

P3I UMSIDA

Sabrina Rev Sore.docx

-  BULQIS
-  Kampus 3
-  Perpustakaan

Document Details

Submission ID**tm:oid:::1:3625940297****Submission Date****Aug 11, 2026, 7:33 PM GMT+7****Download Date****Aug 11, 2026, 8:03 PM GMT+7****File Name****Sabrina_Rev_Sore.docx****File Size****4.3 MB****7 Pages****3,791 Words****22,177 Characters**

14% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- Small Matches (less than 10 words)

Match Groups

-  **51** Not Cited or Quoted 37%
Matches with neither in-text citation nor quotation marks
-  **0** Missing Quotations 0%
Matches that are still very similar to source material
-  **8** Missing Citation 3%
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 38%  Internet sources
- 8%  Publications
- 30%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 51** Not Cited or Quoted 37%
Matches with neither in-text citation nor quotation marks
- 0** Missing Quotations 0%
Matches that are still very similar to source material
- 8** Missing Citation 3%
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 38% Internet sources
- 8% Publications
- 30% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	ytscribe.com	10%
2	Student papers	Webster University	8%
3	Internet	ejournal.iainpalo.ac.id	2%
4	Internet	www.ejournal.unma.ac.id	1%
5	Internet	indopediajurnal.my.id	1%
6	Internet	jmpo.stkipasundan.ac.id	1%
7	Student papers	IAIN Palopo	<1%
8	Internet	docplayer.net	<1%
9	Internet	darulilmijournal.com	<1%
10	Internet	repository.uin-suska.ac.id	<1%

11	Publication	Hafiz Maulana. "Exploring the Impact of Video-Based Listening Activities on Spea...	<1%
12	Internet	siducat.org	<1%
13	Student papers	Universitas Negeri Surabaya The State University of Surabaya	<1%
14	Internet	jurnal.iicet.org	<1%
15	Internet	ojs.unm.ac.id	<1%
16	Internet	ejournal.unibabwi.ac.id	<1%
17	Internet	journal.aspirasi.or.id	<1%
18	Internet	journal.umg.ac.id	<1%
19	Student papers	Universitat Autònoma de Barcelona	<1%
20	Internet	ejournal.unuja.ac.id	<1%
21	Internet	journal-center.litpam.com	<1%
22	Internet	journal.ikipsiliwangi.ac.id	<1%
23	Student papers	LL DIKTI IX Turnitin Consortium Part III	<1%
24	Internet	epage.pub	<1%

25	Internet	journal.unpas.ac.id	<1%
26	Internet	journal.upgripnk.ac.id	<1%
27	Internet	journals.lww.com	<1%
28	Internet	jurnalbebasan.ppjbsip.com	<1%
29	Internet	openpublichealthjournal.com	<1%
30	Internet	www.jurnal.isdikkieraha.ac.id	<1%
31	Student papers	University of Northampton	<1%
32	Internet	e-journal.unimudasorong.ac.id	<1%
33	Internet	mail.jele.or.id	<1%
34	Publication	Pratiwi Lestari, Nurul Aryanti, Welly Ardiansyah, Vasa Annisa Indina. "Nature The...	<1%
35	Publication	Silfi Wiladatus Solikhah, Nur Ngazizah Turohmah, Dwi Heriyanto. "Student Learni...	<1%
36	Internet	cmsdata.iucn.org	<1%
37	Internet	e-theses.iaincurup.ac.id	<1%
38	Internet	etheses.uinmataram.ac.id	<1%

39	Internet	mafiadoc.com	<1%
40	Internet	www.ncbi.nlm.nih.gov	<1%
41	Publication	Ida Ayu Made Yuni Andari, Ida Bagus Alit Arta Wiguna. "THE ACQUISITION OF EN...	<1%
42	Internet	cahaya-ic.com	<1%
43	Internet	ejurnal.ung.ac.id	<1%
44	Internet	mdpi-res.com	<1%
45	Internet	repositori.umrah.ac.id	<1%

