing English music, and getting news updates are a few examples. The teacher can conceal the subtitles while watching a movie and make assumptions about what will happen. Students can listen to an English song and recognize the words while singing along. While listening to news stories, the teacher can choose topics that the students would find interesting, such education, Kırbaş, A. (2017).

The researchers' first reaction upon entering the classroom at MTS Darul Falah Bongas, the researchers learned about the difficulties that students encountered when learning English, particularly during listening courses. Boring learning materials and pupils' lack of enthusiasm in learning to listen are the primary issues and facilities at schools that don't facilitate learning.

According to the justification provided, researchers are interested in carrying out studies under the term, ***“Enhancing Students’ Listening Skill with English Songs”***, English songs were utilized as a medium in this study to teach listening skills to eighth-grade students at MTS Darul Falah Bongas. Students can improve their vocabulary and have fun listening to English-language music. In addition, the researchers believe that English songs can enhance students' listening abilities in a fun and engaging way.

In keeping with the preceding framing of the problem, the goals of this study are; a. To determine whether eighth-grade students at MTS Darul Falah Bongas have improved their listening skills through the use of English songs. b. To determine whether listening skills may be enhanced by English songs.

There are three previous researches related to this research. The first one was from Regita Cahyani Ginoga, (2020). Classroom Action Research (CAR) was the research strategy used to assess gap-fill lyrics in English songs and improve students' listening abilities. The study was conducted across two cycles and employed a mix of quantitative and qualitative data. The title of the research is "Using English Songs in Improving Listening Skill at Eighth Grade Students in MTS Negeri 1 Manado". The goal of this study is the same as the researchers', but the data collecting and research strategy are different. While multiple-choice questions are utilized for testing, the researchers' research employed quantitative approaches and pre-experimental research. The second research is entitled "The use of English Songs to Improve English Students' Listening Skills", written by Eichia Afriyuninda and Lulud Oktaviani, 2021. It uses qualitative research and qualitative data instruments (observation, open-ended questions, in-depth interviews) to examine and explain how students use and enhance their listening skills using English songs. In the meantime, the researchers used quantitative data tools in this study, including pre- and post-tests, to examine if students' listening skills to English songs have improved. The third one was from Tuti Masjinar, 2017. The research was "The Use of English Kids' Song to Improve Students' Listening Comprehension". To enhance students' listening comprehension, the researcher employed children's English songs. While our goals of helping students become better listeners are similar, the songs we picked differ from those of the prior researcher, who used English music. Pop songs were employed in the interim to help pupils become better listeners.

From a number of previous studies, there are variations in the approach, data collection strategy, and music genre. There were variations in the methods used to collect data in the initial study. other research methods were

employed in the second study, and other song types were used in the final study.

Using English songs as a medium, the researchers concentrated on the pupils' listening abilities. First, the instruments were tested, and then students took a pre-test to gauge their listening proficiency. Giving treatment is another name for this stage. The researchers held their fourth meeting in this step. Every meeting featured a new song. A post-test will be given in the final phase. The researcher will play a song for the students to listen to during the post-test, and they will have to select the right answer based on what they have heard.

Song. A brief musical composition with lyrics is called a song, Date, T., Griffie, (2015). The use of sounds and song to convey a notion, feeling, thought, or emotion is seen as a form of interpersonal communication, Herman, H., & Silalahi, D. (2020). Nearly everyone enjoys music because it has become a part of daily life. Everything begins when we are born; as infants, we are lulled to sleep by melodies. As we grow up, we also learn that music is used in a variety of media, such as news, theater, movies, and television, to advertise and promote special events. Our emotions are influenced by music when we listen to it while working, playing, exercising, worshiping, or even when someone is dying, Lynch in (Teppa, R. Rorimpandey, R. & Posumah, J. 2022).

