

Exploring the impact of English song listening habits on listening proficiency



Yulisa Widyaningtyas^{a,1}, Bambang Widi Pratolo^{a,2*}

^a Universitas Ahmad Dahlan, Yogyakarta, Indonesia

¹ 2207042004@webmail.uad.ac.id; ² bambang.pratolo@pbi.uad.ac.id*

* corresponding author

ARTICLE INFO

Article history

Received 2024-03-10

Revised 2024-11-18

Accepted 2024-12-22

Keywords

Impact

English song

Listening habit

Listening skill

ABSTRACT

This study examines the correlation between the listening proficiency of third-semester English Education students at a private university in Indonesia and their habits of listening to English songs. Data collection involved a questionnaire designed to gauge students' frequency and genre preferences in listening to English music alongside Mid-Term Examination (UTS) scores used to indicate their listening proficiency. A Lilliefors normality test was conducted on the data related to students' listening skills and their song-listening habits, yielding significant values of 0.020 and 0.200, respectively. The null hypothesis (H0), which assumes that the data follows a normal distribution, was considered in this context. The Spearman's rho correlation test, a non-parametric measure for determining the direction and strength of the association between two variables, revealed a correlation coefficient of -0.125 between students' listening proficiency and their English song-listening habits. The negative coefficient suggests a weak negative correlation between these variables. However, careful interpretation of this coefficient, including its associated two-tailed p-value, is necessary to determine the statistical significance of the observed relationship. The weak negative correlation observed indicates that listening to English songs as a habit may not substantially enhance listening proficiency in academic contexts. This finding suggests that while exposure to English music may offer informal language exposure, it may not directly translate into improved academic listening skills. Consequently, educators and curriculum developers should consider supplementing informal listening practices with structured listening exercises specifically tailored to students' linguistic and comprehension needs. This study underscores the need for a more comprehensive approach to developing listening skills within English language education.



This is an open-access article under the [CC-BY-SA](#) license.



1. Introduction

These days, various foreign languages play a crucial role in facilitating human activities, with English emerging as the predominant international language [1]. English is integral in numerous aspects of our lives, including education, technology, business, and entertainment. Consequently, an increasing number of individuals recognize the significance of attaining proficiency in English [2], [3]. Speaking, listening, reading, and writing are the four fundamental language skills that make up a skilled English speaker [4]. Among these, listening holds particular importance in language expertise. Emphasize that listening is a receptive skill that fosters language awareness, allowing individuals to grasp the nuances of sound, rhythm, intonation, and stress in the language [5]. Despite its centrality in language learning, listening comprehension remains a relatively understudied skill. Some educators mistakenly assume that listening skills can be acquired simultaneously with speaking skills, potentially hindering the language acquisition process. Previous research recognized that listening provides essential input for language acquisition and is prevalent in daily life; therefore, foreign

language learners must not underestimate its significance [3], [6]. Listening has a pivotal role in language acquisition stems from its dual functions: contributing to the process of language learning and using language intensively in everyday conversations [7], [8]. Morales and Beltrán underscore the prevalence of listening in communication, noting that 40% of daily communication involves listening [9]. Consequently, listening emerges as a crucial precursor to effective language communication [10].

Acknowledging the paramount importance of listening skills in early language education, there is a constant demand for effective teaching methods [11]. In a previous study by Afriyunda and Oktaviani, various teaching aids, such as pictures, diagrams, movies, and songs, can be employed to enhance listening skills [12]. The research focuses on songs as a teaching aid for practicing listening skills, emphasizing their enjoyable nature and ability to prevent boredom. As stated by Gilakjani and Sabouri, exposing students to the target language throughout the day enhances their listening abilities [13]. Songs, in particular, allow students to experience the natural ebb and flow of English speech [14]. Leveraging songs to develop listening ability proves advantageous due to their meaningful context, appeal, and broad human interest. In the contemporary technological landscape, listening to music, especially in English, has become easily accessible. English songs are an easy and fun way for EFL students to improve their listening comprehension because of their accessibility. Through exposure to authentic examples and the inherent grammatical patterns found in songs, learners can make significant strides in their language proficiency [15]. Many researchers have already investigated the connection between students' English language proficiency and listening to English songs. Researchers Harlyn and Suhartono from Tanjungpura University in Pontianak's English Language Education Study Program looked into the connection among third-semester students' listening achievement and their interest in listening to English songs [16]. The study shows that interest and listening proficiency correlate significantly and positively [16]. Additionally, Afriyunda and Oktaviani looked at how English students' listening abilities may be improved by using English songs [12]. The findings demonstrated how effectively English songs helped students' listening comprehension. On the other hand, Dewi *et al.* discovered no evidence of a substantial beneficial relationship between students' pronunciation skills and their listening habits of English songs [10].

