

LEARNER'S EXPERIENCES OF USING ENGLISH SONGS FOR AUTONOMOUS LISTENING: A NARRATIVE INQUIRY

A PAPER

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DECLARATION

This research is submitted as a partial fulfillment of the degree Sarjana Pendidikan (S.Pd) of the English Education Department, Faculty of Teacher Training and Educational Sciences, Pakuan University. Hereby, i can confirm that this research is entirely my own work. It is not copied from any other person's (published or unpublished). The researchers do not use the services of any professional agencies to produce this research. It has not previously been submitted for assessment either at Universitas Pakuan or somewhere else Any text, table, figure, data or either material copied from other sources including but not limited to, books, paper and the internet have been clearly acknowledged and references in the text. These details are also confirmed by a fuller reference in the references at the end of the text.



PREFACE

Assalamualaikum Warahmatullahi Wabarakatuh

Praise be to the presence of Allah SWT who has bestowed mercy and blessing guidance, so that the researcher can complete this research with title “*Learner's Experience of Using English Songs for Autonomous Listening: A Narrative Inquiry*”

The aim of this research is to find out how effective songs are as a medium for learning English, especially listening, based on real experiences from participants who are students and are still learning listening skills. From the participants' experiences, it can be used as a reference that songs can be called one of the most important media in improving listening skills and learning English.

The researcher realizes that there are many shortcomings in the preparation and discussion and this research is still far from perfect. Therefore, the researcher would like to apologize for any deficiencies in content or material and any inadvertencies contained in this thesis.

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The Researcher

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ABSTRACT

Listening is one of the English skills that plays a significant role in the acquisition of the English language. The use of music and songs in the English language-learning classroom is not new. It has been proven by many researchers that music and songs have become effective ways in the English classroom. The aim of this research is to find out how effective songs are as a medium for learning English, especially listening, based on real experiences from participants who are students and are still learning listening skill. The design of this research used a qualitative descriptive method. It was conducted in the English Education Department of Pakuan University. The data sources used for this research such as informants and documents. The technique was using questionnaires and interviews. The results of the questionnaire produced 17 respondents spread across 4 classes such as 4B, 6A, 6B and 8A. Based on the results of the questionnaire, it emerged that there were 2 respondents who got the maximum score available and became participants of the interview. The data analysis used an interactive analysis method. Based on the results of this research, English songs as a tool for learning listening skills can be highly effective. Songs expose learners to authentic pronunciation, vocabulary, and cultural nuances. Songs can provide repetitive exposure to language patterns, aiding in comprehension and retention. Additionally, songs offer a fun and engaging way to practice listening, making the learning process enjoyable and memorable.

Keywords : listening, songs, experience

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. The language itself can make it easier for people to share and channel ideas, feelings, and many other things. Besides that, language is also an essential skill. It is not a content-based subject like science-social studies, commerce, mathematics, etc., which aims to impart information and fill the human mind with knowledge. Since language is a skill, it naturally comes under a psychomotor domain.

According to Husain in his book, *Language and Language Skills* (2015, p. 3), a skill may be called the ability to do something well. Swimming, playing, etc. are skills that people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action). Language is a complex skill involving four sub-skills, namely Listening, Speaking, Reading, and Writing (LSRW). These four fundamental skills may be further classified into two parts, speaking and writing are called productive skills because while using these skills a learner/user not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading.

Listening is one of the English skills that plays a significant role in the acquisition of the English language. The development of listening has stolen the attention of many English teachers in many countries. Generally, listening is considered the simplest process of receiving a spoken language, and also listening is considered to be the easiest skill to master because it only requires a short amount of time rather than the other skills which are speaking, writing, and reading. The Listening process in the mother tongue (language) is one of the factors that support this perception because the listening process in mother tongues looks easy and brief.

In the process of teaching and learning English, students' ability to master the four language skills becomes an important goal. These skills consist of receptive skills; listening (understanding the spoken language) reading skills (understanding the written language), and productive skills; speaking (producing spoken language) and writing (producing written language). Listening is one of the most important skills to master, it is not only just hearing but also understanding. The success of speaking is measured in terms of the ability to understand the words the speaker is saying.

Listening is often considered the most difficult skill. This is because, in English Language Teaching, the teachers tend to prioritize speaking, reading, and writing. The students realize that listening skills are not easy to learn, they mostly ignore it. This becomes an issue in the world of education, especially for students. Moreover, the conditions are getting worse when people assume that if someone can speak well it means that he or she can communicate well. In social

life, some people believe if they learn English, it can be seen from their ability to speak, to read, and to write. Someone's English skill is also determined by their listening ability.

Some educational researchers have seen that listening skills have their difficulties when compared to learning another language skills. Students and teachers face some challenges when learning English as a foreign language, particularly in listening skills. The obstacles include the use of techniques by teachers and a lack of motivation on the part of the students (Paranduk & Karisi, 2020). Teachers should be able to strive to improve students' skills in English so that students can master and understand English. As a result, teachers must be well-versed in a wide range of interesting approaches, methods, techniques, and media for use in the classroom (Rorimpandey, 2019, p. 44).

There are several reasons why students find listening difficult to master. First, students start learning English by reading rather than listening. Reading differs from listening in the same way that writing differs from speech. Second, the materials on the recording are usually read by English-speaking individuals. There are a few accents. The English teachers are typically locals (Lalogiroth & Tatipang, 2020). Indonesian English learners rarely hear native English speakers speak English. Students who are unfamiliar with native speakers' pronunciation of English find it more difficult to listen to texts spoken by native speakers of English. (Lengkoan, Andries, Tatipang, 2022:41). As a result, the students may be unfamiliar with the accents of foreigners. They find it difficult to understand English speakers. Third, when native English speakers speak in English, they

typically do this at a regular speed. It moves too quickly for students to keep up with. While listening, the students are unable to select a comfortable listening speed. As a result, they may not understand the first sentence's meaning until the second sentence has already passed. Fourth, the students are not always familiar with the contents of the tape. Some of the contents are meaningless for the students. Students may be unfamiliar with foreign cultural backgrounds. As a result, they are not sure what it means.

One of the media that the teachers can use in teaching listening is using music or songs. The use of music and songs in the English language-learning classroom is not new. It has been proven by many researchers that music and songs have become effective ways in the English classroom.

Song, a combination of music and lyrics, possesses many inherent characteristics, such as a kaleidoscope of culture, expressiveness, reliability, and therapeutic functions, which render it an important source for language training (Shen, 2011, p.4). Music and songs play a significant role in development and education. Songs have several important characteristics, including the ability to entertain and inspire young people. There are numerous benefits of using music to teach listening skills. Although songs are particularly memorable and encourage learners, it is possible to facilitate their understanding by using contemporary popular songs that are familiar to youth. Repetition is the most significant quality of a song since it helps you memorize the words.

There are several reasons that songs might be helpful for learners. Learners enjoy music activities. Music activities help the learners to relax and are beneficial in learning a second language. Most learners enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language (Millington, 2014, p. 134). For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in learners. Learning a foreign language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized.

There are four reasons that encourage the researcher to research this topic, namely first, most of the students have problems with unfamiliar vocabularies. The students found difficulties in getting the message of the listening because students found many unfamiliar words to be translated, so students could not recognize the main point of the listening task. Material recordings are usually read by people who speak English, while at School or University. Therefore, students are not used to foreign-style speech. Second, listening is claimed as a boring activity by most of the students because the students do not listen very clearly to what the speaker is saying. Most students learn English by reading or translating, not by listening. Third, the students feel frustrated to understand the meaning of words and what the teacher said in a conventional way. It can be seen that when the teachers asked students to answer the question about what

they listened to, most of the students could not answer because they did not understand.

When English people speak, they have a slightly fast pace of speech. So, when listening to the material the students' focus is no longer on the material being listened to but rather the speed of speaking of that person. Fourth, the teachers still use the usual methods, listening to the audio and answering questions. Teachers just let them listen to what the speaker is saying and fill in questions about it, not appealing to the students. They have a few varieties in teaching listening methodology to make more interactive listening activities in their class. This makes students too lazy to join the listening section of the teaching and learning process of English and also makes the students frustrated to learn English, especially listening skills.

Based on the problems above, the researcher wants to find a suitable technique to attract students' attention and desire to learn and encourage students' listening skills. To get the purpose of this study, the researcher will explore the experiences of Using English songs as a learning medium to enhance abilities and increase the enthusiasm of University Students in listening to English in the form of songs. Furthermore, according to Carr (2016) in the book *Using Narrative Inquiry as a Research Method*, narrative refers to a longer-term or larger-scale series of acts, experiences, and human events rather than short-term or elementary experiences and actions. These concepts mean that narrative inquiry aims to learn how people think and interpret events and values. Hence, the researcher uses narrative investigations in this study to make sense of

learning listening skill strategies from the personal experience of students at university to use English songs as a medium to improve English ability, especially listening skills. Listening as one of four English skills is important to be mastered because it is vital in the language classroom and provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. To overcome some difficulties for students in mastering listening skills, songs can be used as one of the alternative strategies that can motivate students to learn English listening easily.