Songs serve as educational and even spiritual resources in addition to being entertainment. In addition to the previously listed resources, teachers can utilize songs as a teaching tool in the classroom to help students develop the four English language skills of speaking, reading, writing, and listening. When teachers are teaching grammar, vocabulary, listening, and pronunciation, songs can also be used to break the monotony, Van Thao, N., Purba, P. M., & Herman, H. (2021). The elements that comprise a song are called components. In Gray, (2022), the song's elements are as follows: a). Lyrics: Usually

broken up into verses, lyrics are a song's collection of words. The lyrics are made up of stanzas that either directly or indirectly express the music's message. b). Verses: The lyrics of a poem or song are arranged in verses. Plot, genre, and other elements are all the same for songwriting as they are for poetry. These are also present in poetry. c). Refrain: Usually interspersed throughout a song, refrain is a recurring section. The refrain is the last part of a song. Because of its important importance, this section is repeated for emphasis. d). The meter: This device records regular bars or beats. One verse, several verses, and a refrain are all possible in songs.

These are the kinds of songs according to their length and speed, Griffie, Dale T. in (Ginoga, Regita C. 2020). a). Every song. You can use this kind of song for any kind of activity. b). A quick or languid tune. is a song that is played when you need to unwind and engage in low-energy activities like sleeping. c). Storytelling song. There are three sections to the tale and chronology of this song: the beginning, middle, and end. d). A lengthy tune. This song, which lasts for approximately four minutes, is referred to be a "long song" since it is typically fast-paced and challenging to sing. e). Rapid or brief song. There are often no repeating refrains or lines in this song. It is also brief and has a quick tempo.

Additionally, there are song genre-specific kinds that are; a). Ballad: Another name for a form of poetry that frequently features music is a ballad. Ballads are a kind of music that originated as ancient folk tunes and has since permeated various nations' popular music, Herrin, M. (2022). b). Classical: As the name suggests, this genre has a strong connection to specific historical events, which is why classical songs evoke memories and significance for a particular occasion. c). Spiritual: These hymns, which are typically sung with instruments and used for worship and praise, may also draw inspiration from other musical genres and cultural traditions. d). Rock:

Rock music is known for its powerful beats, but it might be difficult to go more explicit. This genre, which was frequently heard with a loud and high tone but with a clear message, was also quite popular up to this point. e). Pop and rock music are equally well-known and still in trend today. But a lot of people still listen to pop music in the modern age.

Music as a Teaching Tool. One instrument that can provide pupils a tangible experience and enhance their comprehension of lessons is media, Oktarini, Eka & Pujiyati Suyata. (2019). For students to use the learning media effectively, efficiently, and conditionally, the teacher must take into account the choice of learning media that will be used in the learning process, Abidin, Z. (2016).

One strategy to encourage pupils to learn English is through the deployment of entertaining and useful learning resources. The teacher needs to start altering the method they teach so that learning is done in a serious and strict manner, Sylla, N. (2014). Aside from helping teachers teach correct pronunciation, using songs as a teaching technique boosts students' interest in learning English, particularly when it comes to listening. Students can be inspired by using songs performed by their favorite artists, which are always played and chanted.

Listening skill

Listening is a complicated activity that involves multiple mental processes occurring simultaneously. A common misconception is that hearing and listening are interchangeable. Listening encompasses much more than hearing, which is related to the sounds heard. It takes a lot of focus, attention, and concentration to listen, as well as to interpret and comprehend what is being said. Therefore, listening requires more than just hearing the tale or message; it also entails paying attention to the narrative style, the message, the language used, and even the body language of the speaker, among other things. To put it simply, listening also involves

observing the speaker's nonverbal and spoken communication cues. The ability to listen is widely employed and plays a crucial role in learning a second language, Lengkoan, F., FA, Andries. DP, Tatipang. (2022).

The goal and environment of the listening exercise determine how effective it is. The researchers employed content listening in this study to assess eighth-grade students' listening comprehension at MTS Darul Falah Bongas by looking at how they looked up material and the words that were missing from songs.

