

**THE STUDENTS' PERCEPTION TOWARDS LEARNING
LISTENING BY USING ENGLISH SONG**

THESIS

**Submitted as Partial Requirement for the Degree of Education (S.Pd)
in Teaching English**



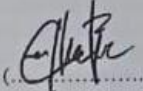
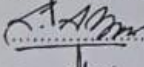

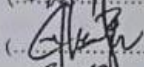

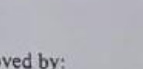
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MANADO
1443 H / 2021 M

THESIS RATIFICATION

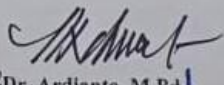
This thesis titled "The Students' Perception Towards Learning Listening by Using English Song" compiled by Wiranda Mamonto with student registration number 16.2.6.005 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on Thursday 4th November 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

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ABSTRACT

Wiranda Mamonto (2021). The Students' Perception Towards Listening Subject Using English Songs. Thesis. English Education Study Programme, Faculty of Teacher Training and Education, State Institute of Islamic Studies Manado.

Listening is one of the essential skills to master nowadays. Listening is not only just hearing but also understanding. Listening is an activity to pay attention to someone and to understand what they say. The students frequently face difficulties communicating in English; the problem is due to limited students' ability and from the teacher. A listening strategy is needed to overcome the students' difficulties and improve their listening abilities in solving this problem. This thesis aims to describe the students' perception towards listening subject by using English songs. This research employed a qualitative descriptive method in which the data were collected from interviews and documentation. The researcher interviewed thirty-three students at the English Education Study Programme, Faculty of Teacher Training and Education, State Institute of Islamic Studies Manado at 2017/2018 academic year. Furthermore, the researcher analyzed the data using descriptive qualitative methods with some steps: data reduction, data presentation, inference and verification, and conclusion.

This research found that 88% of students were positively impressed with the listening subject using English songs. They became interested, motivated, relaxed, and happy in this subject, which improved their listening skills, pronunciation, and vocabulary. About 12% of the students had a normal perception towards listening subject using English songs. The students tend to use other media in learning this subject. The researcher did not find the data by documentation because the teacher immediately collected the students' works after the listening task. The researcher found some of the song titles that the teacher used in the listening subject, like Sweet but Psycho by Ava Max and Lily by Alan Walker.

Keywords: Perception, English Song, Learning.



ABSTRAK

Wiranda Mamonto (2021). Persepsi Siswa Terhadap Pembelajaran Mendengarkan Dengan Menggunakan Lagu Bahasa Inggris. Tesis. Departemen Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

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Mendengarkan adalah salah satu keterampilan paling penting untuk dikuasai. Mendengarkan tidak hanya mendengar, tetapi juga memahami. Mendengarkan adalah kegiatan untuk memperhatikan seseorang atau sesuatu untuk memahami perkataan seseorang. Para siswa dihadapkan dengan kesulitan dalam komunikasi dalam bahasa Inggris untuk kelas pelajar, permasalahannya bukan hanya karena kemampuan siswa yang terbatas, tetapi juga dari guru. Untuk mengatasi masalah ini, strategi mendengarkan tertentu diperlukan, tidak hanya untuk mengatasi kesulitan siswa, tetapi juga untuk meningkatkan kemampuan mendengarkan mereka. Penelitian ini bertujuan untuk menggambarkan persepsi siswa terhadap pembelajaran mendengarkan dengan menggunakan lagu bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif dengan menggunakan wawancara dan dokumentasi sebagai instrumen untuk mengumpulkan data. Peneliti mengumpulkan data dengan mewawancarai tiga puluh tiga siswa di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negara Manado tahun akademik 2017/2018, dan kemudian data yang diperoleh dianalisis dengan menggunakan metode deskriptif kualitatif yaitu reduksi data, penyajian data, inferensi dan verifikasi dan kemudian kesimpulan akhir.

Hasil penelitian ini dengan wawancara menunjukkan bahwa 88% siswa memiliki persepsi positif terhadap pembelajaran mendengarkan dengan menggunakan lagu bahasa Inggris. Para siswa mengklaim bahwa mereka tertarik, termotivasi, santai dan bahagia dalam belajar, yang mengarah pada peningkatan keterampilan mendengarkan, pengucapan kosa kata. Dan juga ada sekitar 12% siswa memiliki persepsi normal terhadap pembelajaran mendengarkan dengan menggunakan lagu bahasa Inggris, alasannya adalah siswa cenderung memilih untuk belajar menggunakan media lain dalam pembelajaran mendengarkan. Dan dengan dokumentasi, peneliti tidak menemukan data fisik karena setelah siswa melakukan tugas mendengarkan dari guru, tugas itu segera dikumpulkan oleh guru, tetapi peneliti menemukan beberapa judul lagu yang digunakan oleh guru dalam pembelajaran mendengarkan, yaitu Sweet but Psycho by Ava Max and Lily by Alan Walker.

Kata kunci: Persepsi, Lagu Inggris, Pembelajaran.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah SWT the Almighty God who gives the researcher His mercy and strength to finish this thesis. Peace and salutation be upon our prophet Muhammad SAW, with his family and followers.

This thesis titled “The students’ perceptions towards learning listening by using English song” is presented to the English Education Department of Tarbiyah and Teacher Training as compulsory fulfillment of the requirement obtained a lot of help from many people.

Deepest appreciation addresses to the researcher' beloved parents Husain Mamonto and Frida Rasjid, also for the researcher' sister Marshanda Mamonto and researcher' brother Faiz Mamonto for the support, pray and the endless love.

Also, the researcher would like to thank the advisors. This thesis would not have been possible without the help, support and patience from my first advisor, Dr. Andi Mukarramah Nagauleng, M. Pd. Then to the second advisor Lies Kryati, M. Ed, and also my first examiner Ahmad Mustamir Waris, M.Pd and the second examiner Nikmala Nemin Kaharuddin, M.Hum who has helped the researcher patiently in finishing this undergraduate thesis by giving suggestion, guidance, and correction until the completion of this thesis.

Additionally, the researcher is grateful to the following for their supports and helps, namely:

1. Delmus Puneri Salim, S.Ag., M.A., M.Res., Ph.D. as the Rector of State Institute of Islamic Studies Manado.
2. Dr. Ahmad Rajafi., M. HI as the First Deputy Rector of State Institute of Islamic Studies Manado.
3. Dr. Radliyah Hasan Jan, S. E, M.Si as the second Deputy Rector of State Institute of Islamic Studies Manado.

4. Dr. Musdalifah Dachrud, S.Ag., S.Psi, M.Si, M.Psi as the Third Deputy Rector of State Institute of Islamic Studies Manado.
5. Dr. Ardianto, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado.
6. Dr.Mutmainnah, M.Pd as the first Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Manado.
7. Dr. Adri Lundeto, M.Pd as the second Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Manado.
8. Dr. Feiby Ismail, M.Pd as the third Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Manado.
9. Nur Halimah, M.Hum as the Head of English Education Department and Fadhlani Saini M.Pd as the secretary of English Education Department.
10. All lectures in the English Education Department.
11. All of the staff employees at the IAIN Manado environment who have provided administrative service comfort at the campus environment until this thesis completed.
12. The big family of TBI especially TBI 16 for giving Me memorable time.
13. The big family of Iffah boarding house, especially my lovely friend Febrina Tan, Firgia Bonde, Jihan Tumiwa, Fadlun A. Gafur, Astika Mamonto, Hajriani Mamonto, Susandra Mokoagow, and Wafiq C. Manggalupang.
14. The big family of Mamonto-Rasjid especially my beloved cousin Dewi Almanda Batalipu, Eghawaty Baluntu, Jihan A. Batalipu and Yuniarto Baluntu.
15. All of my respondents for allowing me to collect data from them for complete my thesis, with deep condolence to the deceased Mitha M, Damopolii.
16. The big family of Himpunan Mahasiswa Islam (HMI).
17. All of the parties who have helped in this research process that the researcher cannot mention one by one.