B. Statement of the Problem

Based on the background above, this current study poses the following questions:

- 1- What are the experiences of the students of using English Songs for autonomous listening?
- 2- What are the benefits of using English songs to improve students' listening skills?

C. Aim of the Research

This study aims to explore a learner's experience in using English songs for autonomous listening and its contribution to their language competence especially in listening skills.

D. Limitation of the Problem

The researcher used the narrative inquiry method to explore the learner experience to get the benefits when using English songs as a medium to improve listening skills.

E. Research Significance

The researcher hopes that the result of this study will give contribution to:

1. Students

The research gives a contribution to the students another way to improve their listening skill using song. They can study by listening for fun, and the result of the study can be able to motivate them in study.

2. Teachers

This research can be used as the reference for teachers to develop English language teaching especially, teaching listening and it will give chances to the teacher to choose the better media of teaching listening.

3. The Researcher

It can motivate the researcher to be better and more creative in improving his skill on teaching listening.

4. University

The result of the study is expected to give information and contribution to the English department in improving students' English listening skill.

CHAPTER II

THEORETICAL FOUNDATION

A. Autonomous Listening

Autonomous listening refers to the ability to comprehend spoken language without reliance on visual cues or external translation. It's a skill that involves understanding spoken communication solely through auditory input.

Autonomous listening, as a concept, draws from various theories and perspectives proposed by experts in fields such as language acquisition, psychology, education, and communication studies. While there isn't a single unified theory specifically dedicated to autonomous listening, several theories contribute to our understanding of this phenomenon. Here's an overview of how different theories and expert perspectives inform the concept of autonomous listening:

1. Social Learning Theories

Theories like Social Cognitive Theory, proposed by Albert Bandura (2015), emphasize the importance of social interactions and observational learning in the acquisition of new behaviors and skills. Autonomous listening can be seen as a form of observational learning, where individuals learn from listening to others in various contexts, such as conversations, lectures, or media presentations.

2. Constructivist Theories

Constructivist approaches to learning, including theories like Jean Piaget's Cognitive Development Theory and Lev Vygotsky's Social Development Theory, and further expanded by EB Lumando (2022), emphasize the active role of learners in constructing knowledge and meaning from their experiences. Autonomous listening aligns with constructivist principles by empowering learners to take ownership of their learning process and actively engage with spoken language input to construct understanding.

3. Communicative Competence Theory

Developed by linguists like Dell Hymes and further expanded by Michael Canale and Merrill Swain (2012) Communicative Competence Theory posits that language proficiency involves not only grammatical competence but also sociolinguistic and strategic competences. Autonomous listening supports the development of communicative competence by providing learners with opportunities to understand and interpret spoken language in various social and cultural contexts.

While autonomous listening isn't tied to a single theory, it draws upon a rich tapestry of theoretical perspectives that collectively enhance our understanding of how individuals listen, comprehend, and learn from spoken language input autonomously. Overall, autonomous listening is a fundamental skill in language learning and communication. By actively engaging with spoken language and refining their listening abilities, individuals can become more proficient communicators and better equipped to navigate linguistic and cultural diversity.

Beside that, Listening is one of four language skills that are very important in second and foreign language study. It is an ability to pay attention or to hear something. It is a skill that looks like passive activity but actually it is not. Listening is often confused with hearing. Hearing is a biological process that can be scientifically explained, while listening is neurological cognitive regarding the process of auditory stimuli received by the auditory system. It is not only what the speaker said, but the receiver processes what he/she listens to. In processing the information that listeners listen at least they do five elements inside the process- hearing, attending, understanding, responding, and remembering. If the elements are incomplete, it's only hearing not listening.

Brown (in Hidayat, 2013, p.16) defines listening as a student's verbal or written response that reflects correct (or incorrect) auditory processing. Learners must think actively while listening in order to improve their listening skills. Listening is a component of several language-learning practices, both inside and outside of the language classroom. Listening ability relates to a student's ability to thoroughly listen to listening materials. The development of other language abilities would be based on the improvement of listening skills. In addition, according to the Bulletin in (Lengkoan, Andries & Tatipang, 2022), "listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Based on the statements of some experts above, it can be concluded that listening is a language skill that has complex process in identifying and understanding what others are saying, which need some elements to complete that process for gathering information of spoken language that human has and asks the listeners to process what they hear to gain information that is informed by the speaker.

Involves learners' autonomy to independently conduct "self directed listening (activities) in which the teacher plays no role" (Maftoon, Kargozari, and Azarnoosh, 2016, p. 77). As this listening performance is completely controlled by learners the direct aim or objective is not specified;

however, it is considered one of the most effective since learners select the strategies and activities that best address their learning styles and enjoy the process (Maftoon, Kargozari, and Azarnoosh, 2016, p. 78).

Some examples of autonomous listening are the activities devoted for the other five listening performances mentioned above -intensive, selective, interactive, extensive, and responsive listening (Maftoon, Kargozari, and Azarnoosh, 2016, p. 78).

Relation to this research, which is the participants, university students have to organize, manage and control their own space and time of their study, especially in listening courses. They have great responsibility for their learning because university students are different from school students in terms and strategies of learning and listening to achieve their goal.

C. Song

1. The Definition of Song

According to Edgar (2010, p.124), song is a piece of music that is sung. It is a language package that combines culture, vocabulary, listening, grammar and also as a moderator for other language skills in just a few rhymes. Based on the *Oxford Dictionary*, song is a little part of music. Grolier (2010) defined a song as a short musical work set a poetic text with equal importance given to music and to the words. In other words, song is a part of music which has words, and it has some elements that make songs differ from poetry or speech although they have many similarities.

Song is an art in the form of tone or sound sequence, combining songs and temporal relationships which are usually accompanied by musical instruments which can produce music that contains rhythm. Song has become one of the most favored literary works. Iwasaki (2013, p.138) stated that songs are a natural way to get children to pay attention to rhymes and a fun way to learn. That is because a song has a beauty appeal in terms of language. The literary elements possessed by a song can touch the soul. Because basically every human being has a sense of beauty. Song is not only music and the wording becomes sentences, but one of beautiful literary works, and is also a representation of emotions and intentions of the creators to describe their feelings such as struggles, love, jealousy, peace, difficulties and others. By feeling the melody, rhythm, and lyrics the listeners can get carried away in the song. Songs can make the listener's mood so happy and relaxed. In

addition, people can also dig deeper into the meaning of songs as life motivation.

Songs are one of the most captivating and culturally rich resources that can be easily used in language classrooms. It shows that a song is a piece of musical composition of words, verse, or poem which is sung or uttered with modulation of the voice which expresses the thought and feeling. Song is powerful. Many people can be moved to tears or other strong emotions by music, and songs can acquire strong emotional associations with people, events, and places. Song has a personal quality that makes the listener react as if the songs were being sung for the listener personally. Hence, the writer assumes that listening to English songs can be one of alternative media in concerning junior school students' enhancement to their learning English ability.

2. Function of Song

Horn (in Hadi, 2019, p. 108) describes that song signaled a positive improvement in listening skills between seventy-two second language learner students in a primary school in South Africa. This opinion suggests that song strongly leads the students in improving their listening skills, one of the four main skills in English language learning. Based on the findings of his research, the uses of song succeed in improving the ability to master English in general. Another statement from Scrivener (2011) writes that this activity is very common and calls it a cliché. He suggests varying this task, for example by changing it into a pre-listening activity where students are to predict the missing words. Another song-oriented activity is song jumble. Students put in order certain lines of a song that are jumbled. After that, learners listen to the song and compare their guesses. The activity puts the student in an active interaction and builds their curiosity in learning English.

Edutainment for students, especially those in transition phases are really important. They come to the new phase in learning a language. Not so contrasting when they were in primary school. Keeping the entertainment while delivering the lesson using the song, makes the student aware of their new condition in the learning process. As a result, they will adapt sooner and enjoy the learning process that they contribute to it.

Schoepp (In Wijaya, 2019) proposes that song not only gives the edutainment for the students but also gives a chance to develop automaticity that is the main cognitive reason for using songs in the classroom. This

statement leads to the process of building children learning autonomously and makes the students fun learning using song. Automaticity also means the needs of learning back to the students and they try to fill their curiosity with the knowledge that they consider to know. When the students are aware of their needs in learning, they will start to plan, implement and evaluate their learning process in an independent way. And the teacher will play a role as the supervisor, to make sure the students achieve what they need to acquire. The learning process will run smoothly as the students love to find and discuss their own findings while learning, and the goals of language learning will be achieved easily. Automaticity also brings a good habit for students to understand when they have to start learning and when they have to end the learning process. Their focus is based on the needs of the learning curriculum and stops while all the learning goals are achieved successfully. After acquiring the good habit, the learning process succeeds in developing the character in education as the value of the learning process.

From the explanation above, there are many functions of songs in the view of linguistics, psychology, cognitive, social and culture. It is used not only for fun but also for education as in teaching English especially in improving students' vocabulary. It also can be considered that songs with easy text would help the students develop English proficiency, especially vocabulary.