Difficulties in Listening

There are a number of challenges that teachers and students encounter when learning English, particularly when it comes to listening skills. Some of the strategies that teachers and students employ to undermine their motivation for learning activities are examples of these challenges, Paranduk, R., & Karisi, Y. (2020). Among the listening challenges faced by English language learners are; a). The listener has no influence over how quickly the message is delivered. b). The audience is not given the chance to request that the speaker restate or elucidate the point made. (For instance, while watching TV or listening to the radio). c). The listener's limited vocabulary. d). The speaker's "signs" are not recognized and understood by the listener, leading to a misinterpretation of the message's content. e). Misunderstanding the received message. f). Difficulty focusing because of a variety of factors, including dull subjects, physical exhaustion, noisy surroundings, etc. g). Worries regarding how teachers' methods and the content they teach differ from those of native English speakers or those who listen to the content on audio devices.

Correlation between Song and Listening.

The ability to listen is essential for learning other abilities. Consequently, it is necessary to

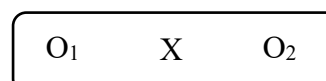
train listening skills in English, and employing English music is one method of doing so. The simplest kind of media to locate for honing listening skills is music. Based on Lynch in (Karim, Sayit Abdul and Sudiro, Suryo and Putri, Shifani Aisah and Syailendra, Axel and Lestari, Putri (2023), three key elements of music significantly influence listening skills, including; 1). Singer's pronunciation or accent. 2). Learning new terms, idioms, and grammar expressions. 3). Putting grammatical components together. The extensive listening strategy was employed in this study by the researchers by reading and listening. One strategy to assist pupils improve their listening skills is to have them read and listen. Students often have trouble to connect words to sounds.

In order for kids to comprehend auditory content more readily when they are reading. This approach works really well at a lower level, Harmer, J. (2015). Using English music is the most efficient method. Students' listening abilities are significantly improved when music and movies are used in listening courses as opposed to when they are not. Due to their accessibility and ability to train our ears, songs are a great approach to improve our listening skills. The lyrics are ingrained in a student's long-term memory when they hear and learn a song in class.

METHOD

Because this study only used one class as the experimental class and was conducted over the course of four meetings, the researchers employed pre-experimental research. Design in which students take a pre-test to assess their abilities prior to receiving therapy, get treatments, and then receive a post-test following treatment to compare the results with the pre-test, Sugiyono. (2020). Here is the design of this research.

One Group Pre-test Post-test Design



(Source: Sugiyono 2020:111)

Where: O1 = Pre-test
X= Treatment
O2= Post-test.

Use the IBM Statistical Package for Social Sciences (SPSS) 23.0 for Windows program to verify the accuracy of each item utilized in this research instrument's trial. The probability value in relation to the significant level of 0.05% indicates whether a query is genuine or not. If the likelihood is less than 0.05%, each item is considered legitimate. The validity test findings from the pre-test and post-test are as follows:

Validity Test Result from Pre-test

No	Pearson Correlation	Sig. (2 tailed)	Conclusion
1	0,558	0,000	VALID
2	-0,026	0,881	NOT VALID
3	0,882	0,000	VALID
4	0,023	0,894	NOT VALID
5	0,848	0,000	VALID
6	0,552	0,000	VALID
7	0,857	0,000	VALID
8	-0,026	0,881	NOT VALID
9	0,750	0,000	VALID
10	0,655	0,000	VALID
11	0,263	0,122	NOT VALID
12	0,929	0,000	VALID
13	0,541	0,001	VALID
14	-0,026	0,881	NOT VALID
15	0,857	0,000	VALID

Validity Test Result from Post-test

There were 15 questions in the instrument test, 10 of which were legitimate and 5 of which were invalid. These questions were utilized in both the pre-test and post-test. Ten multiple-choice questions made up the valid test