In a separate study, Lailatuzzakiya examined the connection between students' tendency to listen to English music and their speaking abilities [6]. The study's findings did not find any connection between third-semester students' speaking skills and their listening habits to English songs. Azis found that there was a strong negative relationship [17]. Previous findings of no correlation provide evidence that the relationship between the two variables may be complex and vary depending on different contexts and research populations. As a result, this study supports the range of conclusions drawn from the scientific literature and highlights the need for more investigation to fully understand the factors that may influence the relationship between students' listening skills and their English song-listening habits. Finally, a study by Sekeon focused on students' perceptions of using English songs as a learning medium for listening comprehension [5]. The findings indicated a positive response, with students acknowledging the benefits of using songs to enhance their listening skills and vocabulary. Thus, these studies provide various insights into how students' English language skills and their habit of listening to English music relate to each other. This study aims to ascertain the correlation between the listening behaviors and the listening skills of third-semester students enrolled in the English Education Department's Listening class at a private university in Indonesia. The fundamental theory is that there is a positive correlation between the frequency with which students listen to English songs and their increased proficiency in listening [3], [18]. This research delves into exploring a crucial correlation highlighted in the study titled "Exploring the Impact of English Song Listening Habits on Listening Proficiency."

2. Method

The quantitative correlational research method identifies and measures the relationship or connection among two or more quantitative variables [19]. The primary objective of this method is to determine the extent and direction of the relationship between these variables without manipulating the independent variables. This method uses statistical analysis to determine the significance and strength of the relationship between the observed variables. Common steps in the quantitative correlational research method involve selecting a representative sample, measuring the variables to be correlated, and using statistical techniques such as the Pearson Product Moment Correlation Coefficient to evaluate the level of correlation between the variables [20].

2.1. Research Design

This study employs a quantitative correlational research design to investigate the relationship between third-semester students' English song listening habits and their listening proficiency in the English Education Department at a private university in Indonesia. The objective is to measure the extent and direction of this relationship without manipulating the independent variables. Statistical analysis, particularly Spearman's rho, is utilized to evaluate the correlation between the variables.

2.2. Population and Sample

The population for this study consists of third-semester students enrolled in the English Education Department at a private university in Indonesia. A total of 23 students were selected as the sample. This sample size allows for a manageable and representative analysis of the relationship between students' listening habits and their listening proficiency.

2.3. Instrument

Data collection was conducted using two primary instruments:

- **Questionnaire:** A structured questionnaire was administered to assess the students' habits of listening to English songs. This included questions on the frequency of listening and genre preferences. The questionnaire was developed and validated by experts in English language education to ensure reliability and validity (the lecturer in the listening class).
- **Documentation of Mid-Semester Exam Scores:** Students' listening proficiency was gauged using their Mid-Semester Exam (UTS) scores, providing a standardized measure of their listening skills.

2.4. Data Collection Technique

Data were collected in two phases:

- **Questionnaire Distribution:** The questionnaire was distributed online via Google Forms, allowing students to conveniently provide information about their English song listening habits.
- **Documentation of Exam Scores:** The Mid-Semester Exam scores were collected from the department's academic records to measure listening proficiency objectively.

2.5. Data Analysis Technique

The data analysis involved several statistical tests to ensure the robustness of the findings:

- **Normality Test:** The Lilliefors test was employed to determine if the data followed a normal distribution.
- **Linearity Test:** An Analysis of Variance (ANOVA) was used to assess the linearity of the relationship between listening habits and listening skills.
- **Correlation Test:** Spearman's rho was applied to measure the direction and strength of the correlation between the two variables.

