

THE EFFECT OF USING ENGLISH POP SONGS ON STUDENTS' LISTENING COMPREHENSION AT THE 11TH GRADE AT SMAN 2 KOTA¹Shafa Aini Damayanti, ²Nurhaedah Gailea, ³Zakaria¹²³English Education Department, Faculty of Teacher Training and Education,
Universitas Sultan Ageng Tirtayasa, Serang, 42117, IndonesiaEmail: shafaaini41@gmail.com, nurhaedah@untirta.ac.id, azzam9688@untirta.ac.id**Abstract**

The aim of research is to determine the effect of using English pop songs on students' listening comprehension skills. The researcher employed a quantitative quasi-experimental with a non-equivalent pre-test and post-test control group design. The research population comprised eleventh-grade students at SMAN 2 Kota Serang. A sample of 67 students was selected using a purposive sampling technique, which consisted of an experimental group (n = 33 students) with English pop songs as the learning media, and a control group (n = 34 students) with audio monologues as the learning media. Data were collected through gap-filling and multiple-choice listening tests and analyzed using descriptive and inferential statistics. The results showed a significant effect, indicating that the average listening comprehension ability of students in the experimental group was higher by a mean score of 88.79 than the control group by a mean score of 83.68, with a significance value of 0.008 ($p < 0.05$). Moreover, the effect size between the two groups was 0.672, which means that the effect was medium-sized. The research concluded that the alternative hypothesis was accepted, stating that using English pop songs as learning media had a significant effect on students' listening comprehension. Therefore, teachers may consider utilizing them as an alternative media to improve students' listening comprehension skills.

Keywords: English Language Teaching (ELT), Listening, Quasi-Experimental, Songs, Students.

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INTRODUCTION

English is essential for worldwide communication. As a result, English is studied as a foreign language and as a second language in numerous nations, including Indonesia. In Indonesia, English is a foreign language studied in the educational curriculum from elementary school to higher education. The current Merdeka Curriculum positions English as a tool for communicating with the real world. This curriculum gives teachers the freedom to design learning experiences that meet students' needs (Khalisa, 2025). Despite the curriculum's ideal of making English a bridge to communication with the real world, the EF English Proficiency Index (EF EPI) of the 2025 survey reported that Indonesia ranked 80th globally and 12th in Asia in English proficiency, indicating low proficiency (EF EPI, 2025). English emphasizes four core skills, including reading, listening, speaking, and writing. A thorough understanding of these four skills will lead to high proficiency in English. One of the important skills is listening, which is considered fundamental to understanding spoken language. Listening is the key component of effective communication (Gultom et al., 2023). The only way to validate effective communication across cultural boundaries is to comprehend what others are saying (Hsu, 2024).

Thus, listening is a complex process in which learners receive spoken language and construct their own understanding.

Listening is often considered a difficult skill. Many factors, such as difficult pronunciation, limited vocabulary, speed of delivery, and lack of authentic materials, challenge learners in developing this skill. Therefore, more diverse, contextually relevant learning strategies are needed to help students adapt to diverse language input naturally and increase their engagement in the listening process. Based on preliminary observations and an interview with the English teacher at SMAN 2 Kota Serang, it was identified that English language skills, particularly listening comprehension, pose a challenge for students. Students lack motivation to learn, which makes them less engaged in the learning process and thus affects their listening skills. Several factors, including the use of learning media, can influence this. In listening practice, the teacher usually uses audio monologues, which provide less exposure to natural language. However, during the Learning and Teaching Practical Understanding (PLP) period, it was discovered that students frequently listened to songs during free time. They typically used a portable speaker for the entire class to listen to. From this phenomenon, the learning process can involve familiar media for students, such as songs.