The Effectiveness of English Songs on Students' Selective Listening Skills at Senior High School

[Efektivitas Penggunaan Lagu Berbahasa Inggris terhadap Kemampuan Menyimak Selektif pada Siswa Sekolah Menengah Atas]

Sabrina Bella Rosa ¹⁾, Sheila Agustina ^{*,2)}

^{1), 2)} P English Education, Muhammadiyah Sidoarjo University, Indonesia

*Corresponding Author's Email: sheilaagustina@umsida.ac.id

Abstract. This study investigated the effectiveness of English Songs on students' selective listening skills at the senior high school level. The study employed a pre-experimental one-group pretest-posttest design involving 36 eleventh-grade students of Muhammadiyah 2 Sidoarjo Senior High School, East Java. Data were collected through pre-test and post-test using selective listening cloze tests based on audio texts. The data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and the Wilcoxon Signed-Rank Test in IBM SPSS Statistics 26. The findings revealed a statistically significant improvement in students' selective listening skills after the treatment ($Z = -4.281$, $p = 0.000 < 0.05$). The mean score increased from 70.56 in the pre-test to 88.91 in the post-test. These findings indicate that English songs are an effective instructional medium for improving students' selective listening skills and can be integrated into EFL listening instruction to create more engaging and meaningful learning experiences.

Keywords – English songs, selective listening skills, EFL, Pre-experimental

Abstrak. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan lagu berbahasa Inggris dengan menggunakan desain pra-eksperimental satu kelompok dengan tes awal dan tes akhir yang melibatkan 36 siswa kelas XI SMA Muhammadiyah 2 Sidoarjo, Jawa Timur. Data dikumpulkan melalui tes awal dan tes akhir dengan menggunakan tes cloze mendengarkan selektif yang didasarkan pada teks audio. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, dan uji Wilcoxon Signed-Rank dalam IBM SPSS Statistik 26. Temuan menunjukkan adanya peningkatan yang signifikan secara statistik pada keterampilan mendengarkan selektif siswa setelah perlakuan ($Z = -4,281$, $p = 0,000 < 0,05$). Nilai rata-rata meningkat dari 70,56 pada pra-tes menjadi 88,91 pada pasca-tes. Temuan ini menunjukkan bahwa lagu-lagu berbahasa Inggris merupakan media pengajaran yang efektif untuk meningkatkan keterampilan mendengarkan selektif siswa dan dapat diintegrasikan ke dalam pengajaran mendengarkan bahasa Inggris sebagai bahasa asing (EFL) guna menciptakan pengalaman belajar yang lebih menarik dan bermakna.

Kata Kunci – Lagu-lagu berbahasa Inggris, kemampuan menyimak selektif, bahasa Inggris sebagai bahasa asing, Pra eksperimental

I. INTRODUCTION

Listening is the natural precursor to speaking; the early stages of language development in a person's first language and in the naturalistic acquisition of other languages are dependent on listening [1] [2]. Listening is a complex cognitive skill that must operate automatically for listeners to efficiently process what they hear [3]. According to Salanti, listening skills are essential in everyday language use. We can understand someone's speech by listening with exemplary listening skills, and then there will be no misunderstanding with other people. Various studies indicate that Indonesian students generally find listening difficult because they are not accustomed to listening to native English accents in real-time listening contexts. These challenges indicate that students require appropriate instructional media and learning activities that facilitate the processing of spoken information, which can be supported by selective listening.

Selective listening involves concentrating on specific details with a deliberate purpose in mind. Selective listening requires learners to focus on particular information while disregarding irrelevant details. This skill enables students to identify keywords, complete missing information, and respond to task-oriented listening activities [4]. Similar to Rost, selective listening refers to attending to only what you want to hear and tuning out everything else [5]. Therefore, selective listening is an important skill that supports students in extracting relevant information from spoken input.