The researcher realizes that this thesis far from being perfect and hopes that this would be useful for the next researcher or for readers in general.

Manado, 10 October 2021

The Researcher

A handwritten signature in black ink, appearing to read 'Wiranda', with a horizontal line underneath the name.

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CHAPTER I

INTRODUCTION

A. Research Background

A good word results from a good speaker and a good speaker comes from a good listener. Allah SWT said in Al-Qur'an surah Qaf : 18.

مَا يَلْفِظُ مِنْ قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ

Translate : "He uttereth no word but there is with him an observer ready"¹

In this verse, Allah SWT said that there was not a single word uttered that was not watched by angel, therefore speak up well and correctly. Tafsir Al-Mukhtashar / Markaz Tafsir Riyadh under the supervision of Syaikh Dr. Shalih bin Abdullah bin Humaid (Imam Masjidil Haram): there are no words or sentences spoken by humans unless there are angels who are close to their words and actions and then record and guard it. He is on his side and cannot be separated, to write good and bad.² That's why, make sure what you said is a good word.

Listening is one of the most important skills to master. Listening is not only just hearing, but also understanding. The success of speaking is measured in terms of the ability to understand the words, on what is the speaker saying. Listening activities also required in academic context, where the students have to deal with listening comprehension in the class. In EFL class, the students face difficulties in communication. These problems are not only because of limited

¹ Kementerian Agama RI. *Al-Qur'an dan Terjemahannya*. Accessed on 10th February 2021 at 19.00 o'clock, <https://ayatalquran.net/2015/01/surah-qaaf-%D9%-the-letter-qaaf-terjemah-bahasa-inggris/>.

² Tafsir Al-Mukhtash ar / Markaz Tafsir Riyadh. Accessed on 10th February 2021 at 20.40 o'clock. http://quranenc.com/id/browse/persian_mokhtasar/50#18.

student ability, but also from the teachers.³ Mukmiatun states that listening is an imperceptible mental process, making it difficult to describe. Listeners must distinguish between sounds, understand vocabulary and grammatical structures, and also construe this within the immediate as well as the larger socio-cultural context of the utterance.⁴

Music and song are included in teaching media, the use of music and song in the classroom can stimulate very positive associations to someone who study language. A piece of music can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.⁵

To overcome this problem, developing such an interactive way to teach listening is recommended. Considering learning styles also necessary when creating lessons, presenting material, and eliciting effective listening (Beall et al). Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities.⁶ Therefore the teachers should have special trick to make their students motivated in learning English. The students can be interested in learning English by using some interesting media and enjoyable activities and we can adjust them to their ages and grades so that they can integrate themselves into English, for example singing English songs. It can contribute many things to improve students' motivation. The contributions of singing English song can enrich vocabulary and develop listening as well speaking skills.⁷ Related to the Anna states that songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are

³Apin Hidayat, "The use of songs in teaching students' listening ability," *Indonesia University of Education Journal* (2013): 22.

⁴Ni Luh Gede Windy Lestary, Si Luh Nyoman Seriadi, "The Use of Songs to Improve Students' Listening Comprehension Ability," *Journal of English Language Education*, Vol. 2, Issue 2 (August 2019): 36.

⁵Shofiyah, "The Use of Children Songs to Improve Students' Listening Skills," *UIN Walisongo Semarang Journal* (2015): 2.

⁶Seriadi, *The Use*, 36.

⁷Wahyu Ari Winasih, "Students' Perception on Using Song to Improve Students' Motivation In Learning English At the Tenth Grade of Smk Muhammadiyah Surakarta in 2017/2018 Academic Year," *Muhammadiyah Surakarta University Journal* (2018): 3.

precious language learning materials. They can be used to teach and develop every aspect of a language.⁸

Based on the observations that the researcher had done at IAIN Manado, especially in subject Listening at academic year 2017/2018 at English Education Department student which the lecturer use English song to teach listening skill subject, the researcher aims to conduct a research under the title “The students’ perceptions towards learning listening by using English song” with a case study English Education Department student at academic year 2017/2018.

B. Research Question

Based on the research background above, the formulation of the research question is what are the students’ perception towards learning listening by using English song?

C. Research Objectives

Based on the research question above, the objective of this study is to describe the students’ perception towards learning listening by using English song.

D. Limitation of the Study

Songs are examples of media that can be useful to teach and to learn English. Moreover, the use of songs especially in listening class is still need to be improved and need to be optimized, so it is better to know the students’ perception toward it. Therefore, the future development of using songs in listening class can be viewed through it.⁹ The research focuses on finding students’ perception towards the use of songs in listening subject at the English Education Department students at academic year 2017/2018.

⁸ Ningsih Nurfajri, “The Effect of Song in Teaching English,” *Institute of Parahikma Indonesia Journal*, Vol. 1, no. 1 (March 2019): 2.

⁹ Paulina Hany Istyaningsih, “Students’ perceptions on the use of songs in listening class at SMP Pangudi Luhur 1 Kalibawang.” *Sanata Dharma University Journal* (2013): 4.

E. Significant of the Study

The benefits expected in this study are:

1. Theoretically, this research can contribute to English learning and teaching theory by providing songs that can be a medium for learning English.
2. Practically, this research is expected to: provide information to readers, especially students or those who want to learn English, that there are so many ways to make learning English fun and easy, one of them is using songs, making lecturers believe that songs have a big impact on learning English. Therefore, the authors hope that this can provide a new perspective to the lecturers on the application of songs for class activities and as a reference for further research in the future.

F. Definition of Key Terms

1. Perception

The word “perception” etymologically comes from the Old France Language “perception” and literally referred to the gather rents by feudal landlords (Barnhart). While the word *perceptio*, *percipio*, comes from Latin, according to Scharteris “the organization, identification, and interpretation of sensory information to reflect and grasps the surroundings”. Sensory information is information that the brain comes from the senses (vision, teste, smell, hearing and touch). The information is comes from the receptors and then sent through the neural route to the brain, where it is processed so it able to be knew.¹⁰

2. Listening skill

Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in naturalistic acquisition of other

¹⁰ Andi Mukarramah Nagauleng, “An Investigation Into Non English Educational Background Lecturers’ Competence In Teaching English. A Case Study At UIN Alauddin Of Makassar,” (State University Of Makassar Dissertation, 2018), 49.

languages) are dependent on listening.¹¹ Listening is the first communication skill we engage in the moment we are born.¹²

3. Song

Nurhayati states the song is an appropriate resources, the song is a good tool to help the process of learning English, the song is believed to motivate students in learning. Song is an important part of learning English because the song makes the students more sensitive to sounds. When students are taught teachers liked the song, they will be happy and enthusiastic in learning English. So, through songs in learning activities can foster students' interests to be happy and to learn, even students can make it easier to understand the material teaching is delivered.¹³

¹¹ I.S.P Nation and J Newton, "Teaching ESL/EFL Listening and Speaking," Accessed on 8th April 2020 at 00.46 0'clock.