No	Pearson Correlation	Sig. (2 tailed)	Conclusion
1	0,529	0,001	VALID
2	0,799	0,000	VALID
3	0,859	0,000	VALID
4	-0,077	0,655	NOT VALID
5	-0,039	0,822	NOT VALID
6	0,553	0,000	VALID
7	0,827	0,000	VALID
8	0,735	0,000	VALID
9	-0,039	0,822	NOT VALID
10	0,842	0,000	VALID
11	0,643	0,000	VALID
12	0,828	0,000	VALID
13	-0,007	0,966	NOT VALID
14	-0,039	0,822	NOT VALID
15	0,842	0,000	VALID

questions; the right answer received a score of one, and the incorrect answer received a score of zero. The test results were calculated by dividing the number of students' correct answers by the maximum number of answers, then multiplying the result by 100. The lowest score is $1/10 \times 100 = 10$, while the greatest score is $10/10 \times 100 = 100$.

Understanding that an instrument is trustworthy enough to be utilized as a data gathering tool because it is good is known as reliability. An instrument that is trustworthy, generates trustworthy data, and is consistent with reality. Therefore, the outcomes of several data gathering attempts will be same. Cronbach's Alpha testing was used to assess the question instrument's reliability using IBM Statistical Package for Social Sciences (SPSS) version 23.0 for Windows. The instrument is said to be reliable if Cronbach's Alpha > 0.700.

Reliability test result from pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.826	15

Reliability test result from post-test

Reliability Statistics

Cronbach's Alpha	N of Items
,836	15

Since $0,826 > 0,700$ for the pre-test questions and $0,836 > 0,700$ for the post-test questions, it can be said that the pre-test and post-test questions that will be utilized in the experimental class have passed the reliability test.

A population is a category for generalization made up of individuals with specific attributes and traits chosen by researchers for study, from which conclusions are then made, Sugiyono. (2020). 183 eighth-grade learners from MTs Darul Falah Bongas' academic year 2023–2024 make up the research population. The sample represents a portion of the population's size and attributes. Purposive sampling was utilized by the researchers. The sample was chosen with a specific goal in mind. The points that follow are the research's criteria: a) The current eighth-grade learners of MTs Darul Falah Bongas. b) A class in which pupils struggle with listening. Based on the aforementioned criteria, the educator recommended class VIII-B, which has 39 students, as the study's sample. The particular individual from which the data is gathered serves as the research's data resource, Barlian, Eri. (2016). The information obtained straight from the sources. The pre-test and post-test findings serve as the study's main source of data. Documents or information obtained from third parties were not the direct sources of the data. The total number of eighth-grade pupils at MTs Darul Falah Bongas serves as secondary data for this study. The researcher managed a pre-test using the song "Not You" by Emma Steinbakken and Alan Walker. It had ten multiple-choice questions with fill-in-the-blank questions that had been validated and retested, and the song was played three times for the students to make sure they answered it

correctly. The researchers requested the students to select the song that would be played during the treatment at the very end of the meeting. According to the results of the student vote, the first treatment would feature the song Tattoo by Loreen, while the second treatment would feature the song First Love by Nikka Costa.

- Pre-test is a method of gathering data that takes the form of questions. This pre-test's objective is to assess students' listening comprehension prior to employing English songs in the classroom for the session.
- The two sessions of treatment include listening materials in the form of songs, which students are then encouraged to listen to, analyze, and draw conclusions from collectively.
- The post-test is a method of gathering information used to assess students' listening abilities following instruction in English songs.

The researchers employed a number of calculations in order to analyze the test outcomes. To determine the mean score, standard deviation, and t-score, the formulas are required.

The mean is a method of group explanation that is predicated on the group's average value, Hikmawati, Fenti. (2017). In order to know the mean, the researcher used this formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:	$\bar{X}$:	Mean
	$\sum X$:	The sum of the scores
	N :	Total students

One statistic used to characterize the overall variation in a measured process parameter is the standard deviation. To be more precise, it calculates the average deviation of a single measurement from the mean.

$$SD^2 = \frac{\sum f(X - \bar{X})^2}{N - 1}$$

Where:

SD : Standard deviation
 $\sum f$: The sum of frequency
 $\bar{X}$: Mean
 $\sum X^2$: The sum of score squared
N : The number of sample.