3. Kind of Song

Griffiee (2002) classified songs into five types based on their length and tempo:

- a) All songs. It is called so because any activity can be used with this kind of song.
- b) Short or slow song. It means that the activity which is in line with this kind of song is the activity that does not need lots of energy; such as sleeping.
- c) Song that tells stories. It is a song that has chronological order stories. It has a beginning, middle, and an end.
- d) Long song. This kind of song is a song which is four minutes long or longer, and it is usually difficult to sing because it is fast.
- e) Short song or fast song. This song typically has no repeating phrases or refrains. It also has a quick tempo and a short time.

D. Narrative Inquiry

Narrative inquiry is a process of entering into lives in the midst of each participant's and each inquirer's life. Narrative inquirers intentionally come into relation with participants and come alongside another's life while negotiating an ongoing relational space with participants; a relational space we call the field. In this way, there are possible starting points for narrative inquiry: listening to individuals tell their stories and living alongside participants as they live and tell their stories (Clandinin, 2000).

Types of narrative inquiry include: autobiography, where the narrative is created by the researcher from their experiences; biographical study, where the researcher reports on the life of a participant; life history, which recounts a participant's entire life; oral history, which is composed of the reflections of one or more participants on events and their causes and effects; which is reported in first-person by the participant and urges the reader into acknowledgment of the urgency of addressing social wrongs; and visual narrative inquiry, where images are analyzed alongside text.

E. Related Research

Relating to this study, there are some previous studies that use songs in general or popular songs for specific listening skill. First, the research conducted by Adawiyah, A. (2017) The aim of his study is he wanted to know whether the techniques he used can improve students' listening skill or not. The technique used by him also uses some popular songs and it is mentioned in his study. The result of his study shows that his technique is effective.

The second research by Rahmawati, S. (2022) using Narrative on her Research and states that narrative inquiry is the study of how people perceive the universe and essential to the field of study. It allows understanding of language teachers' and learners' inner mental environments and the essence of language teaching and learning as a social and educational practice.

The next research from Fatimah, A.S. (2021) That also researched autonomous listening using the narrative inquiry method, only the media they studied was different from the researcher, namely mobile devices and the purpose that the current study is to explore a student's experience in using media which is mobile tools autonomous listening. The findings disclose that students were interested in using media or tools for their listening ability due to its mobility, portability, and ease.

To be compared by the researcher research, there are similarities between the researcher research and those previous researches. First, the method used by the researcher is one of the popular methods in qualitative, narrative. The next similarity is the samples' age for the research. They had the same sample

for being researched; students of university. If there are some similarities, it also has the difference between the researcher research and those previous researches. The first is the media of the research. The researcher's research is clearly only focused on knowing the effectiveness of English songs in improving students' listening skill, from the student's experience. The second, even though one of the previous studies used the same media as the researcher, there are underlying differences between the researchers, namely the method, the researcher will use narrative inquiry as a method to collect and analyze the data. Third, English skills studied are different from previous research which examined speaking skills while the researcher used listening skill as focus skill research. Although, one of the previous research which has the same thing in researched English skill but the media used is different.

Based on the similarities and differences above, the researcher found the research's strengths are, it is variables. The researcher uses the specific product from popular culture, English songs. So, the focus of this research is to explore the effectiveness of English songs, not popular games, or movies. The next is the use of listening skill as the dependent variable. Since the language features of English are too many, the researcher strictly limits the students' listening skill.

CHAPTER III

RESEARCH METHOD

A. Research Method

This research uses qualitative methods because these methods help provide rich descriptions of phenomena and encourage understanding of the substance of an event and the design of research is Narrative inquiry study. The term narrative inquiry was first used in 1990 by Connelly and Clandinin in the educational research field. The narrative inquiry has been recognized in two ways over the last two decades: as a developing research technique with Scope for use in a wide variety of disciplines (economics, medicine, biology, philosophy, education, theology, and psychology).

The wide use of narrative in and across disciplines reinforces narrative inquiry as a widely acknowledged approach that can generate insights and foster multiple interpretations of the phenomenon being studied. As the name implies, narrative inquiry is a qualitative technique that captures the emotional and human components of lived experiences and portrays them in a narrative format.

According to Connelly and Clandinin (1990), narrative inquiry is the study of how people see the world. Similarly, Bell defines that narrative inquiry includes dealing with people's intentionally told stories. In teaching and learning, Barkhuizen (2014) states that narrative inquiry attempts to

understand teachers' perspectives and practice in language teacher education.

Different from the other research, this method uses stories as research data to get the ideas about the people they investigated. By using the collections of narrative data, this study can provide insight into various identities from the person's social practice (Barkhuizen et al., 2014). Therefore this approach is suitable for the correct study in understanding and making sense of the participant's experiences in using English songs for autonomous listening and the benefits she gained from these activities for Students language development.

B. Research Setting

This study was conducted in Bogor, west Java. The selection of the place because the researcher wanted to know and understand the narrative inquiry to explore the learning listening skills strategies in the personal experience of Student's of Pakuan University in Bogor. To determine participants, the researcher distributed a questionnaire to the participants. This questionnaire consists of 10 questions related to the use of English songs for listening practices. The researcher prioritizes students' feasibility as a participant. They have to recently attend university classroom learning activities. This requirement is essential as the study's goal is to explore listening experiences of the students in the academic contexts both inside and outside of classroom settings. The selection is also based on the participant's ability to participate in this study. The participants are members of the English students of Pakuan University. Therefore, the data of the potential participant undoubtedly make it easier to find participants that match the title of this research. This research started in March 2023 until it finished.

C. Research Participant

To collect the data, narrative frames adapted from Barkhuizen and Wette (2008) and narrative interviews were used. Narrative frame was really valuable and became the guidance in terms of both the structure and content for the participant to know what will be written. In the correct study, this frame focuses on investigating the participant's story on the use of English songs for autonomous listening. It includes what songs were listened to and what contribution of those activities for participant language competence. By having this narrative frame, the participant was able to know what should be shared related to listening experience through English songs.

The researcher conducted an in-depth narrative interview to gather narratives from students about their experiences studying listening skills and strategies. The researcher interviewed in the language with which the participants' were most comfortable and focused on the participants' listening skills, strategies and experiences from junior high school through university. The interview time depends on the participants. Further, in this research, each participant's interview lasts around 25 to 30 minutes. The researcher attempts to keep reactions to a minimum during the interview to prevent influencing the stories. The researcher will capture the interview with a digital voice recorder to ensure that the researcher did not miss the participants' tales.

D. Data Analysis Technique

According to the goal of the interview, Kvale, and Brinkmann (2014) identified three types of interviews: Oral history, a short story, and a life story. In this study, the researcher conducts an in-depth interview and chooses the semi-structured type with the assistance of an interview guide. The interview guidelines can be detailed, although the researcher does not need to strictly follow. The interview guide focuses on the specific subjects study, but it can improve upon after the interview. Although the researcher aims to get the participant's perspective, participants must remember to control themselves. So that the researcher can achieve the research objectives and the research topic is explored.

The interview primarily focuses on the participants listening to English experiences. Especially since participants were in junior high school up to a university. The interview let the participants tell stories in either Indonesian or English. After gathering the data, the researcher begins the narrative analysis by transcribing the interview transcripts and reading the transcription aloud many times. The researcher recounts every event, story and experience that the participants said by linking the location and time meaningfully while repeating the stories. The description of the narrative construction participants in narrative research is obtained according to participants responses when answering questions. The Researcher includes the participants in this process by returning both the transcriptions of the stories and the analysis to get feedback and comments

to ensure the trustworthiness and verification of the narrative interview data and minimize interpretation in the final report.

CHAPTER IV

RESULT AND DATA ANALYSIS

A. Research Findings

1. Filtering Respondent

In this section, the researcher narrated the result of the research. First, the researcher distributed a questionnaire to get the respondents. This questionnaire consists of 10 questions related to the use of English songs for listening practices. The questionnaire was distributed via a google form link designed by the researcher aimed at recruiting respondents to become participants in the interview stage. The results of the questionnaire collected 17 respondents spread across 4 classes from the English education department in Pakuan University such as 4B, 6A, 6B and 8A. After that, the researcher used a way to collect respondents is to look at the score results from the questionnaire and the respondent who gets the highest score is selected as interview participant.

Based on the results of the questionnaire, it emerged that there were two respondents who got the maximum score available such as Raisha Putri Berliana Darmono as first participants and Wardah Mutia Fadhilah as second participants. They were both used as participants for the interview in the next section.

The results of the interviews were analyzed thematically and revealed some of the participants' experiences while learning Listening using English songs. Each participant's story, divided into their language learning into listening experiences and listening strategies using English songs at the school until university and their surrounding environments was presented independently. All the answers from both participants' as mentioned in the excerpt. It can be seen on the interview result. Then, the researcher made the summary to represent the finding.

2. Interview Results

a. The Experience in Learning Listening Using English Songs

Both the participants have been learning English for more than 15 years. Most of the participants had their first English lesson when they were children and came from home with their family.

Raisha as first participants described her experience when She had English lessons for the first time when she was five years old and had not started going to school. She started to know English songs because her mother sometimes played classic English songs.