¹² Shofiyah, "The Use of Children Songs to Improve Students' Listening Skills," *UIN Walisongo Semarang Journal* (2015): 11.

¹³ Sri Nurvia, "Using Song in Teaching English Speaking Skills for Young Learners," *Syekh Nurjati State Islamic Institute Journal* (2016): 6.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Perception
 - a. Definition of perception

Perception generally consists of an observation on certain situation or environment. It can be a mental image concept or awareness of the environment's elements through physical sensation. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they feel about their environment their social life physically, and mentally.¹⁴ The following are some definitions of perception.

George and Jones defines that perception is the way one sees others and the way others perceive others. They also say that perception is the process of selecting, organizing and interpreting the input from their senses (sight, hearing, touch, smell, and taste) to give meaning.¹⁵

Meyer and Neal in Hermiadi explain that perception is a psychological process of seeing, hearing, feeling, and others. This process occurs because there are stimuli in the sensory system. A person's perception is influenced by previous perceptions and others that will be remembered in his brain. Students' perceptions of certain conditions greatly influence their interest and motivation in learning.¹⁶

Koul and Fisher explain that student learning involves the perceptions of students who act as mediators in the learning process. Students' perceptions have something to do with students' beliefs. Richards and Smith in Garcia define students' beliefs as a relatively stable set of ideas and attitudes about the

¹⁴ Sarkol Kosmas, "Student Perception of Learning English in Senior High School of Kaimana, West Papua," *Sanata Dharma University Journal* (2018): 7.

¹⁵ Saun Lolong, "Persepsi mahasiswa terhadap lagu bahasa Inggris untuk pembelajaran bahasa Inggris". *Sam Ratulangi University Journal* (2019): 4.

¹⁶ Lolong, *Persepsi*, 4.

following, such as how to learn language, effective teaching strategies, appropriate classroom behavior, their own abilities, and their goals in language learning.¹⁷

Based on the definition of students' perceptions above, it can be concluded that students' perceptions are their opinions or beliefs. This is based on something they feel, see, hear or from their experiences which will have a big influence to motivate and guide them to do or achieve something, especially in the learning process.

b. Factors that influence perception

Krech argues that the factors that influence perception are of two kinds, they are internal and external¹⁸. The internal factors are:

1) Needs and Desires

The needs and desires of people play a vital role in perception. People at different levels of needs and desire perceive the something differently. Power seekers are more likely to notice power related stimuli. Socially oriented individuals pay attention to interpersonal stimuli. That is to say expectancy, motives or interest also affect people perception.¹⁹

2) Personality

Personality is another internal factor that influences the perception of an individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms.²⁰

¹⁷ Lolong, *Persepsi*, 4.

¹⁸ Smeets, Jeroen. "Perception and action are inseparable". Netherlands: Lawrence Erlbaum Associates, (2001): 13.

¹⁹ Smeets, Perception, 13.

²⁰ Smeets, Perception, 14.

3) Experience

Experience and knowledge have a constant bearing on perception. Successful experiences enhance and boost the perceptive abilities and lead to accuracy in perception of a person.²¹

And the external factors are:

1) Size.

The bigger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is established by size and it overrides other things and thereby enhances perceptual selection. For example, a full page advertisement may induce more attention than a small advertisement in some corner of the newspaper.²²

2) Intensity

While reading a passage, a person comes across a few lines printed in bold letters. He automatically pays more attention to these lines. Underlined sentences and the ones in italics are generally more attentively read. The principle that the higher the intensity of external stimulus, the more likely it will be perceived is not always valid. If intensity is important, why a whisper by a student in a classroom is effective in getting attention by a teacher. Here, the answer lies in the fact that a whisper often contrasts with the rest of the noisy environment, and so gets noticed. Therefore, the intensity factor has to be considered in the light of the situation i.e. frame of reference.²³

3) Frequency

Repeated external stimulus is more attentive gaining than a single one, so states the frequency principle. Repetition is one of the most frequently used

²¹ Smeets, Perception, 14.

²² Smeets, Perception, 14.

²³ Smeets, Perception, 15.

techniques in advertising and is the most common way of attracting the people's attention. Frequency results in making people aware of the stimulus²⁴

4) Status.

The status of the perceived person has also got influence on the perception. Higher status people can exert influence on perception of an employee than low status people. When introduced to two people of different ranks, we tend to remember the person holding the higher rank than the other one.²⁵

5) Contrast.

Stimuli that contrast with the surrounding environment are more likely to be selected for getting attention. A contrasting effect can be caused by color, or any unusual factor²⁶

c. Types of perception

Based on the explanation from perception Robbins divides perception in the three types as follow²⁷:

1) Person Perception

Person perception refers two those process by which we come to know and think about other. Their characteristic, qualities, and inner state. We construct image of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world extend to which we attribute stable straits and enduring disposition to the others people. We feel that we are better able to

²⁴ Smeets, Perception, 15.

²⁵ Smeets, Perception, 16.

²⁶ Smeets, Perception, 16.

²⁷ Wiwit Nor Wijayanti, "Students' perception on the use of English as medium of interaction in the class at SMK Muhammadiyah 3 Makassar", (2019).

understand their behavior and predict their future actions and we use these nations to guide our interaction with them.²⁸

2) Social Perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal, defendants, entertainer, or loved one closer to home is not an easy task. Perception does not occur in a vacuum; instead, we bring to bear prior knowledge that we have structured and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than react to the moment. Sustained patterns of interaction or social relationships require us to retain information, as the situation requires. Without memory, we should react to every event as if it were unique, and if we did not remember the facts, we should be incapable of thinking or reasoning.²⁹

3) Perception of Situation

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behavior at a given time, and give it a place. It is an interaction of time and space within which we act in specific ways. The situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register, the linkage we make among these stimuli and our interpretation of the stimuli.³⁰

d. Process of perception

1) Selection

Selection is the first stage in the process of perception, during which we convert the environmental stimuli into meaningful experience. In daily life we are bombarded constantly by such a large variety of information that at a blink of an eye we may encounter these stimuli: the words we are hearing, the witness of

²⁸ Wiwit, "Students", 8.

²⁹ Wiwit, "Students", 8.

³⁰ Wiwit, "Students", 9.

an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed³¹.

Some people make an analogy of this selective process to make a map. According to them, one cannot put everything into it when making a map, instead, they have to make generalizations and deletions, so that the unnecessary or unimportant information will be deleted or generalized, with the important information being marked in the map un-proportionately. Otherwise, it would be impossible to draw a map. Similarly, when being surrounded by many competing stimuli, we only pay attention to those stimuli which we are familiar with or interested in through the selective process of perception. Thus the existence of perception's partiality, which will possibly cause misunderstandings in communication, just as Chen and Starosta says "The partiality of our perception is the origin of misunderstanding in interactions, especially when people are from different cultural backgrounds with diverse perception systems".³²

2) Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc. For instance, when asked what a human being is, some people may describe it from the perspective of skin color, others from that of race or nationality. Organization allows "us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes". Perception at this stage enjoys two

³¹ Bai, Y. "On the relationship between language and perception". *Journal of Luoyang Technology College*, (1), 52- 54 (2017): 18.