English songs, especially in the pop genre, can be an effective way to learn English because they contain authentic material, engaging content, and natural pronunciation. English pop songs were deliberately selected to provide learners with accessible input at their level, as suggested by Krashen's comprehensible input theory. Comprehensible input refers to language that has been learned and understood but is only slightly above the learner's current proficiency level ($i+1$) (Luo, 2024). When learning materials are familiar, meaningful, and at an appropriate level, learners are more likely to understand spoken language. Appropriate and stimulating input helps lower students' affective filters, which can lead to anxiety and a lack of motivation. This aligns with the affective filter hypothesis of Krashen, which stated that learners learn more effectively when they are relaxed and motivated. Learners acquire language more easily when they are relaxed and emotionally engaged (Sadiqzade, 2025). Additionally, when students receive clear information in a pleasant environment, they can process information both bottom-up and top-down when comprehending the input. Bottom-up processing involves recognizing sounds, words, and grammar to identify something, while top-down processing involves prior knowledge and context to determine meaning. Learner-based top-down strategies focus on the listener's thought processes, using audio input to construct the speaker's original intent and using context as clues to generate and interpret ideas, make predictions, and summarize those ideas according to their own understanding (Utomo & Sulistyowati, 2022). Hence, the combination of easily comprehensible input, low affective filtering, and effective cognitive processing results in listening comprehension that can help students to identify key points, find specific information, and interpret meaning conveyed in spoken English.

Furthermore, previous studies have demonstrated that songs are effective because they offer authentic language input and increase students' exposure to spoken English (H.S. Khoirunnisa et al., 2024; Rorintulus and Wuntu, 2023; Yuliarini, 2022; Mabborang-Caban, 2016). In contrast to other research that just employed gap-filling tools for data collection, this study additionally included multiple-choice questions in line with CEFR listening descriptions. Gap-filling involves students filling in only one absent word. In the meantime, students are educated to comprehend listening content more thoroughly through multiple-choice questions. This includes recognizing the main idea of the text they listened to, comprehending specific facts, and grasping the meanings of terms. Based on the problem mentioned, the purpose of the

research is to determine whether there is a significant effect of using English pop songs on students' listening comprehension when the songs are integrated into the learning process.

METHOD

Research Design

The research employed a quantitative research method to determine the effect of using English pop songs on students' listening comprehension skills. This research used a quasi-experimental design with a non-equivalent pre-test and post-test control group design. Quasi-experimental design comprises a variety of pre-post intervention studies that are either nonrandomized or partially randomized (Handley et al., 2018). A quasi-experimental design was used because this research involved two groups: the experimental group, which received treatment using English pop songs as learning media, and the control group, which used audio monologues as learning media on students' listening comprehension, as follows.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Experiment	O1	X	O2
Control	O3	O	O4

Description:

- O1 = Pre-test score of the experimental group
- O2 = Post-test score of the experimental group
- O3 = Pre-test score of the control group
- O4 = Post-test score of the control group
- X = The treatment given to the experimental group using English pop songs as learning media
- O = The control group taught using audio monologues as learning media

Population and Sample

The population of this research is the eleventh-grade students of SMAN 2 Kota Serang in the 2025/2026 academic year, consisting of fourteen classes with a total of 608 students from class XI-1 to XI-14. This research used a purposive sampling technique with an intact group approach, which means using groups that are already naturally available, without changing the composition within them. Purposive sampling is a non-probability sampling technique where the researcher uses their personal preferences to choose samples that fit the objective of the research. Using this technique, the researcher chooses a sample from the research population at his or her own discretion (Obilor, 2023). The sample selection criteria in this research include (1) Class XI social (IPS), where this class only has one type of English subject, which is compulsory English, (2) Both classes (experimental class and control class) are taught by the same teacher so that the learning process is the same and minimizes confounding variables, (3) Classes that have low listening comprehension, and (4) Students in the class who often listen to English pop songs.

The sample in this research used two groups, including an experimental group that used English pop songs as a medium in the learning process, and a control group that used audio monologues. The experimental group is class XI-9 with a total of 33 students. Meanwhile, the control group is class XI-10 with a total of 34 students. Class selection was carried out in coordination with the school curriculum using expert judgment from the relevant subject teacher. An interview with the teacher revealed that students' listening comprehension skills remain below "adequate," as evidenced during classroom practice sessions.