$\bar{x}_2$: Mean of the Pre-test
SD1 : Standard Deviation of Post-test
SD2 : Standard Deviation of Pre-test
N : Total students.

To determine whether there was a significant difference between the pre-test and post-test, the researcher employed the t-score, Sudjono in (Masjinar, Tuti. (2017 The t-score formula is;

$$t - score = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(\frac{SD_1^2}{n_1}) + (\frac{SD_2^2}{n_2})}}$$

Where: t : T-Score

$\bar{x}_1$: Mean of the Post-test

FINDINGS AND DISCUSSION

To determine the mean of the scores and determine whether there was a significant difference between the pre-test and post-test, the data collected from both tests were statistically computed. Based on the pre-test and post-test results, the researcher discovered that the pre-test's highest score was 80 and its lowest was 10. In contrast, the post-test had a maximum score of 100 and a minimum score of 30.

The table below displays these findings. Tabulating the results of the pre-test and post-test is the first stage in data calculation, as shown in the following table:

Table 1. Students' pre-test dan post test score

No	Name	Pre-test score	Post-test Score
1	AF	30	60
2	AW	50	60
3	AY	50	60
4	AG	40	60
5	AFF	50	70
6	BAL	60	80
7	CS	70	100
8	FH	40	50
9	FN	40	60
10	GMI	30	50
11	HM	30	50
12	HP	50	60
13	IT	40	70
14	IA	50	80
15	JY	50	80
16	KS	40	60
17	KN	10	30
18	LN	70	100
19	MNJ	50	60
20	MFF	30	60
21	MNA	70	90
22	NBM	50	100
23	NR	50	70
24	PDA	60	100
25	PRA	50	90
26	RA	50	70

27	RJ	50	100
28	RDL	40	60
29	RSN	80	100
30	RMZ	60	100
31	SA	40	90
32	SHP	60	90
33	SM	20	40
34	TPW	30	60
35	WO	60	80
36	WD	30	70
37	WS	40	60
39	YA	30	50

Based on the calculated data, the frequency distribution of the pre-test can be formulated as follows;

Table 2. *The Frequency Distribution of Students' Pre-test Score*

No	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1(X_1 - \bar{X})^2$
1	10-21	2	15,5	-25,88	669,77	1339,54
2	22-33	7	27,5	-13,88	192,65	1348,55
3	34-45	8	39,5	-1,88	3,53	28,24
4	46-57	13	51,5	10,12	102,41	1331,33
5	58-69	5	63,5	22,12	489,29	2446,45
6	70-81	4	75,5	34,12	1164,17	4656,68
	Total Score	39	273	-	-	11150,79

Based on the calculated data, the frequency distribution of the post-test can be formulated as follows;

Table 3. *The Frequency Distribution of Students' Post-test Score*

No	Students' Score	f_1	X_1	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$	$f_1(X_1 - \bar{X})^2$
1	30-41	2	35,5	-30,19	911,43	1822,86
2	42-53	4	47,5	-18,19	330,87	1323,48
3	54-65	13	59,5	-6,19	38,31	498,03
4	66-77	5	71,5	5,81	33,75	168,75
5	78-89	4	83,5	17,81	317,19	1268,76
6	90-101	11	95,5	29,81	888,63	9774,93
	Total Score	39	393	-	-	14856,81

The researchers will respond to the research questions based on the information gathered throughout the study. "Do English songs improve students' listening skills at MTS Darul

Falah Bongas in the eighth grade?" is the first research question. Prior to employing English songs as learning materials, pupils' listening skills were quite poor, according to the

research. The lowest score on the pupils' pre-test was 10, and the best was 80. Students' post-test scores increased following therapy with English songs in the classroom. Specifically, the lowest score is 30, and the greatest score is 100.