³² Bai, On the relationship : 18.

characteristics. First, the organizing process gives human perception structure. We always put raw stimuli from the outside world into structured meaningful experience. Second, the process shows that human perception possesses stability. That is to say, after we select stimuli and put them into categories, the selected stimuli become durable.³³

3) Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus. For instance, a police officer's arriving at the crime spot can be interpreted differently-the victim may regard it as soothing and relief-giving, but the criminal will definitely be frightened by it. Another example, a kiss or a big hug in public is a common way of greeting each other in some western countries, which has the function of saying "Hello!", whereas in many other countries they are always considered to be "lovemaking" behaviors.³⁴

Such interpretation differences arise because "Culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world". When confronting a physical object or event, almost everybody agrees on its objective part of meaning, but what it means to any unique individual varies according to that individual's past experiences and cultural background. Different experiences and backgrounds will result in people's attributing different meanings to the same stimulus, so perception diversity appears.³⁵

In the meaning-attribution process, people from cultures that are close will have similar store of past experiences and knowledge, so they will probably attribute similar meanings to the same stimulus, thus similar perceptions. Then

³³ Bai, On the relationship : 19.

³⁴ Bai, On the relationship : 19.

³⁵ Bai, On the relationship : 20.

with these similar perceptions, it is easier for communicators to understand the accurate meaning of each other's verbal and nonverbal behaviors, so communication goes smoothly. By contrast, if communicators use experiences or knowledge gained from their own culture to explain the unknown behaviors in another culture, they will attribute quite different meanings to the same stimulus, then perceptions differ and communication problems arise.³⁶

e. The importance of students' perception in learning

Students are the main and the most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim). All of the learning process always begins with perception.³⁷

Students' perception is the process of preferential treatment of students toward information they get from an object, in this study is teachers' classroom questions. Through observations with their senses, students can interpret the observed object.³⁸

It is important to understand students' perceptions of how they perceive teachers' questions and answer questions in class. Those perceptions affect students' willingness to participate actively in question and answer sessions (Cole).³⁹

Based on the expert state above, it can be conclude that the students' perception in learning is important because students are object of learning, student and teacher are two things that cannot be separated. By knowing the students' perception, the teacher can find out whether the teaching method is make student interest or not. When the learning make the students interest, its means the

³⁶ Bai, On the relationship : 20.

³⁷ Rizky Kurniawan, "Students' Perceptions of Teachers' Classroom Questioning", Muhammadiyah University of Purworejo Journal (2015): 12.

³⁸ Rizky, Students', 12.

³⁹ Rizky, Students', 12.

learning is effective to used or even more improved. And vice versa, when the student is less attractive, it means the learning needs to be evaluated.

2. Listening skill

a. Definition of listening

Harmer said listening is a receptive skill in which people gain idea based on what they heard. From the definition above, it can be concluded that listening is an activity to paying attention to someone or something in order to understand someone saying. Listening involves a number of basic process, some hold on to linguistic competence, it also depends on previous knowledge that is not consequently of completely linguistic nature and some depending on psychological variables which is influence the mobilization of this competence and knowledge in the appropriate task situations.⁴⁰

According to Nunan listening is not only receptive skill but also requires a person to receive and understand incoming information. Because of this reason, listening is an active one because when people listen, they will combine what they hear with their own ideas or experiences. In other words, the listeners are “creating meaning” in their minds. In conclusions, listening requires an active process to comprehend what is being said by the speaker.⁴¹

b. Successful Listening

Listening requires the learners’ ability to play in the process, by listening and then responding what they have heard. The listeners also activate the various types of knowledge and apply what they know in order to understand what the speaker means (Anderson and Lynch). Besides, the effective listening is one of the factors that give contribution in making listening successfully.⁴²

⁴⁰ Agung Prasetia, “The effectiveness of using English songs on students’ listening ability,” *Hidayatullah State Islamic University Journal* (2017): 6.

⁴¹ Istyaningsih, *Students’*, 14.

⁴² Istyaningsih, *Students’*, 14.

According to Anderson and Lynch, effective listeners are active. They do not passively receive and record. The listeners are engaged in the process of comprehension: the students apply the relevant internal information available to them in order to construct their own interpretation of what has been said.⁴³

From their statements, it can be seen that to achieve listening successfully, the listeners should activate their various knowledge such as vocabulary, phonetics (studies about sound), and grammar in order to understand what the speaker means. Moreover, listening also requires concentration because once the students do not concentrate when they listen to the materials, it will be hard for them to understand what they have heard.

c. Listening Difficulty

Listening may seem to be a difficult skill to be mastered by the students. According to Brown and Yule, there are four major factors which can affect the difficulties in listening activity. They are:

- 1) The speaker. It is related to the number of speakers, how quickly they speak and what types of accent they have.
- 2) The listener. The listener response and the interest in the topic will affect the difficulties in listening. It also includes the listener's role whether they become participant or they just eavesdropper.
- 3) The content. It is related to the grammar, vocabulary and information structure.
- 4) The support. It means that whether there are pictures, diagrams, or other visual aids to support materials in listening task.⁴⁴

Moreover, Anderson and Lynch conclude that the difficulty of listening task is influenced by five factors. They are:

⁴³ Istyaningsih, *Students'*, 14.

⁴⁴ Istyaningsih, *Students'*, 13.

- 1) The organization of information. When the information is well organized and in the right sequence, it will be easier for the listener.
- 2) The familiarity of the topic. The listener will understand the listening passage easily if its topic is familiar for them.
- 3) The explicitness and sufficiency of the information. It means that the information in listening passage should be clear and unambiguous.
- 4) The type of referring expressions used. For example, use of pronouns rather than complete noun phrase.
- 5) Whether the text described 'static' relationships (e.g. geometric figures) or 'dynamic' relationships (e.g. a road accident).⁴⁵

In conclusion, listening difficulty may arise from the task that is set so it is important for the teacher to analyze the listening task before it is given to the students.

3. English song

Song is words sung to a tune. Song lyrics will stimulate phonetics, vocabulary and improve grammar. Futonge describes song as "a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. It can also form the basis for many lessons."⁴⁶ Songs also have some genres such as pop, rock, EDM (Electronic Dance Music), RnB, ballad, and reggae.⁴⁷

Song is like book story. Sometimes it tells about love, friendship, enthusiasm, family, politic and social life. For example, Ed Sheeran is a famous British singer who known as the best singer in expressing about love with beautiful and meaningful lyrics. Then there is Redemption Song by Bob Marley. The song tells us about emancipation from mental slaves English Song and the last there is Boyz II Men with their famous song Song for Mama. It asks us to

⁴⁵ Istyaningsih, *Students'*, 14.

⁴⁶ Istyaningsih, *Students'*, 15.

⁴⁷ Cindiyana Muryani Putri, "Using English songs in improving listening skill," *Tanjungpura University Journal* (2018): 2.

love our mother. Those songs proved that in expressing something is not only by speech or protest to something, but it also can be expressed by writing it into song so people can sing and enjoy it.