3. Results and Discussion

The present study is a correlational study of the hobby of listening to English songs and the English proficiency of the third-semester students of the English language education department at a private university in Indonesia. The three tests are the correlation test, the linearity test, and the normality test. In Table 1, the normality test is used to determine whether the observed data comes from a normal distribution or not. The normal distribution is a statistical distribution that is symmetrical and bell-shaped. In some statistical analyses, it is assumed that the data comes from a normal distribution. Therefore, checking whether the assumption is met before applying a particular statistical analysis is important. Table 1 describes the following: (1) Test distribution is normal; (2) Calculated from data; (3) Lilliefors significance correction; (4) This is a lower bound of the true significance. Based on the normality test, the mean value of student habit of listening to English songs is 60.09 in the normal parameters section. Meanwhile, student listening skill shows a value of 79.96. Furthermore, the deviation value of student habit of listening to songs is 4.441.

Meanwhile, the deviation value in student listening skills is 6.865. The most extreme difference in absolute and positive student habits of listening to songs has the same value of 0.75. Meanwhile, the negative value is -0.70. Then, for student listening skills, the absolute value is 0.198. The positive value is 0.150, and the negative value is -0.198. The normality test results using the Lilliefors test on the data of student habit of listening to songs and student listening skill indicate that the significance value (*sig.*) for student habit of listening to songs is 0.200, while for student listening skill is 0.020. It indicates that the data follows a normal distribution. In normality tests, determining whether or not the collected data follows a normal distribution is the main goal [21]. A normal distribution is crucial, as many statistical methods require this assumption to produce accurate and reliable results. Therefore, this study attempts to validate the assumption of normality for two main variables: student habit of listening to songs and student listening skill. From the results of the Lilliefors test, the significance value (*sig.*) obtained is 0.200. The interpretation of this value states that there is not enough evidence to reject the hypothesis that the data follows a normal distribution. In other words, the scores obtained from the survey on students' habits of listening to songs have a relatively normal distribution. This provides a basis to trust that statistical analysis involving this variable can be relied upon.

Table 1. Test Normality

		Student habit of listening to song	Student listening skill
N		23	23
Normal Parameters ^{a,b}	Mean	60.09	79.96
	Std. Deviation	4.441	6.865
	Absolute	.075	.198
Most Extreme Differences	Positive	.075	.150
	Negative	-.070	-.198
Test Statistic		.075	.198
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.020 ^c

Meanwhile, the significance value of student listening skills in the Lilliefors test is 0.020. This value is lower than the commonly used significance level (0.05). Therefore, it can be concluded that there is enough evidence to reject the null hypothesis, indicating that the data on student listening skills does not follow a normal distribution significantly. This suggests that in conducting statistical analysis related to students' listening skills, the study needs to consider the impact of the non-normal distribution of the data. Additionally, other information from the table includes the mean and standard deviation values for both variables. The mean for student habit of listening to English songs is 60.09, while the mean for student listening skills is 79.96. The standard deviation for student habit of listening to English songs is 4.441, and for student listening skills is 6.865. This information provides additional insights into the distribution of scores on both variables. In the context of the study, these results can assist researchers in understanding the characteristics of the collected data. Despite the non-normality in students' listening skill scores distribution, the findings still offer valuable insights for further analysis. As a suggestion, future research may consider more robust methods of analysis for non-normality if necessary and expand the scope of the study to understand other factors that may influence students' listening skills.

Table 2 presents the results of the linearity test conducted on the relationship between student listening skills and student habit of listening to English songs using analysis of variance (ANOVA). The primary objective of this analysis is to assess whether the association between these two variables is linear or non-linear, starting with a significance level (*Sig.*) of 0.540. This section assesses the overall relationship between the two variables. Moving on to the "Linearity" component, the F-value is 0.189, with a significance level (*Sig.*) of 0.674. This part of the analysis specifically tests whether the relationship between the variables follows a linear trend. The "Deviation from Linearity" section provides insights into any departure from a linear relationship. In particular, the significance level (*Sig.*) is higher than the standard alpha level of 0.05, at 0.496. This suggests that there is insufficient evidence to support the theory that there is no linear relationship between students' listening skills and their habit of listening to English songs. The key interpretation from Table 2 is derived from the "Deviation from Linearity" section. The non-significant p-value (*Sig.* = 0.496) suggests that there is no substantial evidence to reject the null hypothesis, indicating that the relationship between student listening skills and student habit of listening to English songs is linear. In practical terms, this means that the linear assumption is reasonable for these variables.

