

**Improving Students' Listening Skill on Numbers through Songs
at The First Semester in English Language Study Program
San Pedro University**

Chamelya V. C Sene^{1}, Rozita Y. Lodo², Antonia Tefa³, Mansuetus Mola⁴*

^{1,2,3,4}San Pedro University, East Nusa Tenggara - Indonesia

Email: ¹vivisene27@gmail.com

Abstract

Article History:

Received: 27/05/2025

Accepted: 02/06/2025

Published: 13/07/2025

Keywords:

*Listening skill, songs,
numbers*

Four essential skills must be mastered in order to study the English language. They are speaking, listening, writing, and reading. Proficiency in the English language requires mastery of the fourth such ability. One of the abilities that must be understood when learning English is listening. Using songs is one of the numerous strategies to enhance listening abilities. The purpose of this research is to ascertain whether employing English songs throughout the first semester of San Pedro University's English language study program improves students' listening abilities. Action research in the classroom was used in this study. The 15 students served as the research subjects. The researcher implemented teaching and assessments to gather data. The average score was 71.33 in the first cycle, and 46.66% of students achieved the standard score, as indicated by the data. In contrast, 86.66% of students passed score in the second cycle, with an average score of 78.66. However, observations show that during listening exercises, some students are still unable to hear the music being played clearly. In the second cycle, students demonstrated an enhancement in their listening skills through the utilization of English songs. San Pedro University has seen a rise in the use of song lyrics for listening according to the research's findings.

Kata Kunci:

*Kemampuan
Mendengar, Lagu,
Angka*

Abstract

Dalam mempelajari bahasa Inggris, ada empat keterampilan yang harus dikuasai. Yaitu membaca, menulis, berbicara, dan mendengarkan. Keempat kemampuan tersebut harus dikuasai agar dapat menguasai bahasa Inggris dengan baik. Mendengarkan merupakan salah satu keterampilan yang harus dipahami

dalam mempelajari bahasa Inggris. Ada banyak cara untuk meningkatkan keterampilan mendengarkan, salah satunya adalah dengan menggunakan lagu. Tujuan dari penelitian ini adalah untuk memastikan apakah menggunakan lagu-lagu bahasa Inggris dapat meningkatkan kemampuan mendengarkan siswa. Penelitian ini menggunakan Penelitian tindakan kelas dan 15 siswa sebagai subjek penelitian. Peneliti menerapkan pengajaran dan penilaian untuk mengumpulkan data. Skor rata-rata adalah 71,33 pada siklus pertama, dan 46,66% siswa mencapai skor standar, seperti yang ditunjukkan oleh data. Sebaliknya, 86,66% siswa lulus skor pada siklus kedua, dengan skor rata-rata 78,66. Namun, pengamatan menunjukkan bahwa selama latihan mendengarkan, beberapa siswa masih tidak dapat mendengar lagu yang diputar dengan jelas. Pada siklus kedua, siswa menunjukkan peningkatan dalam keterampilan mendengarkan mereka melalui pemanfaatan lagu-lagu bahasa Inggris. Universitas San Pedro telah melihat peningkatan dalam penggunaan lirik lagu untuk mendengarkan menurut temuan penelitian.

INTRODUCTION

English is used for communication, whether in writing or in conversation. The goal of English is to help students become more proficient communicators and comprehend how language and culture interact. The four elements of listening, speaking, reading, and writing are among the competencies that students need to be taught. Each skill has a close relationship with the others (Sene, 2023). People naturally learn to listen, then talk, read, and finally write when they acquire a language. People can't talk before they listen. According to Brownell (2012), "Listening is becoming a crucial communication ability in all settings, including companies and schools." In other words, Language communication is facilitated by listening skills.

The ability to listen is crucial for learning English. Teachers around the world have taken notice of the growth in listening skills. Listening is one of the essential skills that students should acquire when learning a language, including English; however,

becoming proficient in listening is not as easy as it appears. These characteristics are inextricably linked to the impact of listening on the development of students' vocabulary and the improvement of language proficiency.

Currently, the enthusiasm of young Indonesians in singing is substantial. Their enthusiasm is demonstrated by the numerous music programs and festivals in Indonesia that prioritize youth engagement. Given how much Indonesian young are interested in this music, there is a fascinating chance to look at its impact. Songs play a part in English language acquisition; it is believed that listening to songs with English lyrics would help with pronunciation, vocabulary development, speaking, translating, and other skills. When students encounter a lot of demands throughout the lecture process, songs are typically utilized as a kind of stress relief in addition to serving as a medium for learning English. In addition to elevating mood, listening to songs, especially English songs, can help develop abilities, particularly listening skills. Songs of the western pop genre are typically preferred by the millennial generation of today.