Song is known as the best media to express when people feel sad, happy and depression. When people express their thought through song, it means song can relax people's mind. If students' feel relax, they can learn actively. Stanislawczyk and Yavener in Kusnierek stated "Using songs in the classroom are of the opinion that songs are advantageous tools and a teacher should take advantage of it during linguistic practice".⁴⁸

Song also can motivate students. Popular songs nowadays are related with peoples' experienced. Those songs also are connected to the same topic such as friendship, dream and love which are the common feeling of people. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Not only that, song can bring positive atmosphere.⁴⁹ The use of songs is believed to improve students' English learning. There are several aspects of learning that can be developed using songs, namely:

a. Vocabulary

In improving vocabulary mastery, participants can use song lyrics. Nurkhaeni states that by using English songs in teaching vocabulary, students can easily understand and memorize new vocabulary. In addition, Burhayani also argues that effectiveness can be achieved because songs help students to enjoy the learning process and make it easy for students to remember new words. Singing songs and doing activities in the song let students know what new words or lyrics mean without asking other people or looking for them in a dictionary.⁵⁰

⁴⁸ Putri, *Using*, 2

⁴⁹ Putri, *Using*, 2

⁵⁰ Lolong, *Persepsi*, 4.

b. Phonetics

Phonetics is a part of science in linguistics that studies or investigates language sounds produced by humans without seeing the sound's function as a differentiator of meaning in a language (langue). Phonetics studies sounds from the point of view of speech (parole). Phonetics is a part of phonology, which is the knowledge of the vocabulary of language sounds (phonemes) and their distribution. At the linguistic level, the smallest unit in language is the font or sound of the language, while the phoneme is an abstract form of the sounds of language.⁵¹

c. Grammar

The grammar of a language is consist of the sound and sound patterns, the basic units of meaning such as words, and the rules to combine all of these to form sentences with the desired meaning. The grammar, represents the linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized, unconscious set of rules that is part of every grammar of every language.⁵²

4. Learning English through songs

Songs are an excellent 'tool' to help students learn English, more specifically songs are believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sounds, and learning a language is nothing but learning various types of meaningful sounds. Songs can also make the class more interesting and lively. When students like the songs taught by the

⁵¹ Mike Davenport and S.J. Hannahs, *Introducing Phonetics & Phonology*, (United Kingdom: Taylor and Francis Ltd), 1.

⁵² Viktoria Fromkin, dkk. *An introduction to Language*, (United States: 25 Thomson Place, 2002), 1.

teacher, they will be happy and enthusiastic in the learning process. And that's when, indirectly they are learning something.⁵³

According to Brewster et al, there are many advantages to using songs as a learning resource, namely:

- a. First, the song is a linguistic resource. In this case, the song is a medium for introducing a new language, as well as a medium for strengthening grammar and vocabulary. Songs also represent language that students are already familiar with in a new and fun way. Songs also allow for natural and fun repetition of language. Songs can be used to develop all language skills in an integrative way, including improving students' pronunciation skills.
- b. Second, the song is an affective/psychological resource. Besides being fun, songs are also able to motivate students as well as foster a positive attitude towards English. Songs are not something that is scary or threatening to students. Even songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents.
- c. Third, the song is a cognitive resource. Songs help improve memory, concentration and coordination. Students become more sensitive to rhyme as a tool to interpret meaning.
- d. The four songs can be a culture resource and a social resource. Brewster et al also revealed that songs provide tremendous benefits for learning pronunciation. Some important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.⁵⁴

In order for the use of songs for English learning to be effective, there are several things that must be considered, including;

⁵³ Brewster, J., Ellis, G., Girard, D. "The Primary English Teacher's Guide". England: Penguin English, (2002): 4.

⁵⁴ Brewster, The Primary: 5.

- 1) The level of students' ability
- 2) The type of song, some songs are not suitable to be used as learning media, for example the pronunciation is not good or even wrong
- 3) The level of difficulty (language complexity) contained in the song.⁵⁵

Various kinds of songs that we can use according to our needs in class. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby, patriotic songs, parody, sport songs, traditional songs, and so on. Please note that not all English songs can be used as learning resources. Songs whose music is too dominant, for example, or songs that contain too many metaphorical language, slang language, are not good for students. Choose songs that are simple and appropriate to your learning needs (curriculum, for example). Also choose a song whose lyrics can be heard clearly, as well as the correct pronunciation. Because students will use the song as a model, of course they have to find the best model. If the teacher will sing it, it must also be ensured that the teacher will provide a good model for his students.

In learning a language, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading and writing. We can use songs to teach students these 4 skills. Songs can be used in various types of learning activities, for example as an atmosphere warmer, filler transitions from one activity to another, closing activities, introducing a new language, practicing language, improving language, changing the atmosphere/mood, attracting attention, to channel excess student energy, and so on (Brewster et al)⁵⁶.

B. Previous Research

There are five previous research that related to this research, namely:

1. The first study was taken from Dede Nurdiawati (2019) from FKIP Peradaban University which entitled "Students' perceptions of song-based English learning at SD Negeri 1 Jatisawit" The objective of the research is

⁵⁵ Brewster, The Primary: 6.

⁵⁶ Brewster, The Primary: 7.

to find out how students' perceptions in learning English after the English learning process is carried out using songs (English Songs), this research method by using qualitative descriptive with data collection techniques used through observation, interviews, and questionnaires. Their results showed that the students' perception of SD Negeri 1 Jatisawit towards song-based English learning was very good. To encourage more active students to speak English and Students also engage in group discussions that can make them less worried and feel more confident.⁵⁷

2. The second is research by Paulina Hany Istyaningsih (2013). Research was conducted in SMP Pangudi Luhur 1 Kalibawang. Their study was aimed to what is the students' perception on the use of songs in listening class among the eighth grade students of SMP Pangudi Luhur 1 Kalibawang and what are the advantages and disadvantages of using songs in listening class among the eighth grade students of SMP Pangudi Luhur 1 Kalibawang. The method of this study used survey with observation and questionnaire. The result of their study showed that students had positive perception on the use of songs in listening class. The students showed their positive behavior in the learning process which indicated that they were enthusiastic to learn English using songs. They also got many advantages of using songs in listening classes such as their listening skills improved, they got many new vocabularies and the students knew how to pronounce some words correctly.⁵⁸
3. The third study was taken by Saun Lolong (2019). Research conducted to students' at Sam Ratulangi University student. This study is aimed to identify, classify, and describe the students' perception about learning English using song. Also, it is to analyze and describe the aspects of learning that can increase students' English skills through listening English song. This research used descriptive method with collected data by

⁵⁷ Dede Nurdiawati, "Persepsi siswa terhadap pembelajaran bahasa Inggris berbasis lagu di SD Negeri 1 Jatisawit." *Peradaban University Journal* (2019).