Based on a preliminary interview with an English teacher, it was revealed that senior high school students find it difficult to obtain important content from recorded materials because they are not yet fully familiar with the various dialects and intonation patterns. Students struggle to write words accurately based on what they hear, as English pronunciation often differs from its written form, and students' limited vocabulary and lack of word knowledge prevent them from understanding the speaker's message. These problems align with the results of Frensiska et al [6], who reported that EFL students commonly face difficulties in understanding sounds, following fast and natural speech,

distinguishing pronunciation, and maintaining concentration during listening activities, which often leads to fatigue and repeated listening.

Considering these problems, English songs are proposed as an instructional medium to explore the students' selective listening skills. Songs may provide authentic language input, meaningful context, and repeated exposure to linguistic patterns that are beneficial for developing listening skills. The rhythmic elements, melodies, and emotional resonance of songs contribute to their memorability, assisting them in acquiring vocabulary and improving their capacity to differentiate sounds. Based on Krashen's input hypothesis, meaningful and comprehensible input, including song lyrics and music, enhances language acquisition when learners are exposed to language slightly above their current proficiency level [7].

Previous studies have documented the benefits of songs in English language learning. According to Pratiwi et al, students generally perceive songs positively because they enhance listening skills [8]. Using songs to improve listening is a fun and effective way to improve language skills. Songs are a medium that can help students enjoy learning and listening, and create a positive atmosphere [9]. This aligns with findings by Astutik & Pangestu, songs help reduce learning difficulties by making the listening process more relatable and manageable, especially when teachers guide students through a structured listening process [10]. Findings from Ifat suggest that incorporating songs into listening lessons fosters a more interactive and enjoyable classroom learning environment [11]. By listening to English songs, students acquire new vocabulary and learn to pronounce it correctly. Usually, they will find new words in the song, then look up their meanings and spellings immediately [12][13].

However, previous research on interactive media such as Educaplay has largely emphasized quantitative learning outcomes while providing little insight into how students experience selective listening activities[14]. Limited research has explored the use of songs in EFL listening instruction; most have focused on vocabulary mastery, pronunciation, or general student perceptions, using primarily descriptive or classroom action research designs. Very few studies have specifically investigated the effectiveness of English songs on students' selective listening using a pre-experimental one-group pretest-posttest design at the senior high school level in Indonesia. Based on the background described above, this study is guided by one research question: **"Do English Songs have an effect on Students' selective Listening Skills?"** The study aims to investigate whether English songs have an effect on students' selective listening at the senior high school level.

II. METHOD

This study employed a pre-experimental, one-group pretest-posttest design. According to Creswell, this design involves a single group measured before and after a treatment, without a control group [15]. The purpose of this study was to examine whether the use of English songs affects students' selective listening skills. The participants were the eleventh-grade students from Muhammadiyah 2 Sidoarjo Senior High School, East Java, in the academic year 2025/2026. In one class, there were 38 students, but 36 completed the pretest, treatment, and posttest. The class was selected on accessibility and the willingness to participate in this study. A pretest was administered before the treatment to measure students' selective listening skills. The pretest used audio from *thefablecottage*. The audio was selected because it aligned with the narrative text taught in the eleventh-grade curriculum. The test consisted of 10 missing-word items from the audio. Before data collection, the research instruments were validated by experts to ensure their clarity and relevance to the objectives of the study, and the final version of the instruments was then administered to the participants.

2.1 Data Collection

The data collection procedure followed a systematic approach: pre-test, treatment, and post-test. Data collection took place over two sessions due to school schedule adjustments before the holiday period. The first session was held on Wednesday, 13 May 2026, from 11.10 to 12.30 (80 minutes), and consisted of a pre-test followed by the treatment phase. The second session, held on Wednesday, 20 May 2026, from 11.10 to 14.00, with a 50-minute school break, comprised the continuation of the treatment phase, followed by a post-test.