Excerpt #1

‘Pas aku masih kecil dan saat itu belum sekolah, aku mulai suka dengan lagu berbahasa inggris soalnya dirumah mama kadang suka memutar musik lagu lama bahasa inggris’

‘Since I was a child and not yet at school, I started to like English songs because by my mother sometimes play an English old songs at home’

Raisha as first participants also explained what she liked about English for the first time was the soundtrack of a cartoon called Barney and made her start to know basic English vocabulary and pronunciation

Excerpt #2

Waktu itu aku dikasih tontonan kartun Barney, kartuan luar negeri yang berbahasa inggris dan tentu soundtrack nya pun bahasa inggris, dari sanalah aku mulai suka dengan lagu yang berbahasa inggris'

'At that time I was given cartoons called Barney, watch from abroad and they were in English and of course the soundtrack was the same, from there I started to like English songs'

Starting from there, she often listened to English songs according to her taste, mood or situation. For now, she used technology such as paid music applications such as Spotify or YouTube Music and also from film soundtracks because she was given the facility of a paid TV subscription since childhood.

Excerpt #3

'Kalau sekarang, biasanya dari spotify atau YouTube, kadang aku tahu lagu baru dari soundtrack film yang aku tonton karena sejak kecil aku dikasih langganan TV berbayar oleh orang tua'

'Now it's usually from Spotify or YouTube, sometimes I know new songs from the soundtrack of the film I'm watching because from a young age my parents gave me a TV subscription'

The different experiences come from Wardah as second participant, she explained that the person who was influential in terms of liking English songs was her aunt because when the participant was still in elementary school, when her aunt came to the house, she liked to play English songs and this made her finally interested and started to learn English songs by singing along with correct pronunciation and translate the lyrics sentence by sentence so she will know what the lyrics her sings mean assisted by her aunt.

Excerpt #4

Pengalaman menarik ketika saya masih SMP, bibi saya suka dengar lagu bahasa inggris kalau main di rumah, dari situlah saya mulai tertarik dan mulai suka dengar lagu berbahasa inggris hampir tiap hari sampai sekarang

‘My interesting experience about listening is that when I was in elementary school, my aunt liked to listen to English songs when she was at my house, that's where I became interested and started listening to English songs almost every day even until now’

6

Starting from there, Wardah as second participants' began to learn more about the English language using English songs which she listened to almost every day and her dad also usually listens to English songs and has a favorite called Michael Jackson. With that reason, she added hours studying English by taking lessons to improve her English skill and also develop her interest in learning English.

Excerpt #5

'Ayah saya juga kadang suka memutar lagu berbahasa inggris bahkan dia punya artis favorit, Michael Jackson. Darisana saya semakin terbiasa dengan lagu-lagu bahasa Inggris dan semakin tertarik dengan bahasa Inggris dan saya didukung oleh keluarga dengan ambil les bahasa inggris pas SMP untuk mengembangkan skill bahasa ingris saya karena ketertarikan saya dengan bahasa inggris'

'My father also sometimes likes to play English songs and even has a favorite artist, namely Michal Jackson. From there I became more familiar with English songs and asked more and more in English and was supported by my family by being given English lessons during elementary school language to improve my skills and because of my interest of English language'

b. The way of participants use English songs as medium of Learning

Next topic that the researcher explores based on both participants' experiences is about how the both participants' use English songs as a medium of learning listening based on their experiences.

The answer comes from Raisha as the first participant, she explained that by exploring songs through various music player applications the most important thing was the video lyric because according to her experiences, the step. can save time because she can learn many things at once, for example practicing listening and increasing vocabulary.

Excerpt #6

‘Aku seringnya menggunakan aplikasi, seperti Youtube dimana bisa memutar video musik yang terdapat liriknya atau video lirik officialnya, jadi aku bisa mendengarkan musik sambil melihat liriknya di waktu yang sama dan itu ngebantu aku dalam latihan skill listening, nambah vocab dan pas mengerjakan tugas seperti mata kuliah listening’

‘I often use applications, for example YouTube where I play music videos that have lyrics or even official video lyrics so that I can listen and see the lyrics at the same time and that helps me practice listening skills, increase vocabulary and when doing tasks such as listening’

A different answer was given by Wardah as second participants, she stated when she listened to English songs, she also looked at the original lyrics available in English and then she translated using the translate application even writing manually the lyrics with the aim of finding out the meaning of the song that she was listening to.

Excerpt #7

Pertama, saya lihat lirik yang bahasa Inggrisnya sambil dengar lagunya, kemudian saya coba cari tahu maksud dari lagu tersebut dan bahkan saya tulis sendiri dan dengar lagunya berulang kali karena saya orang yang cukup terbawa perasaan saat dengar lagu dan dengan itu saya jadi paham apa makna lagu tersebut'

'First, I looked at the lyrics in English when i heard the songs then I looked to found out the meaning of the song even i write as personal and tried listening to it again because I am a person who is quite emotional when I hear a song and so that I understand the meaning of the song'

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c. The relation between English Song with learning

Listening

Related to English learning, Raisha showed her experiences when she started junior high school, she did the assignments with type “ *Fill In Blank* ” by the teacher. The assignments consist of completing the empty lyrics by listening to English Songs that match with the learning material and because she has a basic liking for listening to English songs, she can pursue the assignments with maximum effort and get quite good grades.

Excerpt #8

‘Pas aku masih SMP, guru aku pernah ngasih sebuah tugas mengisi lirik yang kosong, karena aku selalu suka denger lagu bahasa inggris dan aku tahu lagu yang dijadikan tugas, aku bisa menyelesaikan tugas tersebut dengan baik dan nilainya pun cukup bagus’

‘When I was in junior school, my teacher gave me an assignment in the form of filling in the blank lyrics, because I had always liked listening to English songs and I know the song that the assigned, so I could do it well and get pretty good grades’

There were further experiences that occurred form Wardah when she was a university student, this experience was more specific because the task given by the lecturer was to explain the meaning of songs that she liked or often listened to and presented the task result in class in front of other students.

Excerpt #9

‘Contohnya, ketika di semester tiga, saya diberikan tugas oleh dosen untuk menjelaskan sebuah lagu sesuai pendapat saya dan mempresentasikan nya didepan kelas dan karena saya punya kebiasaan mendengarkan lagu, saya bisa melakukan nya dengn cukup baik hanya gugup di awal.

‘for example, in third semester. I was given an assignment by the lecturer to explain the meaning of a song according to my opinion and present it in class in front of my friends and because of my habit of listening to English songs, I was able to do it quite well in the end, only being hampered by nervousness at the beginning’

‘

d. The Obstacles in Learning Listening using English Songs

For university students, listening to English songs might present additional obstacles . Balancing academic commitments with leisure activities like listening to songs can be challenging. With academic studies taking precedence, students may not prioritize actively engaging with English songs as a means of improving their language skills.

First participants, Raisha shows her experience a challenge for her to balance her time studying the subject she likes which is listening with other basic subjects such as writing, speaking and reading because it affects the final grade in the semester she is taking.

Excerpt #10

‘Tantangan yang aku alami sampai saat ini mungkin tentang membagi waktu antara hal-hal yang aku sukai dan hal-hal yang jadi kewajiban aku sebagai mahasiswa, karena memahami lagu berbahasa dan budaya asing memerlukan waktu buat aku untuk mengerti apa arti atau maknanya. aku merasa kesulitan buat menyeimbangkan waktu belajar listening yang aku suka dengan mata kuliah lainnya, misalnya ada salah satu mata kuliah lain yang mendapat nilai terendah dari keempat mata kuliah skill dasar bahasa Inggris’

‘The challenge that I experience even now is probably about dividing my time between things that I like and things that have become an obligation as a student, because understanding songs in foreign languages and foreign cultural nuances requires time so that I understand what the meaning or just the meaning of the song is. I found it difficult to balance my time studying listening, which I really liked, compared to other subjects, such, there one other subject which was the lowest score out of the four basic English skills subjects’

Second participant, Wardah shows her experience about the challenge. She explained that Language differences are quite a challenge, because usually she listens to English songs with an American accent and when she was in junior high school her teacher was a new teacher and he used the British Council method where the learning media taught used British nuances including songs that were used as learning media.

Excerpt #11

'Ada tantangan buat saya, seperti perbedaan bahasa, terutama aksen, dari awal saya tertarik dengan lagu-lagu berbahasa Inggris, saya selalu menggunakan lagu-lagu yang penyanyinya beraksen Amerika, tentu tidak semuanya berasal dari Amerika, tapi ketika Saya waktu SMP, ada guru dimana hanya menggunakan metode British Council dan itu membuat saya harus lebih beradaptasi untuk mengikuti pembelajaran, karena menurut saya bahasa adalah sebuah kebiasaan dalam menjalani hidup'

'There was a challenge for me, such as the difference in language, especially accent, from the start I was interested in English songs, I always used songs with singers with American accents, of course not all of whom came from America, but when I was in junior high school, there was a teacher, he just used the British Council method where I had to adapt more deeply to follow the learning because I think language is a habit in living life'

e. The Solutions of Obstacles in Learning Listening using English Songs

Raisha as first participant stated that she had several solutions to overcome her obstacle. First, Allocate specific slots in her schedule for listening to English songs. Even short sessions, like during breaks between classes or while commuting, can be valuable for language practice. Next is the use of language learning apps or platforms that offer features like song lyrics synchronized with audio playback. This can help her follow along more easily and understand the lyrics better.