Data Collecting Technique

Data collection in this research used a pretest-posttest control group design. A pretest was administered to both the experimental and control groups to measure students' prior abilities. Then, an experiment was conducted by using English pop songs as the learning medium in the experimental group, while the control group used audio monologues. Finally, a post-test was administered to both groups (The experimental and control groups) to determine the effect of English pop songs on students' listening comprehension. The stages of data collection are as follows:

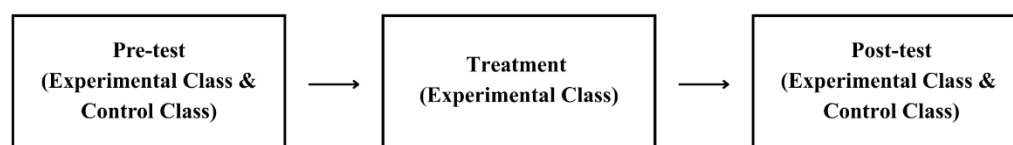


Diagram 1. Data Collection Technique

Research Instrument

This research used pre-test and post-test as its instruments. The research instrument consists of 20 questions divided into three parts according to the CEFR descriptors. The first part consists of 10 fill-in-the-blank questions with an A1 level indication that focuses on word recognition. The second part consists of 5 multiple-choice questions with an A2 level indication that focuses on phrase and expression recognition. The third part consists of 5 multiple-choice questions with a B1 level indication that focuses on understanding main ideas and inference. All answers were scored objectively and were analyzed using SPSS v25 to determine the comparison between the two groups.

Data Analysis

The data collected in this research were analyzed using descriptive and inferential statistics. Descriptive statistics are used to explain, organize, or summarize the characteristics of a data set, including calculating means and standard deviation. Moreover, inferential statistics include an independent t-test and calculating effect size. An independent t-test was used to compare the final results (post-test) between the experimental group, which used English pop songs as learning media, and the control group, which used audio monologues as learning media, for listening comprehension practice. The independent samples t-test, referred to as the unpaired t-test, examines how the means of two unrelated (independent) groups differ from one another (Koirala & Baptiste, 2026). Ultimately, an effect size test was used to calculate the magnitude of the effect between groups. This research used Cohen's d formula to calculate the effect size test of English pop songs on students' listening comprehension.

RESULT AND DISCUSSION

Result

A. Descriptive Statistics

A descriptive analysis was conducted to obtain an overview of the raw research data. Pre-tests and post-tests were administered to the control group (XI-10), consisting of 34 students, and the experimental group (XI-09), consisting of 33 students. The following are the descriptive statistics results of this research.

Table 2. Result of Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PreTest Control	34	60	95	76.76	8.780	77.094
PostTest Control	34	70	100	83.68	7.911	62.589
PreTest Experiment	33	60	95	75.61	8.638	74.621
PostTest Experiment	33	70	100	88.79	7.292	53.172
Valid N (listwise)	33					

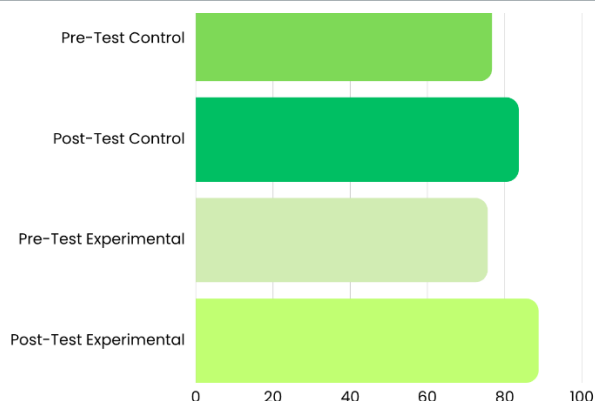


Diagram 2. The Average of Descriptive Statistics

The results show that the mean value on the pre-test for the control group was 76.76, with a minimum score of 60 and a maximum score of 95, and a standard deviation of 8.780. Then, the mean value on the post-test was 83.68, with a minimum score of 70 and a maximum score of 100, and a standard deviation of 7.911. On the other hand, the mean value on the pre-test for the experimental group was 75.61, with a minimum score of 60 and a maximum score of 95, and a standard deviation of 8.638. Furthermore, the mean value on the post-test was 88.79, with a minimum score of 70 and a maximum score of 100, and a standard deviation of 7.292. Thus, the mean values for both the control group and the experimental group indicate a difference between the pre-test and post-test scores.

B. Inferential Statistics

1) Independent t-Test

An independent t-test was used to analyze whether there was a significant effect in students' listening comprehension abilities between the control group, which used audio

monologues as a learning medium, and the experimental group, which used English-language pop songs as a learning medium, by comparing the post-test results of the two groups. Based on the criteria, a significant effect occurs if $p\text{-Value} < 0.05$. Meanwhile, if the $p\text{-Value} > 0.05$, then there is no significant difference. The independent t-test analysis in this research was conducted using SPSS v25, with the following results.