Pre-test

A pre-test was administered to measure their initial listening skills before the treatment. The test instrument was based on the audio *"The Wind and the Sun"* from *thefablecottage*. It included a format with 10 missing-word items, requiring students to complete missing words based on what they hear from the audio. The cloze-test format was adapted from the listening cloze procedure, in which students listen to an audio recording and fill in missing words. This format falls under what Brown and Abeywickrama classify as a selective listening assessment, which requires test-takers to process aural input and discern specific information within it [16]. The following are examples of the cloze-test items used in the pre-test:

PRE-TEST

The Wind and The Sun

The Wind and the sun are having a _____ (1). "I am the most powerful", says the wind. "No, I am the most powerful!", says the sun. "I can blow trees to the ground!" brags the wind. "I can push ships across the ocean. I can make hurricanes and _____ (2)!" "Is that right?" replies the sun. "Well, I can melt all the top of mountains". I can dry up an entire lake. I can make a sidewalk so hot that it cooks an egg!" Just then, they see a man walking along the road in his winter _____ (3). "Let's have a contest to see who is more powerful!" say _____ and _____ (4) _____ ups _____ into _____ wasnt _____ (5). _____ his stronger gust towards the man, but the man's jacket stays on. "Hmm. . Its a bit fresh today..." he says. "A winter storm must be coming...". He zips the jacket higher to cover his nose. "Gah! This is impossible", says the wind. He stops _____ (6). "My turn!" says the sun. First the sun shines enough to stop the _____ (7). The man unzips his hood. The the sun pulls the clouds apart and gently shines down on the man. Suddenly it is a beautiful spring day. "Wow. The weather sure is strange around here!" says the man. He unzips his jacket. The sun gently wiggles her fingers and increases the temperature. "What strange _____ (8). Now it feels like summer!" the man says as he begins to _____ (9). "Goodness me, it's so hot!" he removes his jacket. He lies down on the grass for a nap in the warm sun. "I _____ (10)!" says the sun, beaming.

Treatment

The Treatment procedures followed a structured three-phase approach adapted from Yuliarini [17], which follows three steps: pre-listening, while listening, and post-listening activities. The treatment employed the English songs "You Belong With Me" and "Love Story" as instructional media to support students' listening. The songs were selected because they contain clear and comprehensible lyrics, vocabulary appropriate to students' proficiency level, and repetitive language patterns that facilitate listening comprehension, as suggested by Lems[18][19]. The selection of Taylor Swift's songs was supported by the study of Halim et al., which also employed Taylor Swift's songs as instructional materials in listening instruction for senior high school students [20]. The activities conducted in each stage are described as follows: Pre-listening: The teacher activated students' prior knowledge through brainstorming questions, introduced key vocabulary related to the songs, and explained the learning objectives. While-listening: Students listened to the songs *You Belong With Me* and *Love Story*, completed the listening worksheet with the same format as a students' cloze test. Post-listening: The teacher and students discussed the songs, reviewed key vocabulary, and reflected on how English songs supported selective listening.

Post test

A post-test was administered after the treatment using an audio entitled "The City Mouse and the Country Mouse" from *thefablecottage*. The post-test employed the same indicators and level of difficulty as the pre-test. The format was the same as the pre-test with a cloze test. The following are examples of the cloze-test items used in the post-test:

POST-TEST

The City Mouse and The Country Mouse

This is a city mouse. He lives in a big city with tall buildings and lots of shops and restaurants. But today he is visiting his friend, a country mouse. The country mouse lives in a cozy _____ (1) at the bottom of a tree. Her home is small, but it is warm and comfortable. The country mouse cooks a dinner of food from her garden: corn, carrots, acorns, and a cold glass of water from the _____ (2). Meanwhile, the city mouse talks and talks: "the city is amazing! I go to the theatre and the museum... My house has twenty rooms. You absolutely must visit! Have you ever tried Chinese food?" . That night, the country mouse _____ (3) that she lives in the city. She dreams that she eats at fancy restaurants. Says fancy things and buys fancy hats from fancy stores. She dreams about eating Chinese food. "How wonderful!" she thinks. "I want to live in the city too!" The next morning the country mouse agrees to visit the city mouse. She packs her bag and follows the city mouse back to his big house in the _____ (4). The house is enormous!" There are twenty rooms full of beautiful _____ (5). The country mouse is amazed. "Which room is mine?" she asks. "um... We actually live down here...", says the _____ (6) mouse. He leads her down some stairs to the basement. In the darkness, the country mouse sees many families of mice. "These are my housemates.." explains the city mouse. The city mouse leads the country mouse back upstairs for dinner. In the dining room there is a feast of delicious foods on the table: cheese, bread, cookies, cakes, and lemonade. There is also.. Chinese food! But just as they start to eat... Crash! A cat with sharp teeth and sharp claws jumps up on the _____ (7). Reeeeoouoo! The city cat chases the two mice off the table and across the floor. The mice hide in a hole in the wall. They are trapped! They wait silently _____ (8) the cat leaves. Then, they quietly creep back to the diningroom ... But all the food is gone! The city humans ate everything! The country mouse hurries back to the basement and packs her _____ (9). "Where are you going?" asks the city mouse. "Home" she says. "I want to go back to the country. Your city life isn't so _____ (10) after all. Now, please help me call a taxi".

Scoring

The listening assessment was adapted from Brown and Abeywickrama's listening assessment framework, which includes comprehension of main ideas, detailed information, vocabulary recognition, and understanding of text organization. There were 10 test items. Scoring was conducted by assigning one point to each correct answer and zero points to each incorrect answer. The final score was subsequently calculated using the scoring formula adapted from Fatin's research[21]. The formula is presented as follows: Final Score = (Total Correct Answers/10) x 100.

2.2 Data Analysis

The quantitative data obtained from the pre-test and post-test were processed using IBM SPSS Statistics 26, following the procedures commonly applied in pre-experimental designs. Descriptive statistics, including the mean, standard deviation, minimum score, maximum score, and score distribution, were first calculated to summarize students' performance on both tests. The normality of the data was then examined using the Shapiro-Wilk test with a significance level of 0.05. Since the data were not normally distributed, the Wilcoxon Signed Rank Test was employed to examine the difference between pre-test and post-test scores. The data analysis followed a one-group pre-test post-test design, in which the pre-test represented the students' initial level of selective listening, while the post-test reflected their performance after receiving the treatment. Liando et al. emphasize that statistical analysis of pre- and post-test results provides accurate evidence of the effectiveness of songs in students' selective listening [22].

III. FINDINGS AND DISCUSSION

A. Research Findings

The quantitative data obtained from both the pre-test and post-test were analyzed using IBM SPSS Statistics 26. The statistical procedures comprised descriptive statistical analysis, the Shapiro-Wilk normality test to examine data distribution, and the Wilcoxon Signed-Rank Test to determine whether a statistically significant difference existed between students' selective listening scores before and after the treatment. The statistical results generated through SPSS are presented and described in the following section.

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				

Table 3.1. Table of Descriptive Statistics

Table 3.1 presents the descriptive statistics of students' selective listening scores on the pre-test and post-test. 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. Overall, the descriptive statistics findings suggest that the implementation of English songs was accompanied by an overall improvement in students' selective listening performance at senior high school.

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

Table 3.2 Table of Normality Test

The normality of the data was assessed using the Shapiro-Wilk test, as this procedure is appropriate for datasets comprising fewer than 50 participants (N=36). 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. Based on these findings, the Wilcoxon Signed-Rank Test was applied to determine whether a statistically significant difference existed between students' pre-test and post-test selective listening scores.