Excerpt #12

‘Untuk mengatasi tantangan tadi, aku biasanya buat jadwal tertentu sesuai dengan aktivitas sehari-hari, seperti istirahat pas di kampus sambil menggunakan aplikasi yang bisa sinkron audio dengan lirik dan itu cukup membantu dalam memahami kata atau lirik yang kurang aku ngerti di waktu senggang dan sela-sela kesibukan sebagai mahasiswa’

‘To overcome my challenges, I usually make a certain schedule according to my daily activities, such as taking a break while on campus while using a music player application that can synchronize the audio with the lyrics and that is quite helpful for me in understanding the words or lyrics. that i don't really understand it in my free time between busy schedules as a student's’

‘

To overcome her obstacles, Wardah as the second participant stated that can start by selecting songs with clear pronunciation and simpler lyrics, gradually progressing to more complex ones as their skills improve. It's also helpful to use resources like lyric videos or websites that provide song lyrics, allowing students to read along while they listen. Finally, regular practice and exposure to different types of songs will help students build their listening skills over time.

Excerpt #13

Sebenarnya saya tidak tahu ini akan berhasil atau tidak, tapi menurut pengalaman saya, tantangan yang saya alami dapat diatasi dengan menggunakan metode step by step, misalnya memilih lagu dengan tempo lambat dan pengucapan yang jelas lalu naik ke level selanjutnya ke lagu yang lebih sulit dari kedua hal tersebut. Kemudian saya sering menggunakan video youtube yang menampilkan video lirik sehingga saya bisa mendengarkan sambil melihat liriknya dan kegiatan ini saya lakukan secara rutin dan secara terus menerus dan itu sangat membantu meningkatkan listening skills saya'

'Actually, I don't know whether this works or not, but according to my experience, I overcome the challenges I experience by using a step by step method, for example choosing a song with a slow tempo and clear pronunciation then moving up to the next level to a song that is more difficult than those two things. Then, I often use YouTube videos that show lyric videos so I can listen while reading and I do this activity regularly and continuously and it really helps improve my listening skills'

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Another opinion from Wardah, Interest is important for choosing songs as a medium of learning. Additionally, diverse genres and artists can cater to different preferences and broaden students' exposure to various forms of English expression.

Excerpt #14

Saya menggunakan lagu sebagai media pembelajaran dalam belajar bahasa Inggris dan tentunya sesuai dengan minat saya, akan percuma jika kita hanya menyukai lagu dalam bahasa Inggris tetapi tidak memiliki minat untuk mengetahui arti dari lagu tersebut, karena menurut saya minat adalah hal yang sangat penting'

'I use songs as my learning material in English and of course according to my interests, it will be useless if we only like songs in English but don't have the interest to find out the meaning of the song, because interest is a very important thing for me'

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f. The Effectiveness of English songs as learning media

Based on both participants' experiences, Raisha can conclude that songs are one of the most important media in learning listening and help improve students' listening skills by being used as a stimuli to be more focused and relaxed at the same time when learning listening.

Excerpt #15

'Berdasarkan pengalamanku belajar listening bersama para dosen, menurut aku lagu merupakan media yang penting, bahkan sangat penting dan aku masih menggunakan lagu sebagai media pembelajaran listening untuk membantu mengerjakan tugas, bahkan saat bersantai. , agar otak bisa lebih terstimulasi dan segar ketika belajar bahasa Inggris'

'Based on my experience of learning to listening with the lecturers, in my opinion, songs are an important medium, that it is very important and I still use songs as a medium for my listening learning to help me do my assignments, even when relaxing, so that my brain is more stimulated and fresher when learning English'

Beside that, Raisha also stated that using English songs as a listening learning medium to prepare for tests like TOEIC or TOEFL is quite good. Songs expose the learners to authentic English pronunciation, vocabulary, and grammar in a fun and engaging way. Songs also often cover various accents and colloquialisms, which can be helpful for understanding different English speakers.

Excerpt #16

'Listening merupakan salah satu skill yang perlu diasah secara berkala, apalagi dalam menghadapi berbagai tes listening seperti TOEIC/TOEFL, lagu dapat dijadikan sebagai media pembelajaran yang cukup membantu karena dari lagu aku bisa belajar grammar dan menambah kosakata dari hal yang aku suka. Selain itu, lagu juga biasanya memiliki aksen yang beragam dan membuat kepekaan pendengaran kita semakin tajam'

'Listening is a skill that needs to be sharpened regularly, especially when facing various listening tests such as TOEIC/TOEFL and songs can be used as a learning medium which is quite helpful because from songs I learn grammar and increase my vocabulary with things I like. Also, songs usually have a variety of accents and make our hearing sensitivity more sharpened'

Wardah also explained that other experiences related to songs can be used as a pretty good medium for improving English skills and helping with listening assignments or exams. She stated that songs can be an effective way to improve listening skills and fulfill tasks or assignments because it engages multiple aspects of language comprehension. When she explains a song, she has to understand the lyrics, interpret their meaning, and convey that meaning to others, which enhances both listening and communication skills.

Excerpt #17

‘Menurut saya, lagu sangat efektif sebagai media pembelajaran karena hampir semua orang menyukai atau pernah mendengarkan lagu sesuai dengan genre atau moodnya masing-masing. Sepengalaman saya, lagu juga sangat membantu ketika belajar, khususnya listening, bahkan membantu saat ujian listening dari SMA sampai sekarangpun.. Jadi bisa dikatakan, lagu merupakan salah satu media pembelajaran yang sangat penting dalam memahami bahasa asing, dalam hal ini bahasa Inggris’

‘In my opinion, the song is very effective as a learning medium because almost everyone likes or has listened to songs according to their respective genres or moods. According to my experience, songs also really help me in studying, especially listening, and even helped me during listening exams from high school. even now. So it could be said, songs are one of the most important learning media in understanding a foreign language, in this case English’

B. Data Analysis

Listening is the intentional act of paying attention to and comprehending auditory stimuli, such as spoken words or sounds. It involves not only hearing the sounds but also understanding their meaning and context. Effective listening requires focus, empathy, and receptiveness to the speaker's message. It is about being present and actively engaging with what is being communicated.

Listening to English songs can be a valuable tool for language learning, as it exposes listeners to authentic language use and helps improve vocabulary, pronunciation, and understanding of cultural nuances. retain the information they have received.

Stanisławczyk and Yavener in Kuśnierek (2016) believe that songs are advantageous tools and a teacher should take advantage of it during linguistic practice. Besides, Kuśnierek (2016) stated that songs may be used to relax students since for them learning a new language is a new experience.

Based on narrative data analysis that was collected from the result of a questionnaire and interview from students of the English Department of Pakuan University, Bogor, the researcher would like to answer the research question as stated before. The first research question was “What are the experiences on the use of English Songs for autonomous listening?” The results show that all participants shared their experiences while learning to listen using English songs from their first experience until now. From the interviews, the researcher can conclude that all participants had the same

experiences; they formally got the first English lesson when they were children from their family.

Scott Berghegger (2009) stated that reconnecting with and understanding ancestry and community is the driving force behind heritage language learning. Although the effects of family background have mostly been studied in connection with key competences, it is easy to see that they are also likely to influence foreign language learning, possibly to an even greater extent (Szabo.F, 2021). Based on that, the researcher can explain that learning a foreign language within the family setting offers many advantages. Firstly, it fosters a supportive and nurturing environment where members can practice together, exchange knowledge, and provide encouragement. Additionally, exposure to the language becomes integrated into daily life, creating ample opportunities for immersion and practical application.

Other experiences based on participants are about songs that help to fulfill the assignment, for example experiences from first participants, Raisha. When she started junior high school, she did the assignments with type “ *Fill In Blank* ” by the teacher. The assignments consist of completing the empty lyrics by listening to English Songs that match with the learning material and because she has a basic liking for listening to English songs, she can pursue the assignments with maximum effort and get quite good grades.

There were further experiences that occurred from second participants, Wardah. When she was an university student, this experiences was more specific because the task given by the lecturer was to explain the meaning of songs that she liked or often listened to and presented the task result in class in front of other students and because she has a habit of listening to English songs, she was able to do the assignment quite well in the end and just little bit of nervousness.

Based on both participants' experiences, the researcher can state that Songs can be powerful tools for learning and understanding various theories or concepts. For example, Songs can evoke emotions and when a student emotionally connects with a topic, they're more likely to remember it and also Students can choose their own songs based on their signature or music taste to demonstrate their understanding of a theory or concept. This allows students to express themselves creatively while also reinforcing their learning, especially listening. According to Maryanto (2014), student learning motivation has the following characteristics likes diligence and happiness in doing the task, perseverance despite difficulties, does not require external motivation to achieve, high enthusiasm for learning, likes new knowledge, have a strong attitude and reasonable long-term goals, happy in finding and solving problems, and have the desire to join the class group.