⁵⁸ Paulina Hany Istyaningsih, "Students' perceptions on the use of songs in listening class at SMP Pangudi Luhur 1 Kalibawang." *Sanata Dharma University Journal* (2013).

interviewing. The result of this research are The use of English songs to learning English is fun; not boring; effective learning media; entertaining; media to learn about culture; encouragement to learn; improve brain capacity. In this research, the writer also found improvement in students' vocabulary, pronunciation, listening and speaking skills.⁵⁹

4. The fourth study from Andriani (2018). The improvement of listening ability through English song was significant improved. Through listening English song, the learners can enjoy the activity and it makes them easily to increase their ability in listening. Listening to English song can enrich the vocabularies to the listener. Vocabularies will increase because the learner usual to listen English words. The improvement of pronunciation can increase also because the singer of the song is native speaker, so the learners will hear pronunciation in right way and it can improve their English pronunciation. Then the enhancement of listening skill also increase because of two factors above.⁶⁰
5. And the last study was conducted by Veronica Christamia (2014) who studied about improving students' speaking skills through English songs and puppets at grade IV of SDN Adisucipto II in the academic year of 2013/2014. This study was conducted in two cycles. The result of her study shows that using songs and puppets can improve students' speaking skill. This is proven by students' test score that improved in every cycle. Based on the reflection in the first cycle, some of the students still had difficulties pronunciation, so that the researcher planned to drill them some vocabulary. In cycle 2 she asked the students to describe something for

⁵⁹ Saun Lolong, "Persepsi mahasiswa terhadap lagu bahasa Inggris untuk pembelajaran bahasa inggris". *Sam Ratulangi University Journal* (2019).

⁶⁰ Andriani, et al. "The Use of Spotify Application To Improve Students Ability In Listening Through English Song: A Pre-Experimental Research." Accessed on 7th April 2020 at 22.10 0'clock.

checking their understanding. In the second cycle, many students got good scores. It means that there was improvement in their speaking skills.⁶¹

From the five previous studied above, the different with this research was in data collecting technique, objective and object of the research. In this research, the researcher used interviews and documentation in collecting the data, the researcher only focus to find out the students' perception towards learning listening by using English song and the object of this research was the English education students in the academic year of 2017/2018. The similarity with this research was in research design that used qualitative research design.

⁶¹ Veronica Christamia, "Improving Students' Speaking Skills Through English Songs and Puppets at Grade IV of SDN ADISUCIPTO II in the Academic Year of 2013/2014," A Thesis S1 Degree. Accessed on 7th April 2020 at 23.31 0'clock.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design based on its type and analysis is classified into two categories, they are: quantitative research design and qualitative research design.⁶² Meanwhile, based on the level of explanation, the research is divided into descriptive research, comparative research and association or relationship research.⁶³

In this research the researcher used qualitative descriptive research. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of speech or writing and the behavior of the people being observed.⁶⁴ While descriptive research is research conducted to determine the value of each variable, whether one or more variables are independent without making any relationships or comparisons with other variables.

The researcher conducting the research for the purpose knowing the students' perceptions towards learning listening by using English song in English Education Department student at academic year 2017/2018 at IAIN Manado.

B. Research Participant

This research uses purposive sampling technique, namely the technique of determining the sample with certain considerations.⁶⁵ The consideration is the objects to be examined are students who learn to listen using songs. The participants in this research are 33 students in English Education Department student at academic year 2017/2018 at IAIN Manado.

⁶² V.Wiratna Sujarweni, *Metodologi Penelitian*, (Yogyakarta: Pustakabarupress, 2014), 6.

⁶³ Sujarweni, *Metodologi*, 11.

⁶⁴ Sujarweni, *Metodologi*, 19.

⁶⁵ Sugiono, *Metode penelitian kuantitatif, kualitatif, dan R&B*, (Bandung: Alfabeta, 2018), 85.

C. Research Setting

The population was 33 students in English Education Department student at academic year 2017/2018 at IAIN Manado, so the research location was at IAIN Manado.

D. Data & Source of Data

Sources of data used in this study are:

1. Primary data: data obtained from respondents through questionnaires, focus groups and panels, or also data from interviews with resource persons. The data obtained from this primary data must be processed again. Data sources that directly provide data to data collectors.⁶⁶ In this research, researcher used interviews as data and source of data primary.
2. Secondary Data: Data obtained from notes, books, magazines in the form of corporate publication financial reports, government reports, articles, books as theory, magazines, and so on. The data obtained from secondary data does not need to be processed anymore. Sources that do not directly provide data to data collectors.⁶⁷ In this research, researcher used books, online journal and downloaded journal as data secondary.

E. Research Instrument

In collecting the data researcher used interview and documentation to discover the data about the students' perceptions towards learning listening by using English song. The questions for the interview were already prepared before the interview.

⁶⁶ Sujarweni, *Metodologi*, 73.

⁶⁷ Sujarweni, *Metodologi*, 73.

F. Data Collection Techniques

1. Interview

Esterberg said “interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.”⁶⁸ In this research, the researcher interviewed thirty-three English education students at academic year 2017/2018 with the interview question namely below:

- 1) Have you learn English listening with song?
- 2) What kind of song genre that your teacher used in teaching listening?
- 3) What do you think of that kind of song genre in your learning process?
- 4) How do you think the English song improve your listening?
- 5) How the used of song in learning listening make you easier to understand English?
- 6) In what subject you get the positive impact from the learning listening by using English song?
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
- 8) Does the use of song in learning listening motivated you in learning English?
- 9) How the learning listening by using song make you interested in learning?

2. Documentation

Documentation can be in the form of audio and visual materials, for example photos, art objects, videotapes, or all kinds of sounds. In qualitative research, documentation is a complement to the use of observation and interview methods. Bogdan said “In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced

⁶⁸ Sugiyono, *Metode*, 231.

by an individual which describes his or her own actions, experience and belief ”.⁶⁹ In this research, the researcher found the song lyrics wrote in student assignment book that had some of the lyrics was blank, then the song was played while filling in the empty lyrics according to what the students heard in the song.

G. Data Analysis Techniques

According to Mudjiarahardjo data analysis is an activity to organize, sort, classify, code or marked, categorize it, so that a finding is obtained based on the focus or problem to be answered. Through this series of activities, the qualitative data which is usually scattered and piled up can be simplified to make it easier to understand at least. after the data is collected then analyzed.⁷⁰

Data analysis takes place together with the data collection process with the following stages:

1. Data reduction. The data obtained is written in the form of reports or detailed data. Reports that are compiled based on the data obtained are reduced, summarized, main things are selected, focused on important things.⁷¹
2. Presentation of data. The data obtained are categorized according to the subject matter and made in the form of a matrix making it easier for researchers to see patterns of relationships from one data to another.⁷²
3. Inference and Verification. Data that has been reduced and presented in a systematic manner will be summed up equally. While the conclusion is then verified, the techniques that can be used to verify are triangulation of data sources and methods, peer discussion, and member checking.⁷³

⁶⁹ Creswell, 255.

⁷⁰ Sujarweni, *Metodologi*, 34.

⁷¹ Sujarweni, *Metodologi*, 35.

⁷² Sujarweni, *Metodologi*, 35.

⁷³ Sujarweni, *Metodologi*, 35.

4. Final conclusion. Final conclusions are obtained based on verified preliminary conclusions.⁷⁴

H. Research Procedures

The researcher presented the procedures as follows:

1. First, the researcher met the respondents who had been observed to asked their willingness.
2. Then, the researcher made an appointment with the students when and where the research can be done.
3. In collecting the data, respondents interviewed with some question related to research topic by researcher while take a picture as a documentation.
4. The researcher also asked and take a picture about the student assignment during them learning listening by using English song.
5. Then, the data collected were analyzed. In analyzing the data researcher translated the interview result into English and then categorize the result of the interview.