Table 2. Test Linearity

			Sum of Squares	Df	Mean Square	F	Sig.
Student listening skill * Student habit of listening to song	Between Groups	(Combined)	602.957	13	46.381	.962	.540
		Linearity	9.124	1	9.124	.189	.674
		Deviation from Linearity	593.833	12	49.486	1.026	.496
	Within Groups		434.000	9	48.222		
		Total	1036.957	22			

According to the linearity test results, researchers can effectively rely on the linear relationship between these two variables to investigate the connection between students' listening habits and their listening skills, which provides the stage for additional investigation. However, it is crucial to proceed cautiously with the interpretation and consider additional variables that can affect the relationship seen in future research. Table 3 displays the results of a correlation study using Spearman's rho, a non-parametric statistic intended to assess the direction and degree of relationship between two variables among students' habits of listening to English songs and their listening ability. In this section, the main goal is to comprehend the relationship between students' song-listening habits and their listening abilities. The correlation coefficient between students' habit of listening to English songs and their listening skills appears as 1.000 in the table's upper section. Simultaneously, the correlation coefficient for student listening skills and student habit of listening to English songs is indicated as -0.125. The negative sign suggests a weak negative correlation between the two variables. However, it is crucial to interpret these coefficients in conjunction with their associated p-values (*Sig.* 2-tailed) to determine the statistical significance of the observed correlations.

Table 3. Test Correlations

Test Correlations			<i>Student habit of listening song</i>	<i>Student listening skill</i>
Spearman's rho	Student habit of listening song	Correlation Coefficient	1.000	-.125
		Sig. (2-tailed)	.	.571
		N	23	23
	Student listening skill	Correlation Coefficient	-.125	1.000
		Sig. (2-tailed)	.571	.
		N	23	23

The p-value for the relationship between students' habit of listening to English songs and their listening ability is 0.571. This result is higher than the 0.05 usually used significance level. Therefore, there is insufficient evidence to reject the null hypothesis, indicating that the correlation between these variables is not statistically significant. In other words, the observed correlation could be due to random chance, and there is no robust indication of a meaningful relationship. Similarly, for the correlation between student listening skills and student habit of listening to English songs, the associated p-value is also 0.571. Once again, this value exceeds the typical significance level. Consequently, the evidence does not support rejecting the null hypothesis, suggesting that the observed correlation is not statistically significant.

In conclusion, based on the SPSS results, both correlations between student habits of listening to English songs and student listening skills show p-values greater than 0.05 (0.571). This implies that there is no statistically significant correlation between these variables. It is important to note that while the correlation coefficients suggest a weak negative relationship, the lack of statistical significance indicates caution in interpreting these findings. Researchers and practitioners should consider additional factors and explore more sophisticated analyses if they seek a deeper understanding of the complex relationship between students' habits of listening to English songs and their listening skills.

English songs refer to musical compositions with lyrics primarily written in English [22]. These songs represent the work of musicians from English-speaking areas or those who have chosen to use English as their primary language of expression in their music, and they include pop, rock, hip-hop, country, and many other genres. English songs have a global reach and are widely consumed and appreciated by people around the world, contributing to their popularity and cultural influence [23]. As stated by Miranti and Dwiastuty, the use of English songs extends beyond mere entertainment, as

they are often employed in educational settings to enhance language learning skills [24]. Due to music's rhythmic and melodic nature, songs provide an engaging and enjoyable way for language learners, especially English as a Foreign Language (EFL) students, to improve their listening comprehension, pronunciation, vocabulary, and overall language proficiency [25].

Additionally, English songs are easily accessible through various platforms, making them a convenient resource for language learners to practice and immerse themselves in English. Proficient listening involves hearing words and understanding their meaning, context, and nuances, which is crucial for effective communication in various social, academic, and professional settings [26]. A strong listening skill involves more than mere auditory reception; it requires active engagement and cognitive processing [23]. This includes recognizing speech patterns, understanding vocabulary and grammar, discerning tone and intonation, and grasping the overall message being conveyed. Listening skill development is a dynamic process influenced by factors such as exposure to diverse linguistic contexts, practice, and cultural awareness [27]. In language learning and education, the importance of cultivating effective listening skills cannot be overstated. It serves as a foundation for other language competencies and significantly contributes to language acquisition. Proficient listeners are better equipped to comprehend lectures, participate in discussions, follow instructions accurately, and navigate real-life communication scenarios.