Beside that, English songs also can present several obstacles to listening comprehension. First, Some songs feature intricate or poetic lyrics that may be challenging to understand, especially for non-native speakers or those unfamiliar with cultural references. Next, Many songs use slang, idiomatic expressions, or colloquial language that might not be immediately clear to all listeners, particularly those from different regions or language backgrounds. According to Putri (2018) based on data and findings of her research, she found that the students were having difficulty identifying vocabularies in listening tasks using English songs and during the teaching learning process.

For university students, time constraints when learning to use English songs can be significant due to their busy schedules with classes, assignments, and extracurricular activities. First participant shows her experiences, finding dedicated time to listen to songs attentively might be challenging. Moreover, deciphering complex lyrics or understanding cultural nuances within the songs may require additional time and effort. Finding a balance between academic commitments and language learning can be tough, especially when trying to incorporate music into an already packed schedule. Therefore, managing time effectively becomes crucial to ensure consistent progress in both academic studies and language skills.

The participants also gave several solutions based on her experience. First, allocate specific slots in your schedule for listening to English songs and next is use of language learning apps or platforms that offer features like song lyrics synchronized with audio playback

For the researcher, several solutions from both participants are quite good to overcome because university students can learn about making a schedule as dedicated time because when using English songs to improve listening skills despite time constraints, just focus on short bursts of practice. Allocate just a few minutes each day to listen attentively to songs in English, gradually increasing the duration until they become more comfortable. Utilize resources like lyric videos or online platforms that provide song lyrics to help to understand and follow along. Additionally, make use of idle time by listening to songs during commutes or while doing household chores. Consistency and active engagement are key to making progress despite limited time. It can be the solutions that can be implemented by university students to overcome time constraints and effectively incorporate English songs into their language learning routine.

Beside time constraints, university students also had another obstacle to learning listening using English songs namely Language Proficiency which means when expressed as a grade or a mark, is often associated with the notions of measurement accuracy, reliability and trustworthiness (Mouton, 2022). In this case, Non-native English speakers may encounter difficulties understanding lyrics, especially if they contain

slang, cultural references, or complex vocabulary beyond their current proficiency level. English songs often reflect cultural aspects that may not be familiar to international students, leading to misunderstandings or misinterpretations of lyrics and themes.

According to Shak, Chang & Stephen (2016), some researchers believe that the differences between one's mother tongue and the target language is the reason why pronunciation is getting difficult for them to learn. Language proficiency can be a significant obstacle for university students when learning listening skills through English songs. English songs often contain advanced vocabulary, idiomatic expressions, and complex grammar structures that may be difficult for students with lower proficiency levels to understand. Songs frequently include slang terms and cultural references that may not be familiar to non-native speakers, making it challenging for them to grasp the meaning of the lyrics.

Apart from that, the accent used by the singers whether it is American accent or British accent poses another problem to the learners (Apin, 2013). Depending on the artist's accent or style of singing, students may struggle to decipher certain words or phrases, especially if students are not accustomed to variations in pronunciation. According to Rudgard (2015), in some cases, many British singers put on a different accent from an American accent to their songs even though they are not using that particular accent. Without a clear context or visual cues, students may

find it difficult to infer the meaning of ambiguous lyrics or interpret metaphors commonly found in songs.

Similar to the first participant, the second participant also gave several solutions based on her experiences. She stated that students can start by selecting songs with clear pronunciation and simpler lyrics, gradually progressing to more complex ones as their skills improve and next is to use resources like lyric videos or websites that provide song lyrics, allowing students to read along while they listen. The last, regular practice and exposure to different types of songs will help students build their listening skills over time.

Based on the second participant statement, the researcher can explain that several solutions can be employed. First, Choose songs with clear pronunciation, slower tempo, and simpler lyrics to build foundational listening skills. Begin with genres like pop or folk, which often have straight forward language. Next is Take advantage of lyric videos on platforms like YouTube or websites that provide song lyrics. Following along with the lyrics while listening helps reinforce understanding and improves comprehension. Beside that another solution is Focus on repetition by listening to the same song multiple times to familiarize yourself with the pronunciation and vocabulary. Repetition enhances comprehension and helps you internalize the language used in the song.

Utilize the technology with language learning apps, many language learning apps offer exercises specifically designed for improving listening skills through songs. These apps provide interactive activities and quizzes to reinforce learning. Next is using music apps like Spotify or Apple Music to explore songs from different genres, eras, and artists to expose to a variety of accents, vocabulary, and cultural references. By incorporating these solutions into students' listening practice routine, students can effectively overcome the obstacle of language proficiency when learning through English songs as a university student.

The second research question is “What are the benefits of using English songs to improve listening skills?” Based on data from the result of the interview, both participants have the same opinion, that songs are an effective medium in helping improve listening skills. Learning through songs can be enjoyable and motivating, fostering a positive attitude towards language learning and encouraging regular practice.

First participant states that songs are one of the most important media in learning listening and help improve students' listening skills by being used as a stimuli to be more focused and relaxed at the same time when learning listening. All participants have the same opinion, that songs are an effective medium in helping improve listening skills. However, there are two obstacles that are the main points of the researchers, such as time constraints and language proficiency.

Beside that the second participant also had a statement to answer the research question, she stated that songs can be an effective way to improve listening skills and fulfill tasks or assignments because it engages multiple aspects of language comprehension. When she explains a song, she has to understand the lyrics, interpret their meaning, and convey that meaning to others, which enhances both listening and communication skills.

Based on the answer, the researcher can state that using English songs as a tool for learning listening skills can be highly effective. Songs expose learners to authentic pronunciation, vocabulary, and cultural nuances. Songs can provide repetitive exposure to language patterns, aiding in comprehension and retention. Additionally, songs offer a fun and engaging way to practice listening, making the learning process enjoyable and memorable. Engaging with English music allows learners to connect with global culture and facilitate culture.

Another reason for using songs can be highly effective when learning listening skills in a foreign language like English is because Songs are inherently engaging and can capture students' interest, making the learning process more enjoyable. The lyrics of songs provide context, helping students understand the meaning of words and phrases in a natural setting. Also, Learning through songs can boost students' motivation and confidence, as they see tangible progress in their ability to understand and sing along with the music.

Besides, songs come in various genres, tempos, and styles, allowing students to explore different aspects of the language and cultural nuances. Melodies and rhythms can aid memory retention, making it easier for students to recall vocabulary and phrases later on. Overall, incorporating songs into English language learning activities can enhance listening skills, vocabulary acquisition, and cultural awareness in an enjoyable and effective way.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study is aimed to explain how the participant learned the English Listening skills using English songs to improve the Listening skill. Based on the objective, the following presents the conclusions of the research.

1. The first result shows that there are some experiences from participants that are important in learning English from childhood, so that it becomes a habit and doesn't experience too many difficulties. To face the obstacle, participants try to find the solution by themselves, participants have a different obstacle and also use different strategies to make them still motivated while learning English, especially in Listening.
2. In the second result, all participants have the same opinion that songs are one of the most important media in learning English, especially listening and highly effective to improve and develop their Listening skill.

B. Suggestions

1. For the English department students, especially those who like the listening of English songs. They can study by listening for fun, and the result of the study can be able to motivate them in study. The researcher hopes this research can be beneficial or just a reference for a task, assignment or even thesis. Also, can make students open eye that listening is same important like other basic English skill and song can be one of the best media for learning listening skill.
2. The researcher hopes that the teacher who teaches a foreign language, especially English, can create the atmosphere in class with more variations using their passion, for example in this study, Songs. Because, teachers have a more important role in making learning become joyful and interesting. Nevertheless, the researcher suggests that more creative and proper material matches the level of the students.
3. For the following researchers who are interested in investigating listening skill, you may explore this study to the more important topic because this topic is hard to explore in the future because there is a lot of research exploring this subject, especially song, so be more creative.

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APPENDICES

QUESTIONNAIRE

Identitas Responden

Nama :

Kelas :

Petunjuk Pengisian

1. Setiap pernyataan, pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda, lalu bubunkan tanda centang (✓) pada kotak yang tersedia.

Keterangan:

1. Tidak pernah
 2. Jarang
 3. Kadang-kadang
 4. Sering
 5. Selalu
2. Semua jawaban benar tidak ada yang salah, oleh karena itu jawablah semua pernyataan dengan keadaan yang anda alami dengan jujur.