Enhancing students' listening abilities is one of the additional advantages of music listening. According to Listiyaningsih (2017), listening to English-language music is another method of enhancing listening abilities. Usually, when students listen to a song in English, not all of them immediately understand the lyrics and their meanings. Students who are accustomed to listening to English songs will find it simpler to comprehend the singer's message when they are in a listening class. Numerous media, including films, videos, and music, can be employed to enhance students' listening abilities, particularly in the context of English language acquisition. Listening to songs is a medium that can be more readily improved, as they are accessible and can be found in a variety of locations. The use of a song in the classroom has several reasons. According to Krashen (Krashen as cited in Berlia Sari, I., & Riana Rahmawanti, M, 2022), Songs can generate a happy mood in the classroom. Furthermore, the concept that songs can help improve the atmosphere in the classroom can aid develop language abilities has also been recognized by other authors. This belief has been taken into consideration by a number of authors. Because of this, the

researcher is interested in conducting further research on the impact that English songs have on the improvement of students' listening abilities. This is based on the explanation that was provided before. This research focuses on improving students' listening skills in numbers through song, especially for first-semester students at San Pedro University.

There was previous research about listening to songs. Berlia Sari, I., & Riana Rahmawanti, M. (2022) analyzed Benefiting EFL Students in Listening Comprehension through English Songs. They did their research at one of the private universities in Bogor. Their study shows benefits for students in listening to English songs; it can improve English language skills, help students focus more on learning, motivate learning, and relax the body. All students agree that listening to English songs can be obtained by listening to English songs as a learning medium. The difference between the previous research and this research is that the previous research only focuses on the benefits of listening comprehension through English songs and the second on the method that was used. Meanwhile, this research focuses on improving students' listening skills on numbers through songs and using CAR as a method.

METHOD

The research methodology employed is Classroom Action Research (CAR). The research design entailed the implementation of actions in a classroom to improve the quality of teaching and learning practices. Conversely, it could be described as a course of action used to address an issue in the classroom. Therefore, addressing the problem of enhancing listening abilities was the aim of this study.

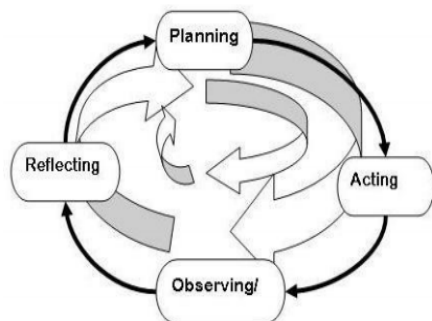


Figure 1. Concept of Kurt Lewin Action Model

The first step is to plan, then act, observe, and reflect on the learning process. These four steps are repeated each cycle. 15 students participated as subjects in the research in the first semester of the English language study program. Descriptive quantitative analysis was employed in this study to examine the data. Quantitative descriptive analysis is one kind of research analysis that describes factual facts as being as genuine as the data that researchers gather. The researcher collected the data through a test, followed by an analysis of the students' progress. The test was a listening test; the researcher gave a worksheet containing song lyrics with incorrect numbers, and then the students were asked to listen to the song and replace them with the correct numbers based on what they heard. After that, the researcher analyzed the test using a formula.

FINDINGS AND DISCUSSION

1. The outcome of the Pre-Test

The first test was given to initiate pre-test learning. Easy songs continue to be used in the traditional way that the learning process is implemented in the pre-cycle. The pre-test was completed prior to the Classroom Action Research (CAR) implementation. The pre-test assessed the students' ability to comprehend what they were hearing.

Table 1. Pre-Test

No	Students' Name	Score	Explanation	Categories
1.	S1	60	Not Pass	Average
2.	S2	60	Not Pass	Average
3.	S3	80	Pass	Good
4.	S4	50	Not Pass	Average
5.	S5	50	Not Pass	Average
6.	S6	95	Pass	Excellent
7.	S7	50	Not Pass	Average
8.	S8	50	Not Pass	Average
9.	S9	50	Not Pass	Average
10.	S10	75	Pass	Good
11.	S11	95	Pass	Excellent
12.	S12	50	Not Pass	Average
13.	S13	50	Not Pass	Average
14.	S14	50	Not Pass	Average
15.	S15	75	Pass	Good
Total		940		
High Score		95		
Low Score		50		
Average Score		62,66		

Students' values are ascertained by using:

$$p = \frac{\sum x}{\sum N} \times 100$$

$$p = \frac{5}{15} \times 100 = 33,33$$

It can be inferred from the aforementioned data that up to 5 of the 15 students achieved completion. Mastery is attained by the utilization of English songs to enhance listening abilities, as evidenced by an average score in the pre-test.