As stated by Isnani and Aminatun, English songs, as explored in the aforementioned research, emerge as a potential tool for enhancing listening skills [28]. The rhythmic and melodic qualities of songs create an engaging and enjoyable learning environment, facilitating the improvement of pronunciation, vocabulary acquisition, and overall language proficiency [29]. Moreover, the global accessibility of English songs through various platforms makes them a convenient resource for learners seeking to immerse themselves in the language. Prasetyo stated that listening skill is a multifaceted aspect of language proficiency that goes beyond mere auditory perception [30]. It involves active engagement, cognitive processing, and the ability to comprehend spoken language effectively. As an integral part of language learning, developing strong listening skills contributes significantly to overall language proficiency and effective communication [31]. The exploration of English songs as a potential aid in enhancing listening skills provides an intriguing avenue for further research and the development of innovative language teaching methodologies [32]. In data analysis using SPSS, three important aspects were explored to understand the relationship between students' habits of listening to English songs and their listening skills in the research.

The normality test checked whether the data for the variable student habit of listening to English songs and student listening skills followed a normal distribution. The results showed that both tended to follow a normal distribution with fairly high significance values (sig.), namely 0.200 and 0.020, respectively. Thus, the assumption of normality can be considered fulfilled, providing a solid basis for subsequent analysis. The linearity test aims to determine whether there is a linear trend in the connection between students' listening skills and their habits of listening to English songs. The results, with a significance value (sig.) of 0.496, indicate insufficient evidence to reject the null hypothesis of linearity. This means that the relationship between the two variables can be considered a linear relationship. In the correlation test using Spearman's rho, the correlation coefficient between student habit of listening to English songs and student listening skill was found to be -0.125.

The significance value (sig.) of 0.571 (two-way) shows that there is no statistically significant correlation between the two variables despite signs of a weak negative connection. When considered within the context of this study, the correlation test's results show insufficient statistical support for the hypothesis that students' listening skills and their English song-listening habits are correlated. Although there are indications of a weak negative correlation, significance values exceeding the 0.05 confidence level indicate that the relationship may have occurred by chance. Thus, it can be said that, within the parameters of this study, there is no meaningful relationship between students' listening abilities and their habits of listening to English songs based on the findings of the correlation test. It is possible that additional factors not captured by the observed variables could influence the results, and future research might expand the variables or use more complex statistical approaches to gain a deeper understanding of these relationships.

A study by Azis aims to determine if students' listening abilities and their listening habits are related to English songs [17]. The data analysis revealed no meaningful correlation between the listening skills of students and those who enjoyed listening to music. The rxy result is -128, and after

consulting r_{table} , $r_{xy} (-128) < r_{table} (0.334)$. Thus, there is not a correlation. This study has a significance value of 0.000 and a significance level of -0.128. The alternative hypothesis is rejected since it is consistent with the accepted hypothesis (H_0), which claims that there is no correlation between listening habits to English songs and listening skills. Overall, this study finds that listening skills and English song listening habits are significantly correlated negatively. In the context of this study, the evidence supporting the conclusions of the previous research is that there is no connection between students' listening skills and their habits of listening to songs in English. Although the study conducted by Azis concluded that there was a strong negative relationship, previous findings of no correlation provide additional evidence that the relationship between the two variables may be complex and can vary depending on different contexts and research populations [17]. Therefore, this study supports the diversity of findings in the scientific literature and indicates the need for further research to understand the factors that may influence the relationship between the habits of listening to English songs and students' listening skills.

The current investigation and the one carried out by Azis share several characteristics [17]. The aim of both research is to investigate the relationship between students' or university students' listening skills and their habit of listening to English songs. The research on SMA Negeri 2 students and the study on English Education Department third-semester students, albeit originating from different educational levels, employ a comparable methodology to comprehend the potential impact of English song listening on listening abilities. According to research by Azis, discernible relationship between high school students' listening abilities and their habit of listening to English music [17]. These findings contribute to understanding the complex relationship between these variables and support the diversity of findings in the scientific literature.