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

Table 3.3: Table of Wilcoxon Signed-Rank Test Ranks

The results presented the ranks generated by the Wilcoxon Signed-Rank Test, which compared students' pre-test and post-test selective listening scores. 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.

Test Statistics^a

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

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Table 3.4. Table of Wilcoxon Signed-Rank Test Statistics

The table presented the results of the Wilcoxon Signed-Rank Test. 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.

B. Discussion

The findings of this study indicate that the use of English songs had a statistically significant effect on students' selective listening skills. The Wilcoxon Signed-Rank Test showed a significance value of 0.000 ($p < 0.05$), indicating a significant difference between students' pre-test and post-test scores. In addition, the descriptive statistics revealed an increase in the mean score from 70.56 in the pre-test to 88.91 in the post-test, suggesting that English songs contributed positively to students' ability to identify specific information from spoken texts.

The learning activities followed three stages: pre-listening, while-listening, and post-listening. During the pre-listening stage, students activated their background knowledge and learned key vocabulary before listening to the songs. During the while-listening stage, they completed cloze-test worksheets requiring them to identify missing words from the song lyrics. Finally, the post-listening activities encouraged students to discuss the songs and reflect on important vocabulary. These sequential activities enabled students to focus on specific linguistic information, which is consistent with the concept of selective listening proposed by Brown and Abeywickrama [16] and the listening stages suggested by Yuliarini [17].

The findings also support Krashen's Input Hypothesis, which emphasizes that language acquisition occurs when learners receive meaningful and comprehensible input slightly above their current level of competence [7]. English songs provided authentic language input accompanied by rhythm and repetition, enabling students to recognize vocabulary and pronunciation more easily. Furthermore, the enjoyable nature of songs may reduce learners' anxiety and increase motivation, supporting Krashen's Affective Filter Hypothesis, which argues that lower anxiety facilitates language acquisition [7].

The present findings are consistent with Pratiwi et al. [8], who reported that students perceived English songs positively because they enhanced listening activities. Likewise, Amelia et al. [9] found that songs created a more enjoyable learning atmosphere while improving listening comprehension. Similarly, Astutik and Pangestu [10] reported that structured listening activities using songs reduced students' listening difficulties. The present study extends these findings by specifically demonstrating that English songs improve selective listening skills.

Unlike many previous studies that mainly examined vocabulary mastery, pronunciation, or students' perceptions, the present study focused specifically on selective listening among senior high school students using a pre-experimental one-group pre-test post-test design. Therefore, this study contributes empirical evidence that English songs can be integrated into structured listening instruction to enhance learners' ability to identify specific information in spoken texts.

Therefore, the findings provide additional support for the pedagogical use of songs in EFL instruction and reinforce the potential of English songs as an alternative instructional medium for enhancing students' listening comprehension. Despite these positive findings, this study has several limitations. The treatment was conducted within a limited timeframe due to school scheduling constraints, and the research design did not include a control group. Therefore, future studies are encouraged to involve longer treatment periods, larger samples, and comparison groups to provide more comprehensive evidence regarding the effectiveness of English songs in listening instruction.

IV. CONCLUSION

This study concluded that English songs were effective in improving senior high school students' selective listening skills. The findings answered the research question by demonstrating a statistically significant difference between students' pre-test and post-test scores after the implementation of English songs as instructional media. The structured listening activities, consisting of pre-listening, while-listening, and post-listening stages, enabled students to identify specific information more effectively during listening tasks. These findings suggest that English songs can serve as an alternative instructional medium to develop selective listening skills in EFL classrooms while promoting students' motivation and engagement. Nevertheless, because this study employed a pre-experimental one-group pre-test post-test design without a control group and was conducted over a limited treatment period, the findings should be interpreted cautiously. Future research is recommended to involve larger samples, longer intervention periods, and experimental designs with comparison groups to provide stronger evidence regarding the effectiveness of English songs in developing selective listening skills.