NO	Pertanyaan	Skor				
		1	2	3	4	5
1.	Saya suka mendengarkan lagu berbahasa inggris					
2.	Saya dapat menyanyikan lagu ber lirik bahasa inggris					
3.	Saya memahami arti lagu yang berbahasa inggris					
4.	Saya mendengarkan lagu berbahasa inggris sejak masih di SMP/SMA					
5.	Setiap hari saya mendengarkan lagu berbahasa inggris					
6.	Saya lebih suka mendengarkan lagu berbahasa inggris dibandingkan lagu berbahasa indonesia					
7.	Suasana hati saya senang ketika mendengarkan lagu bahasa inggris					
8.	Saya dapat berbicara bahasa inggris karena saya senang mendengarkan lagu berbahasa inggris					
9.	Sering mendengarkan lagu berbahasa inggris dapat meningkatkan kosa kata bahasa inggris					
10.	Saya yakin jika sering melihat lirik sambil mendengarkan lagu berbahasa inggris dapat meningkatkan kemampuan berbahasa inggris saya					

PERTANYAAN WAWANCARA
Learner's Experience of Using English Songs
for Autonomous Listening

A. IDENTITAS RESPONDEN (MAHASISWA)

1. Nama :
2. Kelas :

B. PERTANYAAN WAWANCARA

1. Apakah anda suka mendengarkan musik atau lagu yang liriknya berbahasa inggris?

Jawab :

2. Dari Manakah anda mengetahui musik atau lagu yang menggunakan lirik bahasa inggris?

Jawab :

3. Apakah anda mengerti makna dari musik atau lagu ketika mendengarkan musik atau lagu tersebut?

Jawab :

4. Bagaimanakah cara anda memahami makna musik atau lagu yang anda dengarkan?

Jawab :

5. Apakah aksen dari penyanyi yang menyanyikan lagu tersebut berpengaruh dalam cara tangkap anda dalam memahami makna dari musik atau lagu yang saudara/i dengarkan?

Jawab :

6. Apakah anda suka melihat liriknya sembari mendengarkan musik atau lagu tersebut?

Jawab :

7. Apakah musik atau lagu tersebut dapat dijadikan media dalam meningkatkan kemampuan anda dalam berbahasa inggris?

Jawab :

8. Bagaimanakah cara anda menjadikan musik atau lagu bahasa inggris sebagai salah satu media dalam membantu meningkatkan kemampuan anda dalam berbahasa inggris?

Jawab :

9. Sejak kapan anda pertama kali mengetahui musik atau lagu berbahasa inggris?

Jawab :

10. Apakah terdapat pengalaman menarik tentang mendengarkan musik atau lagu bahasa inggris dari pertama kali mendengarkan sampai sekarang?

Jawab :

11. Apakah anda masih menggunakan lagu bahasa inggris dalam membantu meningkatkan kemampuan berbahasa inggris?

Jawab :

12. Bagaimanakah anda menentukan musik atau lagu bahasa inggris yang tepat untuk dijadikan media meningkatkan kemampuan berbahasa inggris?

Jawab :

13. Apakah genre musik atau lagu berpengaruh terhadap cara anda menentukan musik atau lagu yang akan dijadikan media belajar?

Jawab :

14. Apakah musik atau lagu tersebut dapat membantu anda dalam menghadapi tugas atau ujian dalam mata kuliah yang berkaitan dengan listening?

Jawab :

15. Apakah terdapat tantangan yang pernah anda alami ketika menjadikan lagu sebagai media pembelajaran?

Jawab :

16. Bagaimanakah cara anda menanggulangi tantangan tersebut?

Jawab :

17. Apakah efektif menjadikan musik atau lagu sebagai media meningkatkan kemampuan berbahasa inggris?

Jawab :

Result of Questionnaire

No	Name	Class	Score
1	Jasmine Jamilat	4B	31
2	Fryda Safrina Cahyani	6A	32
3	Yuni	6A	49
4	Wardah Mutia Fadhilah	6A	50
5	Aulia Abdurahman Hakim	6B	36
6	Salwana Safa	6B	40
7	Najwa	6B	38
8	Adam Khalsia	6B	44
9	Raisha Putri Berliana Darmono	6B	50
10	Selvina Talviani Sayyidah	8A	46
11	Maya Amelia	8A	40
12	Bunga Amelia Putri	8A	40
13	Iqbal Nurkholik	8A	34
14	Syifa Alfathira	8A	40
15	Amirullah Ramadhani	8A	44
16	M. Nurkeisar Rais	6A	48
17	Qurrotul Ain	8A	46

PERTANYAAN WAWANCARA
*Learner's Experience of Using English Songs
for Autonomous Listening*

A. IDENTITAS RESPONDEN (MAHASISWA)

- 3. Nama : Wardah Mutia Fadilah
- 4. Kelas : 6B

B. PERTANYAAN WAWANCARA

- 1. Apakah anda suka mendengarkan musik atau lagu yang liriknya berbahasa inggris?

Jawab : saya suka dari saya masih kecil, karen dengan lagu saya merasa tenang

- 2. Dari Manakah anda mengetahui musik atau lagu yang menggunakan lirik bahasa inggris?

Jawab : kalau sekarang dari youtube atau spotify tapi untuk pertama kali kalau tidak salah ingat dari soundtrack kartun burny karena saya diberi akses tv langganan sejak kecil oleh orang tua saya

- 3. Apakah anda mengerti makna dari musik atau lagu ketika mendengarkan musik atau lagu tersebut?

Jawab : tentu saja karena dari kecil saya mungkin bisa dibilang familiar dengan lagu bahasa inggris karena ibu saya juga suka lagu-lagu bahasa inggris tapi yang lama

4. Bagaimanakah cara anda memahami makna musik atau lagu yang anda dengarkan?

Jawab : biasanya saya mendengarkan lagu di youtube berupa video lirik jadi bisa mendengarkan dan melihat liriknya di waktu yang sama dan selebihnya saya otodidak

5. Apakah aksen dari penyanyi yang menyanyikan lagu tersebut berpengaruh dalam cara tangkap anda dalam memahami makna dari musik atau lagu yang anda dengarkan?

Jawab : tidak terlalu karena saya mendengarkan sambil melihat liriknya

6. Apakah anda suka melihat liriknya sembari mendengarkan musik atau lagu tersebut?

Jawab : iya supaya dapat tahu makna dari lagu tersebut

7. Apakah musik atau lagu tersebut dapat dijadikan media dalam meningkatkan kemampuan anda dalam berbahasa inggris?

Jawab : iya, karena lagu merupakan basic media dalam listening skill dan mudah dilakukan

8. Bagaimanakah cara anda menjadikan musik atau lagu bahasa inggris sebagai salah satu media dalam membantu meningkatkan kemampuan saudara/i dalam berbahasa inggris?

Jawab : selain dengan melihat liriknya, saya juga biasanya melakukan matching antara kata bahasa inggris serta artinya dalam bahasa indonesia. Hal itu juga membantu saya menambah vocabulary baru

9. Sejak kapan anda pertama kali mengetahui musik atau lagu berbahasa inggris?

Jawab : sejak saya masih kecil dan belum sekolah waktu itu saya dikasih tontonan kartun dari luar negeri dan memakai bahasa inggris dan tentu soundtracknya pun begitu, dari situlah saya mulai menyukai lagu bahasa inggris dibantu oleh ibu saya yang juga suka lagu bahasa inggris lama

10. Apakah terdapat pengalaman menarik tentang mendengarkan musik atau lagu bahasa inggris dari pertama kali mendengarkan sampai sekarang?

Jawab : ada saat saya masih SMP, guru saya memberikan tugas berupa mengisi lirik yang kosong, karena dari dulu saya suka mendengarkan lagu berbahasa inggris dan kebetulan saya tahu lagu yang ditugaskannya, jadi saya bisa mengerjakannya dengan baik dan mendapatkan nilai yang cukup bagus

11. Apakah anda masih menggunakan lagu bahasa inggris dalam membantu meningkatkan kemampuan berbahasa inggris?

Jawab : masih karena listening adalah skill yang perlu diasah secara rutin terutama saat menghadapi berbagai test listening seperti TOEIC/TOEFL dan lagu dapat dijadikan media belajar yang cukup membantu

12. Bagaimanakah anda menentukan musik atau lagu bahasa inggris yang tepat untuk dijadikan media meningkatkan kemampuan berbahasa inggris?

Jawab : Saya sering menggunakan aplikasi, misalnya YouTube tempat saya memutar video musik yang mempunyai lirik atau bahkan lirik video sehingga saya dapat mendengarkan dan melihat liriknya secara bersamaan dan itu membantu saya melatih keterampilan mendengarkan, menambah kosa kata dan ketika melakukan tugas-tugas seperti tugas mata kuliah Listening

13. Apakah genre musik atau lagu berpengaruh terhadap cara anda menentukan musik atau lagu yang akan dijadikan media belajar?

Jawab : tidak terlalu, selama itu lagu bahasa inggris saya mengerti karena sudah menjadi kebiasaan

14. Apakah musik atau lagu tersebut dapat membantu anda dalam menghadapi tugas atau ujian dalam mata kuliah yang berkaitan dengan listening?