When connected with the current study, the researcher can infer that the university-level study attempts to answer similar questions for third-semester students studying English Education. Despite a different educational context, listening skills remain the primary focus. The results of the university-level study may provide more specific insights can influence the listening skills of students. However, the findings from the earlier study on high school students may provide additional context and understanding of aspects that may occur in earlier stages of education. Overall, the connection between these two studies provides a more complete picture of the impact of listening to English songs on listening skills at high school and university levels. A deep understanding of the variability in this relationship can guide the development of more effective learning strategies and educational interventions at various stages of education. Factors such as class size, teacher teaching style, use of technology in learning, and types of listening activities included in the curriculum can influence students' listening skills.

Language skills, cognitive abilities, and previous educational experiences can also influence how well students can process the information they hear. Including these variables in research can help gain a more comprehensive understanding of the factors that influence students' listening skills and how these variables relate to each other. Besides that, the use of technology in an educational context can affect listening skills. For example, the use of software or applications designed to improve listening skills or distractions caused by the use of technology during learning. The use of technology in learning can also help develop students' critical skills in media. They can learn to evaluate the reliability of the information sources they listen to and understand how technology impacts the way information is delivered. It is important to design balanced learning experiences where technology is used appropriately to enrich students' learning experiences without disrupting their listening skills.

4. Conclusion

Based on recent research, this study aimed to determine the relationship between third-semester English Education Department students at a private university in Indonesia's listening skills and their habit of listening to English songs in the academic year 2023/2024. The data was analyzed using a correlational method to determine the degree to which students' listening skills could be impacted by their habit of listening to English songs. The study's findings indicate that there is no discernible relationship between third-semester students' listening skills and their English song-listening habits. Data analysis indicates that the correlation value between these two variables is greater than the designated significance level. Thus, it can be said that the data collected do not provide enough evidence to substantiate a relationship between students' listening abilities at this level and their habit

of listening to English music. These findings shed more light on the dynamics of third-semester students' listening behaviors and abilities. This research adds to our understanding of the unique setting of the university and the English Education Department, even though earlier studies may have produced different results at different educational levels. These findings are in line with broader language learning discourse, which emphasizes the need for approaches tailored to the unique characteristics of students at the tertiary level. The recommendation or suggestion for this approach is to evaluate the language learning curriculum at the tertiary level to evaluate its effectiveness in achieving learning goals and meeting student needs. Evaluating the language learning curriculum at the tertiary level is an important step to ensure that the curriculum is effective in achieving learning goals and meeting student needs. Prompts reflection on the variable nature of language acquisition, suggesting that factors beyond exposure to English songs may contribute among third-semester students. The results contribute to existing knowledge by offering insight into the complexities of language learning in university settings. Although other studies may show varying results in different educational contexts, this study adds a layer of specificity by focusing on Department of English Education and third-semester students.

Higher education institutions can draw implications from these findings to refine their language education programs, tailoring interventions that address the intricacies of developing listening skills in academic settings. This study serves as a valuable contribution to the ongoing conversation about language acquisition, highlighting the need for context-specific strategies to improve listening skills. To build on findings about the need for context-specific strategies to improve listening skills in language acquisition, future research could conduct longitudinal studies that track the development of students' listening skills over time in various learning contexts. This can provide deeper insight into what factors contribute to changes in listening skills as well as the long-term effectiveness of learning strategies. As educators and institutions seek to optimize language learning experiences, insights gained from this research can inform the design of targeted interventions and encourage more effective language education practices in university settings. By adopting diverse approaches and involving different disciplines and stakeholders, future research can make a valuable contribution to our understanding of language acquisition in diverse contexts.

Acknowledgment

The author would like to express gratitude to Universitas Ahmad Dahlan, Yogyakarta, for providing the facilities and support needed to complete this research.

Declarations

- Author contribution** : All authors contributed equally to the main contributor to this paper. All authors read and approved the final paper.
- Funding statement** : None of the authors have received any funding or grants from any institution or funding body for the research.
- Conflict of interest** : The authors declare no conflict of interest.
- Additional information** : No additional information is available for this paper.