2. Cycle 1

a) Planning

During the planning phase, the researcher organized numerous elements essential for the execution of the learning process in Cycle I.

b) Acting

During this stage, the researcher provided materials related to numbers. Once the students understood what they were learning, the researcher gave them work to do; the first task was to match the numbers with the words, and the second task

involved replacing the correct number in an English song titled "100 Years" by "Five for Fighting."

c) Observation

This study seeks to assess the listening proficiency of students while engaging with English songs. The researcher administered a test to the students, with the results displayed in the following table:

Table 2. Cycle 1

No	Students' Name	Score	Explanation	Categories
1.	S1	70	Pass	Good
2.	S2	65	Not Pass	Good
3.	S3	85	Pass	Excellent
4.	S4	65	Not Pass	Good
5.	S5	65	Not Pass	Good
6.	S6	100	Pass	Excellent
7.	S7	70	Pass	Good
8.	S8	65	Not Pass	Good
9.	S9	65	Not Pass	Good
10.	S10	85	Pass	Excellent
11.	S11	100	Pass	Excellent
12.	S12	50	Not Pass	Average
13.	S13	50	Not Pass	Average
14.	S14	50	Not Pass	Average
15.	S15	85	Pass	Excellent
Total		1.070		
High Score		100		
Low Score		50		
Average Score		71,33		

Students' values are ascertained by using:

$$p = \frac{\sum x}{\sum N} \times 100$$

$$p = \frac{7}{15} \times 100 = 46,66\%$$

d) Reflection

In cycle 1, the observation instruments indicated that the average score of students was 71.33, while their presentation scores averaged 46.66%. The result is classified as average when assessed according to the presentation scale; therefore,

the researcher continued to cycle 2 sees the improvement, whether there is an increase or not.

3. Cycle 2

a) Planning

The researcher prepared a variety of items for use in cycle II's learning process framework during the planning stage.

b) Acting

During this stage, the researcher provided materials related to numbers. . Once the students understood what they were learning, the researcher gave them work to do; the first task was to match numbers with words, and the second was that the researcher provided them with an English song titled "Five More Minutes" by Scotty McCreery" that was related to the material by replacing the correct number.

c) Observation

Table 3. Cycle II

No	Students' Name	Score	Explanation	Categories
1.	S1	75	Pass	Good
2.	S2	75	Pass	Good
3.	S3	90	Pass	Excellent
4.	S4	70	Pass	Good
5.	S5	65	Not Pass	Good
6.	S6	100	Pass	Excellent
7.	S7	80	Pass	Good
8.	S8	65	Not Pass	Good
9.	S9	70	Pass	Good
10.	S10	90	Pass	Excellent
11.	S11	100	Pass	Excellent
12.	S12	70	Pass	Good
13.	S13	70	Pass	Good
14.	S14	70	Pass	Good
15.	S15	90	Pass	Excellent
Total		1.180		
High Score		100		
Low Score		65		
Average Score		78.66		

Students' values are ascertained by using:

$$p = \frac{\sum x}{\sum N} \times 100$$

$$p = \frac{13}{15} \times 100 = 86,66\%$$

d) Reflection

According to observation tools used throughout the second cycle of learning English songs to enhance listening skills, students' average activity is 78.66, and their presentations are 86.66%. This is classified as good, according to the presentation scale. The average score for the 15 students who finished cycle II was 78.66, which means they got 86.66%. If you compare this to cycle I, it definitely went up, but the average in cycle I only went up by 46.66%. The following data is compiled in a table that compares pre-cycle, cycle I, and cycle II to show how thoroughly students have learnt English by using an English song to improve their listening skills:

Table 4. Comparison of Pre-Test, Cycle I and Cycle II

No	The Observed Aspect	Completeness		
		Pre-Test	Cycle I	Cycle II
1.	Average Value	62,66	71,33	78,66
2.	Students complete	33,33%	46,66%	86,66%
3.	Students have not finished yet	66,66%	53,34%	13,34%

CONCLUSION

The goal of this research was to see if employing English songs may help students enhance their listening skills. The data reveal that after employing English songs in the first semester of San Pedro University's English language program, students' listening skills improved from cycle I to cycle II, indicating that songs considerably increase listening abilities. As a result, songs are an effective technique for teaching listening comprehension, as evidenced by the data findings.