Jawab : tentu, contohnya di semester 3 saya diberi tugas oleh dosen untuk menjelaskan makna lagu sesuai pendapat saya dan di presentasikan dikelas didepan teman-teman dan karena kebiasaan saya mendengarkan lagu bahasa inggris, saya dapat melakukan nya dengan cukup baik pada akhirnya hanya terkendala nervous saja di awal

15. Apakah terdapat tantangan yang pernah anda alami ketika menjadikan lagu sebagai media pembelajaran?

Jawab : tantangan yang saya alami bahkan sampai sekarang mungkin tentang membagi waktu antara hal yang saya sukai dengan hal yang sudah menjadi kewajiban sebagai mahasiswa, karena memahami lagu yang

berbahasa asing dan nuansa budaya asing memerlukan waktu agar saya paham apa makna atau sekdar arti lagi lagu tersebut

16. Bagaimanakah cara anda menanggulangi tantangan tersebut?

Jawab : untuk menanggulangi obstacle yang saya alami, saya biasanya dengan cara membuat jadwal tertentu sesuai dengan kegiatan sehari-hari saya, seperti sedang istirahat ketika di kampus sambil menggunakan aplikasi pemutar musik yang bisa mensinkron audio dengan liriknya dan itu cukup membantu saya dalam memahami kata atau lirik yang kurang saya pahami di waktu luang saya di sela kesibukan

17. Apakah efektif menjadikan musik atau lagu sebagai media meningkatkan kemampuan berbahasa inggris?

Jawab : Berdasarkan pengalaman saya belajar mendengarkan dengan para guru& dosen, menurut saya, lagu merupakan salah satu media yang penting dan sekarang pun, saya masih menggunakan lagu sebagai media pembelajaran listening saya untuk membantu saya mengerjakan tugas, bahkan saat bersantai, agar otak saya lebih terstimulasi dan fresh ketika belajar bahasa Inggris

PERTANYAAN WAWANCARA
*Learner's Experience of Using English Songs
for Autonomous Listening*

A. IDENTITAS RESPONDEN (MAHASISWA)

Nama : Raisha Putri Berliana Purnomo
Kelas : 6B

B. PERTANYAAN WAWANCARA

1. Apakah anda suka mendengarkan musik atau lagu yang liriknya berbahasa inggris?

Jawab : saya suka dari saya masih kecil, karen dengan lagu saya merasa tenang

2. Dari Manakah anda mengetahui musik atau lagu yang menggunakan lirik bahasa inggris?

Jawab : kalau sekarang dari youtube atau spotify tapi untuk pertama kali kalau tidak salah ingat dari soundtrack kartun burny karena saya diberi akses tv langganan sejak kecil oleh orang tua saya

3. Apakah anda mengerti makna dari musik atau lagu ketika mendengarkan musik atau lagu tersebut?

Jawab : tentu saja karena dari kecil saya mungkin bisa dibilang familiar dengan lagu bahasa inggris karena ibu saya juga suka lagu-lagu bahasa inggris tapi yang lama

4. Bagaimanakah cara anda memahami makna musik atau lagu yang anda dengarkan?

Jawab : biasanya saya mendengarkan lagu di youtube berupa video lirik jadi bisa mendengarkan dan melihat liriknya di waktu yang sama dan selebihnya saya otodidak

5. Apakah aksen dari penyanyi yang menyanyikan lagu tersebut berpengaruh dalam cara tangkap anda dalam memahami makna dari musik atau lagu yang anda dengarkan?

Jawab : tidak terlalu karena saya mendengarkan sambil melihat liriknya

6. Apakah anda suka melihat liriknya sembari mendengarkan musik atau lagu tersebut?

Jawab : iya supaya dapat tahu makna dari lagu tersebut

7. Apakah musik atau lagu tersebut dapat dijadikan media dalam meningkatkan kemampuan anda dalam berbahasa inggris?

Jawab : iya, karena lagu merupakan basic media dalam listening skill dan mudah dilakukan

8. Bagaimanakah cara anda menjadikan musik atau lagu bahasa inggris sebagai salah satu media dalam membantu meningkatkan kemampuan saudara/i dalam berbahasa inggris?

Jawab : selain dengan melihat liriknya, saya juga biasanya melakukan matching antara kata bahasa inggris serta artinya dalam bahasa indonesia. Hal itu juga membantu saya menambah vocabulary baru

9. Sejak kapan anda pertama kali mengetahui musik atau lagu berbahasa inggris?

Jawab : sejak saya masih kecil dan belum sekolah waktu itu saya dikasih tontonan kartun dari luar negeri dan memakai bahasa inggris dan tentu soundtracknya pun begitu, dari situlah saya mulai menyukai lagu bahasa inggris dibantu oleh ibu saya yang juga suka lagu bahasa inggris lama

10. Apakah terdapat pengalaman menarik tentang mendengarkan musik atau lagu bahasa inggris dari pertama kali mendengarkan sampai sekarang?

Jawab : ada saat saya masih SMP, guru saya memberikan tugas berupa mengisi lirik yang kosong, karena dari dulu saya suka mendengarkan lagu berbahasa inggris dan kebetulan saya tahu lagu yang ditugaskannya, jadi saya bisa mengerjakannya dengan baik dan mendapatkan nilai yang cukup bagus

11. Apakah anda masih menggunakan lagu bahasa inggris dalam membantu meningkatkan kemampuan berbahasa inggris?

Jawab : masih karena listening adalah skill yang perlu diasah secara rutin terutama saat menghadapi berbagai test listening seperti TOEIC/TOEFL dan lagu dapat dijadikan media belajar yang cukup membantu

12. Bagaimanakah anda menentukan musik atau lagu bahasa inggris yang tepat untuk dijadikan media meningkatkan kemampuan berbahasa inggris?

Jawab : Saya sering menggunakan aplikasi, misalnya YouTube tempat saya memutar video musik yang mempunyai lirik atau bahkan lirik video sehingga saya dapat mendengarkan dan melihat liriknya secara bersamaan dan itu membantu saya melatih keterampilan mendengarkan, menambah kosa kata dan ketika melakukan tugas-tugas seperti tugas mata kuliah Listening

13. Apakah genre musik atau lagu berpengaruh terhadap cara anda menentukan musik atau lagu yang akan dijadikan media belajar?

Jawab : tidak terlalu, selama itu lagu bahasa inggris saya mengerti karena sudah menjadi kebiasaan

14. Apakah musik atau lagu tersebut dapat membantu anda dalam menghadapi tugas atau ujian dalam mata kuliah yang berkaitan dengan listening?

Jawab : tentu, contohnya di semester 3 saya diberi tugas oleh dosen untuk menjelaskan makna lagu sesuai pendapat saya dan di presentasikan dikelas didepan teman-teman dan karena kebiasaan saya mendengarkan lagu bahasa inggris, saya dapat melakukan nya dengan cukup baik pada akhirnya hanya terkendala nervous saja di awal

15. Apakah terdapat tantangan yang pernah anda alami ketika menjadikan lagu sebagai media pembelajaran?

Jawab : tantangan yang saya alami bahkan sampai sekarang mungkin tentang membagi waktu antara hal yang saya sukai dengan hal yang sudah menjadi kewajiban sebagai mahasiswa, karena memahami lagu yang berbahasa asing dan nuansa budaya asing memerlukan waktu agar saya paham apa makna atau sekdar arti lagi lagu tersebut

16. Bagaimanakah cara anda menanggulangi tantangan tersebut?

Jawab : untuk menanggulangi obstacle yang saya alami, saya biasanya dengan cara membuat jadwal tertentu sesuai dengan kegiatan sehari-hari saya, seperti sedang istirahat ketika di kampus sambil menggunakan aplikasi pemutar musik yang bisa mensinkron audio dengan liriknya dan itu cukup membantu saya dalam memahami kata atau lirik yang kurang saya pahami di waktu luang saya di sela kesibukan

17. Apakah efektif menjadikan musik atau lagu sebagai media meningkatkan kemampuan berbahasa inggris?

Jawab : Berdasarkan pengalaman saya belajar mendengarkan dengan para gurun& dosen, menurut saya, lagu merupakan salah satu media yang penting dan sekarang pun, saya masih menggunakan lagu sebagai media pembelajaran listening saya untuk membantu saya mengerjakan tugas, bahkan saat bersantai, agar otak saya lebih terstimulasi dan fresh ketika belajar bahasa Inggris



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- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
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Untuk mengadakan penelitian di Instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 08 Desember 2023 s.d 08 Januari 2024 mengenai: LEARNER'S EXPERIENCE OF USING ENGLISH SONGS FOR AUTONOMOUS LISTENING: A NARRATIVE INQUIRY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.




Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

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No	Nama Penguji	Saran Perbaikan	Letak Tindak Perbaikan (Hal brp)	Paraf (ACC)
1.	<u>Lungguh Halira Vonti, M.Pd.</u>	Mengganti lokasi dan jenis partisipan agar lebih memudahkan jalannya penelitian dan koreksi isi dari instrumen penelitian dalam menyaring partisipan.	23 & 25	
2.	<u>Poppy Sofia Hidayati, M.Pd.</u>	Koreksi di bagian teori dalam autonomous listening agar lebih detail dan filtering pada instrumen penelitian.	10, 23, 25	
3.	<u>Abdul Rosyid, M.Pd.</u>	mencari teori pada google scholar agar teori dapat lebih dipahami dan diperinci	10	
Judul Skripsi: Learner's Experience of Using English Songs for Autonomous Listening: A Narrative Inquiry				
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