References

- [1] P. S. Rao, "The role of English as a global language," *Res. J. English*, vol. 4, no. 1, pp. 65–79, 2019.
- [2] B. W. Pratolo, A. Susanti, and I. Indriani, "Students' Voice on Their English Teacher's Teaching Techniques: A Case Study at A Private Indonesian Junior High School," *English Lang. Teach. Educ. J.*, vol. 1, no. 1, p. 29, Nov. 2018, doi: [10.12928/eltej.v1i1.46](https://doi.org/10.12928/eltej.v1i1.46).
- [3] H. A. Solikhati and B. W. Pratolo, "The implementation of digital literacy in EFL learning: A case study in SMP Muhammadiyah 1 Temanggung," *Univ. Ahmad Dahlan*, pp. 1–7, 2019.
- [4] F. F. Rahman, "The Correlation between Students' Writing Skills and Speaking Skills," *Int. J. English Educ. Linguist.*, vol. 4, no. 1, pp. 31–39, Jul. 2022, doi: [10.33650/ijoeel.v4i1.3977](https://doi.org/10.33650/ijoeel.v4i1.3977).
- [5] E. Sekeon, P. Rombepajung, and T. Kumayas, "Students' perception Toward English Song As A Learning Media Of Listening Comprehension," *JoTELL J. Teach. English, Linguist. Lit.*, vol. 1, no. 1, pp. 23–43, 2022.

-
- [6] S. Lailatuzzakiya, N. Sari, and J. Nailal hana, "Exploring Students' Learning Strategy: Will Listening to English Song Enhance Speaking Skill?," 2020. doi: [10.2991/assehr.k.200427.025](https://doi.org/10.2991/assehr.k.200427.025).
 - [7] L. Auliani, "Improving The Students' Listening Skills Of Eleventh Grade Students Of Madrayah Aliyah Tahfizhil Quran Yayasan Islamic Centre Sumatera Utara Through Computer Assisted Language Learning (Call) Method." Universitas Islam Negeri Sumatera Utara, 2019.
 - [8] Z. Zokirova, "The Role Of Listening In Language Acquisition; The Challenges & Strategies In Teaching Listening," *Orient. Renaiss. Innov. Educ. Nat. Soc. Sci.*, vol. 2, no. Special Issue 20, pp. 789–793, 2022.
 - [9] A. Morales and A. M. Beltrán, "Developing listening through the use of authentic material," *HOW*, vol. 13, no. 1, pp. 101–124, 2006.
 - [10] S. K. Dewi, S. Sukarni, and T. Tusino, "The Influence of Students' Habit of Listening to English Songs on Their Pronunciation Ability," *Scr. English Dep. J.*, vol. 7, no. 2, pp. 14–24, Sep. 2020, doi: [10.37729/scripta.v7i2.827](https://doi.org/10.37729/scripta.v7i2.827).
 - [11] M. Sevik, "Teaching listening skills to young learners through," in *English teaching forum*, 2012, vol. 50, no. 3, pp. 10–17.
 - [12] E. Afriyuninda and L. Oktaviani, "The Use Of English Songs To Improve English Students' Listening Skills," *J. English Lang. Teach. Learn.*, vol. 2, no. 2, pp. 80–85, Dec. 2021, doi: [10.33365/jeltl.v2i2.1442](https://doi.org/10.33365/jeltl.v2i2.1442).
 - [13] A. P. Gilakjani and N. B. Sabouri, "The Significance of Listening Comprehension in English Language Teaching," *Theory Pract. Lang. Stud.*, vol. 6, no. 8, p. 1670, Aug. 2016, doi: [10.17507/tpls.0608.22](https://doi.org/10.17507/tpls.0608.22).
 - [14] J. Cafuta, "The Use Of Music, Songs And Song Lyrics In An Esl Classroom And Their Motivational Impact On The Learners." Univerza v Mariboru, Filozofska fakulteta, 2016.
 - [15] I. E. Yarmakeev, T. S. Pimenova, A. R. Abdrafikova, and A. S. Syunina, "Folk songs do magic in teaching speech and grammar patterns in EFL class," *J. Lang. Lit.*, vol. 7, no. 1, pp. 235–240, 2016.
 - [16] H. N. Harlyn and L. Suhartono, "Correlation Study of Interest in Listening to English Songs and Listening Achievement," *J. Pendidik. dan Pembelajaran Khatulistiwa*, vol. 5, no. 5, 2016.
 - [17] M. Munir, "The Correlation between the Senior Secondary School Students' Habits of Listening to English Songs and Their Listening Ability," *J. Excell. English Lang. Educ.*, vol. 1, no. 2, 2022.
 - [18] U. Soifah, P. Jana, and B. W. Pratolo, "Unlocking digital literacy practices of EFL teachers," *J. Phys. Conf. Ser.*, vol. 1823, no. 1, p. 012030, Mar. 2021, doi: [10.1088/1742-6596/1823/1/012030](https://doi.org/10.1088/1742-6596/1823/1/012030).
 - [19] O. D. Apuke, "Quantitative Research Methods : A Synopsis Approach," *Kuwait Chapter Arab. J. Bus. Manag. Rev.*, vol. 6, no. 11, pp. 40–47, Sep. 2017, doi: [10.12816/0040336](https://doi.org/10.12816/0040336).
 - [20] M. I. R. Putra, "A Correlational Study on The impact Of Students' English Achievement On Students' Residence," *JET (Journal English Teaching) Adi Buana*, vol. 2, no. 01, pp. 21–35, 2017, doi: [10.36456/jet.v2.n01.2017.712](https://doi.org/10.36456/jet.v2.n01.2017.712)
 - [21] P. Guzik and B. Więckowska, "Data distribution analysis – a preliminary approach to quantitative data in biomedical research," *J. Med. Sci.*, Jun. 2023, doi: [10.20883/medical.e869](https://doi.org/10.20883/medical.e869).
 - [22] M. A. Fatin, "Analysis of idiomatic expressions found in Adele's song lyrics in the album '25' and its possibility to be used in English teaching and learning," *Stud.*, 2016.
 - [23] Y. A. Pinem, "The Correlation Between Listening And Speaking Among High School Students," *ELTICS J. English Lang. Teach. English Linguist.*, vol. 1, no. 1, Feb. 2020, doi: [10.31316/eltics.v1i1.435](https://doi.org/10.31316/eltics.v1i1.435).
 - [24] N. Nurjanah, I. Miranti, and N. Dwiastuty, "The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill," *DEIKSIS*, vol. 10, no. 01, p. 43, Mar. 2018, doi: [10.30998/deiksis.v10i01.2125](https://doi.org/10.30998/deiksis.v10i01.2125).
 - [25] T. Kumar, S. Akhter, M. M. Yunus, and A. Shamsy, "Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts," *Educ. Res. Int.*, vol. 2022, pp. 1–9, Feb. 2022, doi: [10.1155/2022/3384067](https://doi.org/10.1155/2022/3384067).
 - [26] D. Saputra and M. Akib, "The effect of listening journal on speaking ability," *Qalam J. Ilmu Kependidikan*, vol. 9, no. 2, pp. 53–59, 2020.
-