REFERENCES

- Arum, S., & Saly, K. (2022). Duolingo Mobile Application for English Listening Skill Improvement of Vocational School Students. *Journal of English Language and Education*. Retrieved from <https://jele.or.id/index.php/jele/article/view/306>
- Astuti, A. V., Syam, U. K., & Daddi, H. . (2024). IMPROVING STUDENTS' LISTENING SKILL THROUGH PODCASTS. *English Language Teaching Methodology*, 4(1), 28–35. Retrieved from <https://doi.org/10.56983/eltm.v4i1.97>
- Berlia Sari, I., & Riana Rahmawanti, M. . (2022). BENEFITING EFL STUDENTS IN LISTENING COMPREHENSION WITH ENGLISH SONGS. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 6(1), 72–85. Retrieved from <https://doi.org/10.32520/eji.v6i1.1691>
- Brownell, Judi. (2012) *Listening, Attitudes, Principles, and Skills*. New York: Routledge, 5th Ed.
- Elfira, M., Pratiwi, P., & M, Fakrur. (2022). Analysis of the Listening Ability of PGSD Students in Online Learning. *AL-ISHLAH: Jurnal Pendidikan*. Retrieved from <https://journal.staihubbulwathan.id/index.php/alishlah/article/view/620>
- Hadi, M. S., Izzah, L., & Maesari, D. (2021). Improve Students' Listening Comprehension Through Podcasts. *Jurnal Ilmiah Pendidikan Profesi Guru*, 4(3), 414–421. Retrieved from <https://doi.org/10.23887/jippg.v4i3.39838>
- Lewin, K., 1946. Action Research and minority problems. *Journal of Social Issues*, 2(4): 34-46. Retrieved from <https://spssi.onlinelibrary.wiley.com/doi/10.1111/j.1540-4560.1946.tb02295.x>
- Listiyaningsih, T. (2017). The influence of Listening English song to improve listening skill in listening class. *Academia: Journal of Multidisciplinary Studies*. 1(1), 35-49
- Mukminatus, Z. (2016). Improving Students' Listening Skill Through Shadowing. *Register Journal*. Retrieved from <https://journalregister.iainsalatiga.ac.id/index.php/register/article/view/703>

- Nadiyya, R., & Suryadi, S. (2024). The Power of English Music to Improve Students' Listening Skills. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(2), 683-688. Retrieved from <https://doi.org/10.51169/ideguru.v9i2.772>
- Permatasari, N., Khaerati Syam, U. ., & Sastrawati, I. . (2023). Exploring Students' Difficulties in Learning Listening Comprehension at Second Semester English Education Department of Muhammadiyah University of Makassar. *Journal of Language Testing and Assessment*, 3(1), 40-50. Retrieved from <https://doi.org/10.56983/jlta.v3i1.313>
- Sene, C. V. C. (2023). An Analysis of Listening Comprehension Problems in Listening Subject Among Students in English Language Education Study Program of San Pedro University. *INTERACTION: Jurnal Pendidikan Bahasa*, 10(1), 544-553. Retrieved from <https://ejournal.unimudasorong.ac.id/index.php/interactionjournal/article/view/2303>
- Susiani, Rini., Farizawati., Dauyah, Ema., & Riska, Kana. (2020). *Improving Students' Listening Skill By Using Animation Videos Through Sentence Completion At Smpn 1 Bandar Baru*. Jurnal Dedikasi Pendidikan. Retrieved from <http://jurnal.abulyatama.ac.id/index.php/dedikasi/article/view/1108>
- Wahyuni, M. E., & Inayati, N. (2022). The Strategies in Learning English Listening Skills Used by The Eighth-Graders. *Journal of Foreign Language Teaching and Learning*, 7(2), 160-177. Retrieved from <https://doi.org/10.18196/ftl.v7i2.14504>
- Yuliarini, N. L. E. . (2022). The Use of Song in Improving Students' Listening Skill. *Indonesian Journal of Educational Research and Review*, 5(2), 226-233. Retrieved from <https://doi.org/10.23887/ijerr.v5i2.48760>