⁷⁴ Sujarweni, *Metodologi*, 36.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Places and Research Object

1. Research Places

The struggle of Muslim leaders in this region cannot be detached from the history of the IAIN (Manado State Islamic Institute) in North Sulawesi. A number of Muslim leaders in Manado in 1988 established an Islamic tertiary institution. The institution was called IAI (the Manado Islamic Institute). Previously the education process was carried out in the PGAN (the State Religion Teachers Education) school building (now named Manado Model Madrasah Aliyah Negeri).⁷⁵

IAIN Manado was produced with the Sharia Faculty IAIN Alauddin (now called UIN) Makassar, in 1990. The Syari'ah Faculty of IAIN Alauddin has been in a permanent location in the Perkamil area and is no longer riding in the PGAN Manado building, since 1994. Through Presidential Decree No. 11/1997 and Decree of the Minister of Religion No. 197/1997, the IAIN Alauddin Faculty of Filial Syari'ah became STAIN (Sekolah Tinggi Agama Islam Negeri) and officially detached from its main institution, called IAIN Alauddin Makassar. STAIN Manado has been the only State Islamic tertiary institution in North Sulawesi since 1997.⁷⁶

Based on the Republic of Indonesia's Presidential Regulation No. 147 concerning the transformation of STAIN (the State Islamic College) Manado in to IAIN (the State Islamic Institute) Manado in November 2015, after about 18 years

⁷⁵ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁷⁶ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

of operation, STAIN Manado transformed its status to the IAIN (Manado State Islamic Institute).⁷⁷

IAIN Manado in a very strategic location, the location is in the eastern part of Manado City, specifically in Malendeng Village, Pall Dua District. The opening of the Ringroad lane that connects several regions in North Sulawesi, such as Manado City with North Minahasa Regency and Bitung City makes IAIN easier to access. Manado Ringroad track is the most important route connecting Manado City, Samratulangi International Airport, Bitung City, Minahasa, Tomohon, Tondano and other areas in North Sulawesi.⁷⁸

Students of IAIN Manado come from various regions in North Sulawesi and surrounding areas. Among these areas Manado City, Tomohon City, Minahasa Induk Regency, South Minahasa Regency, North Minahasa Regency, Southeast Minahasa Regency, Sitaro Regency, Talaud Regency, Bolaang Mongondow Regency, Kotamobagu City, Bolaang Mongondow Regency, North Bolaang Mongondow Regency, and South Bolaang Mongondow Regency.⁷⁹

There are also students from various regions in Gorontalo Province, Maluku Islands, especially Ternate, South Sulawesi, and even West Papua. Therefore, the composition of IAIN Manado students is very plural from various ethnic and regional backgrounds. Among them, the Minahasa, Bugis, Ternate, Bolaang Mongondow, Javanese, Madurese, Sundanese, Arabic, Minang, Gorontalo, and Ambon.⁸⁰

⁷⁷ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁷⁸ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁷⁹ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸⁰ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

As for the Vision, Mission and Objectives of IAIN are:

a. IAIN's Vision

Realizing the vision and mission of IAIN Manado to become a quality Islamic university based on a multicultural society in Southeast Asia in 2035.⁸¹

b. IAIN's Mission

- 1) Organizing multicultural community-based education, research, and community service in Southeast Asia.
- 2) Improve institutional governance with the principles of transparency, accountability, responsibility, independence, fairness, quality and relevance, as well as effectiveness and efficiency.
- 3) Organizing moderate and interfaith Islamic activities.
- 4) Building reciprocal cooperation with the government and the private sector in Southeast Asia.
- 5) Creating scholars with multicultural insight, upholding peace, and respecting differences.
- 6) Opening opportunities for funding sources for the management of new higher education institutions.⁸²

c. IAIN's Objectives

- 1) Availability of access to the benefits of education, research, and multicultural community service.
- 2) The realization of good university governance.
- 3) The creation of moderate and interfaith Islamic activities.
- 4) The realization of reciprocal cooperation with the government and the private sector.
- 5) The creation of capabilities, competencies of students, and alumni who are able to be multicultural.

⁸¹ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸² <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

- 6) Availability of funding sources for the management of new higher education institutions.⁸³

The Faculty of Tarbiyah and Teacher Training (FTIK) is one of four faculties currently at the Manado State Islamic Institute (IAIN). Historically, the existence of the Faculty of Tarbiyah and Teacher Training (FTIK) of the Manado State Islamic Institute (IAIN) began with the Tarbiyah Department of the Manado State Islamic High School (STAIN) since 1997 (to be precise, March 21, 1997 coincided with the 12th Dzulqaidah 1417 H).⁸⁴

The development of the institutional status of the Tarbiyah Department into the Faculty of Tarbiyah and Teacher Training (FTIK) occurred in 2015 after officially switching the institutional status of the Manado State Islamic High School (STAIN) to the Manado State Islamic Institute (IAIN) based on Presidential Regulation no. 147 of 2014 concerning the Change of Manado State Islamic High School into Manado State Islamic Institute. The change of institutional status of STAIN Manado to IAIN Manado was inaugurated by the President of the Republic of Indonesia, Ir. Joko Widodo, at the State Palace on December 19, 2014.⁸⁵

The institutional status of the Faculty of Tarbiyah and Teacher Training at IAIN Manado has been strengthened by the issuance of Minister of Religion Regulation (KMA) Number 11 of 2015 concerning the Organization and Work Procedure of the Manado State Islamic Institute. In KMA Number 11 of 2015 specifically in Article 11 it is stated that the Manado State Islamic Institute (IAIN) consists of four faculties, namely (1) Faculty of Tarbiyah and Teacher Training

⁸³ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸⁴ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸⁵ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

(FTIK), (2) Faculty of Sharia (FASYA), (3) Faculty of Ushuluddin, Adab, and Da'wah (FUAD) and (4) Faculty of Islamic Economics and Business (FEBI).⁸⁶

The institutional transformation from the Department of Tarbiyah to the Faculty of Tarbiyah and Teacher Training has implications for other developments and changes, especially the development of study programs. In its development, the Faculty of Tarbiyah and Teacher Training (FTIK) of IAIN Manado has so far had six study programs. The six study programs are the Islamic Religious Education Study Program (PAI Study Program), Islamic Education Management Study Program (MPI Study Program), Arabic Language Education Study Program (PBA Study Program), Madrasah Ibtidaiyah Teacher Education (PGMI Study Program), Early Childhood Islamic Education (PIAUD Study Program) and English Language Tadris Study Program (TBI Study Program).⁸⁷

As for the Vision, Mission and Objectives of (Faculty of Tarbiyah and Teacher Training) FTIK are:

a. FTIK's Vision :

To become a Center for Quality Education of Tarbiyah and Teacher Training Based on Multicultural Society in Eastern Indonesia in 2035.⁸⁸

b. FTIK's Mission :

- 1) Carry out education, research, and community service in the field of tarbiyah and teacher education optimally in a multicultural society.
- 2) Improving the quality of institutional management that is accountable, credible, fair, transparent and responsible.