-
- [27] M. Zuhriyah, "Improving Students' Listening Skill Through Shadowing," *Regist. J.*, vol. 9, no. 2, p. 124, Dec. 2016, doi: [10.18326/rgt.v9i2.124-136](https://doi.org/10.18326/rgt.v9i2.124-136).
- [28] S. Isnaini and D. Aminatun, "do You Like Listening to Music?: Students' thought on their Vocabulary Mastery using English Songs," *J. English Lang. Teach. Learn.*, vol. 2, no. 2, pp. 62–67, Dec. 2021, doi: [10.33365/jeltl.v2i2.901](https://doi.org/10.33365/jeltl.v2i2.901).
- [29] A. J. Good, F. A. Russo, and J. Sullivan, "The efficacy of singing in foreign-language learning," *Psychol. Music*, vol. 43, no. 5, pp. 627–640, Sep. 2015, doi: [10.1177/0305735614528833](https://doi.org/10.1177/0305735614528833).
- [30] A. Dianingsih, Y. Dwi Prastyo, and S. Farhana, "Students' Perception of Using Podcasts to Improve Listening Skills at the 3rd Semester Students of English Department at Universitas Bandar Lampung," *J-SHMIC J. English Acad.*, vol. 10, no. 2, pp. 175–181, Aug. 2023, doi: [10.25299/jshmic.2023.vol10\(2\).11177](https://doi.org/10.25299/jshmic.2023.vol10(2).11177).
- [31] Ç. Tuğrul Mart, "Integrating listening and speaking skills to promote speech production and language development," *Mextesol J.*, vol. 44, no. 2, pp. 1–7, 2020.
- [32] E. M. Putri, "The Correlation Between Students' Habits In Listening to English Song and Their Listening Comprehension at SMA N 2 Tapung." Universitas Islam Negeri Sultan Syarif Kasim Riau, 2019.