Table 3. Result of Independent T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Learning Output	Equal variances assumed	.508	.479	-2.748	65	.008	-5.111	1.860	-8.827	-1.396
	Equal variances not assumed			-2.751	64.831	.008	-5.111	1.858	-8.822	-1.401

The results above show that the post-test significance value for the two groups is 0.008, which means that the $p\text{-Value} < 0.05$; therefore, the data indicate that there is a significant effect between the control group using audio monologues as a learning media and the experimental group using English pop songs as a learning media on students' listening comprehension.

2) Effect Size Test

An effect size test was conducted to determine the extent of the effect between groups. The magnitude of the effect between groups is known as the effect size (Ialongo, 2016). The effect size analysis in this research used Cohen's d formula with the help of an online effect size calculator (goodcalculators.com). The criteria for Cohen's d effect size include the following:

Table 4. Criteria for Cohen's d Effect Size

$0 < d \leq 0.20$	Small
$0.20 < d \leq 0.50$	Medium
$d \geq 0.80$	Large

The Effect size results of this research are as follows.

Results

Cohen's d = -0.672 (trivial effect size)

Cohen's d is calculated according to the formula: $d = (M_1 - M_2) / SD_{\text{pooled}}$

$$SD_{\text{pooled}} = \sqrt{[(SD_1^2 + SD_2^2) / 2]}$$

Where: M_1 = mean of group 1, M_2 = mean of group 2, SD_1 = standard deviation of group 1, SD_2 = standard deviation of group 2, SD_{pooled} = pooled standard deviation.

$$M_1 = 83.68, M_2 = 88.79, SD_1 = 7.911, SD_2 = 7.292$$

$$d = (83.68 - 88.79) / 7.608, SD_{\text{pooled}} = \sqrt{[(7.911^2 + 7.292^2) / 2]} = 7.608$$

$$d = -5.110 / 7.608 = -0.672$$

$$d = -0.672$$

Figure 1. Result of Effect Size Test

The effect size results in Figure 1 above show that the effect between the control group (which used audio monologues) and the experimental group (which used English pop songs) as learning media on students' listening comprehension was 0.672, indicating that the effect between the two groups was medium.

Discussion

The primary conclusion of this research is that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The results of the independent t-test analysis in this research had a significance value of $p = 0.008$, where a p value < 0.05 indicates a significant effect. In addition, the mean value in the post-test of the experimental class is higher ($M = 88.79$) compared to the mean value in the post-test of the control class ($M = 83.68$), with a mean difference of 5.111. Furthermore, the magnitude of the effect in effect size with Cohen's d is 0.672, which indicates a medium effect. These findings answer the research question that there was a significant effect of using English pop songs as a learning medium on students' listening comprehension compared to the use of audio monologues, which are generally used as media in the learning process for students' listening comprehension.

The findings confirmed the research objective that teaching English pop songs can improve students' listening comprehension. The differences between the experimental and control groups were significant, as proposed by Krashen's Input Hypothesis, which states that language learning occurs when input is meaningful and understandable. English pop songs provide students with authentic materials in terms of vocabulary, pronunciation, and expressions in context, helping students process spoken English better than audio monologues (Luo, 2024). Therefore, the results of this research support Krashen's assumption that exposure to comprehensible input helps improve language skills.

Moreover, the results align with Krashen's Affective Filter Hypothesis, which states that students were more enthusiastic and active in their learning, indicating that the songs provided a more engaging and motivating listening experience. In the preliminary research interview, the English teacher had noted a general lack of student interest and engagement in listening activities, which could hinder students' ability to benefit from language input. However, the researcher observed that there was a positive response from the students in the experimental group during the treatment sessions. Many students actively participated in discussions, showed enthusiasm about the listening tasks, and wanted to do more by listening to more English pop songs. Thus, Positive emotional states can facilitate the language comprehension process (Sadiqzade, 2025).