The researchers' examination of test results reveals that the mean score of the pre-test was 41.38 and the mean score of the post-test was 65.69. This difference in mean indicates that students' listening skills have improved as a result of employing English songs. "Are English songs effective as a media to improve students' listening skill?" is the final query. The researchers came to the conclusion that songs as a medium had a beneficial effect based on all of the action they carried out to teach listening. The following beneficial aspects of the English songs that were employed were appropriate for enhancing their listening skills: (1) Students' use of related pop songs ; (2) The wording is straightforward and understandable; (3) Based on length and duration, English songs were chosen based on the students' proficiency level.

The majority of pupils responded well to the use of English songs in the listening exercise. They concurred that this media was enjoyable in the classroom and was not just fascinating but also simple. It might encourage them to listen and improve their understanding of the song's content. While the teacher's part in selecting the media is crucial when teaching listening, the students' positive reactions to songs as a medium are also pertinent to the teacher's function in the classroom.

The average pre-test score was 41.38, and the average post-test score was 65.69, according to the researcher's analysis of the test results. This demonstrated that employing English songs as a learning tool improve students' scores.

The t-score calculation also revealed that using English songs as a medium to teach listening greatly enhanced students' listening skill scores; the t-score was more than the t-table, which is $2.03 < 5.81 > 2.72$ (for more information, see the hypothesis section).

In accordance with these statistics, students' scores improved after using English songs as listening material. English songs were therefore a useful medium for enhancing kids' listening abilities.

The t-score was used to analyze the hypotheses. The t-score came out to be 5.81.

The next step is to determine the degree of freedom (df) in order to interpret the t-score. $N-1 = 39-1 = 38 = Df$.

The researchers compared the t-score to the significant t-table (appendix) with df 38 sig, values of 5% and 1% based on the results.

$Tt.sv1\% = 2.72$ and $tt.sv5\% = 2.03$ were the results the researchers obtained. Thus, the t-score exceeded the t-table. According to the criteria, the null hypothesis was rejected and the alternative hypothesis (H_a) of this study was approved since the t-score was greater than the t-table.

Additionally, it may be said that the pre-test and post-test scores differed significantly. The researcher used the t-test and discovered that the t-score showed a difference between the students' scores before and after they were instructed to use English songs as media to improve their listening skills.

CONCLUSION

complying with the analysis and discussion of all the data gathered from pre-experimental study conducted with eighth-grade students at MTs Darul Falah Bongas. To address the intended research questions, a few significant conclusions might be drawn.

Prior to adopting English songs as learning materials, students' listening skills were quite weak. Students' pre-test results show this, with the lowest score being 10 and the best being 80. Students' post-test scores increased following therapy with English songs in the classroom. Specifically, the lowest score is 30, and the greatest score is 100.

It's fascinating to use English songs as a teaching tool for eighth-grade pupils at MTs Darul Falah Bongas. Using songs with the students had a number of benefits, including improving their listening skills and assisting the teacher in teaching listening. It also gave the kids engaging media to help them meet learning objectives. The media has played a significant role in helping the students fully comprehend the lesson that was taught. One of the key elements that could impact how well pupils' listening skills grow is the songs' substance. English songs should also take into account the needs of the students in order to support their learning and assist them reach the learning goal. The teacher's aptitude for choosing instructional resources.

Therefore, English songs can help students become better listeners in addition to increasing their interest in listening activities. according to the test results. It was discovered that the post-test mean score was greater than the pre-test mean score, $65,69 > 41,38$.

It indicates that the pupils' listening comprehension has increased. Additionally, the t-test result looked at the study issue, rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_a).

The comparison of the t-score (5,81) and t-table ($t_{t.sv5\%} = 2.03$ and $t_{t.sv1\%} = 2.72$) demonstrated this. Since $2.03 < 5,81 > 2.72$, the t-score was greater than the t-table.

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