

THE EFFECTIVENESS OF ENGLISH SONGS ON STUDENTS' SELECTIVE LISTENING SKILLS AT SENIOR HIGH SCHOOL

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Introduction:

- Listening is a complex cognitive skill and an essential part of language learning.
 - Selective listening focuses on identifying specific information while ignoring irrelevant details.
 - A preliminary teacher interview found that students experienced difficulty obtaining important information from recorded materials because of unfamiliar pronunciation, dialects, intonation, and limited vocabulary.
 - English songs were proposed as an instructional medium because they provide authentic input, meaningful context, rhythm, repetition, and memorable language patterns.
 - Research gap: previous studies have mostly focused on vocabulary, pronunciation, or general perceptions; few specifically examined selective listening among senior high school students.
- Research Question: Do English songs have an effect on students' selective listening skills?

Method:

Research Design Quantitative Pre-Experimental One-Group Pretest–Posttest	Participants 36 eleventh-grade students at Muhammadiyah 2 Sidoarjo Senior High School	Framework Krashen’s Input Hypothesis and Affective Filter Hypothesis
Data Collection Pre-test → Treatment → Post-test Instruments: Selective listening cloze test Pre-test: 10 items Post-test: 10 items Students listened to audio and identified specific information		Listening Stages Pre-listening → While-listening → Post-listening

Data Collection:

PRE-TEST

Audio: “The Wind and the Sun”

10-item cloze test focusing on specific information.

TREATMENT

English songs: “You Belong With Me” and “Love Story”

Structured through pre-listening, while-listening, and post-listening activities.

POST-TEST

Audio: “The City Mouse and the Country Mouse”

10-item cloze test using the same indicators and level of difficulty.

SCORING

1 point for correct answers; 0 for incorrect answers; converted to a 100-point scale.

Results:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	20	100	70.56	19.704
Posttest	36	60	100	88.61	8.333
Valid N (listwise)	36				

Descriptive statistics point to a clear upward shift in performance, with average scores climbing from 70.56 to 88.91. In addition, the minimum score increased from 20 to 60, while the maximum score remained at 100. The standard deviation decreased from 19.704 to 8.333, suggesting that students' scores became more consistent after the treatment.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.184	36	.003	.911	36	.007
Posttest	.344	36	.000	.784	36	.000

a. Lilliefors Significance Correction

The analysis revealed that the p-value for the pre-test was 0.007 and for the post-test was 0.000. As both values were less than 0.05, the pre-test and post-test data were not normally distributed. Therefore, a non-parametric statistical test was required to test the hypothesis.

Results:

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	3 ^a	5.50	16.50
	Positive Ranks	25 ^b	15.58	389.50
	Ties	8 ^c		
	Total	36		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

The results indicate 25 students achieved higher scores in the post-test than in the pre-test (positive ranks), while 3 students obtained lower scores (negative ranks), and 8 students showed no change in their scores (ties). The total of positive rank scores (389.50) was significantly higher than the sum of negative ranks (16.50), indicating that the majority of students demonstrated an effect in selective listening after being taught using English songs.

Results:

Test Statistics^a

	Posttest - Pretest
Z	-4.281 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The analysis yielded a standardized test statistic (Z) of -4.281 and an Asymptotic Significance (2-tailed) value of 0.000. Since the obtained p-value was lower than the significance level of 0.05 ($p < 0.05$), the null hypothesis (H_0) was rejected, whereas the alternative hypothesis (H_1) was accepted. These results indicate that a statistically significant difference existed between the students' pre-test and post-test scores. Therefore, the implementation of English songs significantly affects students' selective listening.

Discussion & Implication:

DISCUSSION

- English songs showed a statistically significant improvement in students' selective listening scores.
- The three listening stages helped students focus on specific information.
- Cloze activities trained students to identify missing words and details from spoken input.
- Rhythm and repetition provided meaningful and comprehensible input, supporting vocabulary and pronunciation recognition.
- The findings support Krashen's Input Hypothesis and Affective Filter Hypothesis.
- The results are consistent with previous studies reporting positive contributions of English songs to EFL listening.

IMPLICATION

English songs can be used as an alternative listening medium when integrated into structured learning activities rather than used only for entertainment.

Conclusion & Limitation

CONCLUSION

English songs were effective in improving senior high school students' selective listening skills. The mean score increased from 70.56 to 88.91, and the Wilcoxon Signed-Rank Test showed a significant difference ($Z = -4.281$, $p < 0.001$). The findings indicate that English songs can serve as an alternative medium for structured selective listening practice.

LIMITATION

- No control group.
- One school with 36 participants.
- Limited treatment period due to school scheduling.

FUTURE RESEARCH

Future studies may use a control group, larger and multi-school samples, and a longer treatment period.

Thank You