Furthermore, the findings can be explained with bottom-up and top-down listening processes. The bottom-up process includes identifying sounds, words, and information from what is heard, and the top-down process involves prior knowledge and context to determine meaning (Utomo & Sulistyowati, 2022). The bottom-up process during treatment showed that both the control and experimental groups required repetition and more time to comprehend what they heard, as they processed sounds, words, phrases, expressions, and meanings. During the discussion session, students initially tended to provide short answers, such as one-word or one-sentence answers, when asked about the information they heard. Furthermore, in the top-down process, both groups required follow-up questions from the researcher to encourage students to express their understanding more thoroughly and deeply. These follow-up questions functioned as a stimulus for students to connect the information they heard with their own understanding from their prior knowledge or experiences, so they could interpret it

comprehensively. Hence, the results revealed that English pop songs are not only a source of authentic language input, but also create an effective learning atmosphere that may contribute to students' listening comprehension.

Additionally, the results of this research align with previous studies which found that songs have a positive effect on the development of students' listening comprehension. Previous studies have demonstrated that songs are effective because they can offer authentic language input and increase students' exposure to spoken English (H.S. Khoirunnisa et al., 2024; Rorintulus and Wuntu, 2023; Yuliarini, 2022; Mabborang-Caban, 2016). However, these findings differ in terms of sample, location, method, research focus, and instruments used (As explained in Chapter II, page 27). Unlike previous studies that used only gap-filling instruments, this research also included multiple-choice questions. In gap-filling, students only fill in one missing word. Meanwhile, with multiple-choice questions, students are also trained to understand listening content more deeply, including understanding the meanings of expressions, understanding specific information, and identifying the main idea of the text they listened to. In addition, during the treatment process, in both the control and experimental groups, students not only analyzed specific sections (In this research, analyzing simple present tense verbs 1 and imperative sentences) of the listening text but were also asked to express their understanding by creating at least three simple steps based on what they had heard. Afterward, students' answers were discussed together through teacher-student discussion sessions to strengthen the understanding. Therefore, these findings reinforce the idea that songs may aid the development of listening comprehension as a meaningful context for listening.

In addition to interpreting the findings, it is also important to acknowledge their limitations to provide clearer insights for future research. The first limitation is that this research has not empirically measured factors that may contribute to listening comprehension outcomes. Although students responded positively to English pop songs in listening comprehension during the research process, factors such as motivation, enthusiasm, and attitudes toward listening activities have not been formally measured. Therefore, explanations of these factors are based on theoretical interpretations of the research process, rather than on specific instruments. The second limitation relates to the limited period of time, which may have limited the opportunity to observe the long-term effects of English pop songs on students' listening comprehension. A longer treatment period may have revealed additional improvement in students' listening comprehension and provided a better understanding of the sustainability of the listening outcomes. Lastly, this research had a specific design, measuring only listening comprehension skills among students of the eleventh-grade social classes at SMAN 2 Kota Serang. Thus, caution is needed when generalizing the results to other, possibly more complex populations, samples, locations, or situations.

CONCLUSION

The findings indicated that using English pop songs had a significant effect on students' listening comprehension at the eleventh grade at SMAN 2 Kota Serang. The results of independent t-tests showed a significant effect between the control group and the experimental group, where the experimental group showed better listening comprehension outcomes by using English pop songs. The findings further suggest that English pop songs affected listening comprehension in terms of meaningful input and support for bottom-up and top-down processes in listening practice sessions. Furthermore, students gave positive

responses to the songs in the learning activities, which may have contributed to students' receptivity to language input. Thus, English pop songs may be considered as an effective medium to enhance students' listening comprehension and facilitate meaningful listening in English as a Foreign Language (EFL) learning.

From the results, it is implied that English pop songs can be used as a meaningful and engaging medium because they may stimulate students' active participation in the learning process. Therefore, it is recommended that English teachers incorporate English pop songs as an alternative listening medium to enhance students' listening comprehension skills. Furthermore, students are encouraged to use songs as a supplementary source for independent listening practice. Students are expected to transform their habits of listening to English pop songs into an enjoyable way to learn English. However, this research focused on listening comprehension achievement; thus, future Researchers may use mixed-method studies, combining listening comprehension tests with classroom observation checklists, motivation questionnaires, and student interviews. These instruments may give a more holistic picture of the effect of English pop songs on students' listening comprehension, motivation, engagement, and learning experiences in general. Additionally, the research design is limited to students of eleventh-grade social classes at SMAN 2 Kota Serang. Therefore, caution is needed in generalizing the research results to student samples of different levels, situations, and educational institutions.

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