⁸⁶ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸⁷ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁸⁸ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

3) Collaborating with educational institutions and other parties on an ongoing basis.⁸⁹

c. The objectives to be achieved are:

- 1) The realization of governance, faculty leadership, quality assurance, management, and evaluation on an ongoing basis.
- 2) The creation of capabilities, competencies of students and alumni who are able to handle social problems to the community.
- 3) The creation of efficiency and effectiveness in the use of human resources.
- 4) The realization of the quality of the learning curriculum and academic atmosphere.
- 5) The creation of efficiency, effectiveness, productivity of financing, facilities and infrastructure, and information systems.
- 6) The achievement of access to the benefits of research, community service and cooperation.⁹⁰

2. Research Object

The object of research was students of the academic year 2017/2018 in TBI program at the Faculty of FTIK at IAIN Manado, there are thirty-three active students with class leader Deden Kurniawan, the researcher took the data for one month from July to August 2021. This study takes the object of TBI students because TBI students experience listening learning using song as media, and it's relates to this research. This research was carried out by face to face interviews for students in the Manado city while researcher write down the answer and carried out online for students who were outside of Manado city by whatsApp application while researcher record and then write down the answer.⁹¹

⁸⁹ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁹⁰ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁹¹ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

As for the Vision, Mission and Objectives of English Language Tadris Study Program (TBI Study Program) are:

a. TBI's Vision :

To become a center for education, research and service in the field of English language education in Eastern Indonesia based on a multicultural society in 2035.⁹²

b. TBI's Mission :

- 1) Organizing professional, innovative and effective academic education in the field of English Language Education.
- 2) Carry out research and community service in a multicultural manner in the field of English Education.
- 3) Improve institutional governance in the field of English Education in a credible, transparent, accountable, responsible and fair manner.
- 4) Carry out cooperation with other institutions, both government and private, at home and abroad in the field of English Language Education.⁹³

c. TBI's Objectives are:

- 1) Producing professional English teachers/educators in the field of English education.
- 2) Produce productive researchers with multicultural insight in the field of English education
- 3) Increasing the capacity and competence of English language education study program resources through cooperation in the field of higher education tridharma at national and international levels.⁹⁴

⁹² <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁹³ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

⁹⁴ <http://iainmanado.siakadcloud.com>. Accessed on 14th September 2021 at 19.30 o'clock.

Table 4.1 Data of the participants.

No.	Name	Student ID Number	Gender	Department Of	Year of Academic
1.	Firdha J. Bahar	17.2.6.036	Female	English Education Department	2017
2.	Mulyani D. Puteri Mokodompit	17.2.6.031	Female	English Education Department	2017
3.	Mitha M. Damopolii (Deceased)	17.2.6.008	Female	English Education Department	2017
4.	Farah Wantasen	17.2.6.016	Female	English Education Department	2017
5.	Sri Rega Paputungan	17.2.6.024	Female	English Education Department	2017
6.	Finkan Dwi Srigati	17.2.6.021	Female	English Education Department	2017
7.	Chysilia Insyira H. B	17.2.6.025	Female	English Education Department	2017
8.	Cindy V. Korompot	17.2.6.007	Female	English Education Department	2017
9.	Dahlia Wartabone	17.2.6.039	Female	English	2017

				Education Department	
10.	Astried Basala	17.2.6.003	Female	English Education Department	2017
11.	Vivi D. Rahmawati	17.2.6.010	Female	English Education Department	2017
12.	Finqy Afifa Badidi	17.2.6.006	Female	English Education Department	2017
13.	Indah Asriani L	17.2.6.002	Female	English Education Department	2017
14.	Eriyani Ruhendi	17.2.6.034	Female	English Education Department	2017
15.	Annisa D. Darise	17.2.6.032	Female	English Education Department	2017
16.	Humaira Haras	17.2.6.041	Female	English Education Department	2017
17.	Meganisa Ibrahim	17.2.6.022	Female	English Education Department	2017
18.	Intan Lasanudin	17.2.6.020	Female	English Education Department	2017
19.	Amira S. Taswing	17.2.6.018	Female	English	2017

				Education Department	
20.	Intan Bareng	17.2.6.026	Female	English Education Department	2017
21.	Dinda P.Utina	17.2.6.027	Female	English Education Department	2017
22.	Risnawati Landera	17.2.6.012	Female	English Education Department	2017
23.	Rahmatia Balu	17.2.6.050	Female	English Education Department	2017
24.	Tisa Kader	17.2.6.037	Female	English Education Department	2017
25.	Angelina Sondakh	17.2.6.029	Female	English Education Department	2017
26.	Vera R. Husna	17.2.6.005	Female	English Education Department	2017
27.	Safira Albugis	17.2.6.040	Female	English Education Department	2017
28.	Citra Y. Mamonto	17.2.6.023	Female	English Education Department	2017
29.	Isnain Inggile	17.2.6.045	Male	English	2017

				Education Department	
30.	Sri Karmila Basri	17.2.6.004	Female	English Education Department	2017
31.	Nur Mutmainnah	17.2.6.033	Female	English Education Department	2017
32.	Deden Kurniawan Datundugon	17.2.6.109	Male	English Education Department	2017
33.	Ismiati Makapia	17.2.6.011	Female	English Education Department	2017

Table 4.1 above showed the data of thirty-three students of English Education Department in academic year of 2017/2018 as participants in this research.

B. Findings

1. Interview

Here are some data of the interview which taken from the thirty-three English Education Department students in academic year of 2017/2018. The interview activity aimed to find out the students' perception towards learning listening by using English song.

The first question that researcher asked to the respondent related to the title of thesis is "Have you learn English listening with song?" thirty-three participants answered that they have learnt English listening with song. In this first question, thirty three participants have learned English listening with song.

The second question was “What kind of song genre that your teacher used in teaching listening?” this question aims to know the kind of song genre that the teacher used in teaching listening. The participants answered were different in some cases. Interview results have varied answers such as POP, RnB, Slow rock, Jazz, and Rock POP genre.

The third question related to this research was “What do you think of that kind of song genre in your learning process?” From the third question, it was found that the variety answers from thirty-three participants of English Education Department, sixteen out of thirty-three participants answered good, six participants answered make they easier, relax, enjoy and happy in learning, two participants answered familiar and motivated for them, and the other answer are fun, universal, comfortable, interesting, not bored and not influence one participant.

The fourth question was “How do you think the English song improve your listening?” and there are varied answers, but the first dominating twenty-two average participants answered the English song improve their listening. The second dominating eighteen average participants answered the English song improve their vocabulary mastery. The third dominating answered the English song improve their pronunciation skill and then not really answered by one participant.

The Fifth question was “How the use of song in learning listening make you easier to understand English?” and when thirty-three participants were asked about the question above, there were thirteen participants who answered that song with lyric make them easy in understand English. Then twelve participants answered the song that make them easy was song that have much vocabulary. A song with interesting meaning and clear pronunciation have the same number answers, i.e. five answer each. Other answered was the song that make easy and happy answer by three participant.

The sixth question was “In what subject you get the positive impact from the learning listening by using English song?” and according to my interview with thirty-three English education students about the positive impact in other subject from the learning listening by using English song, and the most dominant answer was in listening answer by twenty-eight participants, and the next dominant is in writing answer by six participants, and the last dominant is in reading and speaking i.e. 5 answer each.

The seventh question was “Does the use of song in learning listening make you relaxed and happy in learning English?” and thirty-three participants answered yes that the use of song in learning listening make their relaxed and happy in learning English because they like to listen music and music make their happy, fix mood, feel fun and comfortable during the learning.

The eighth question is “Does the use of song in learning listening motivates you in learning English?” and thirty-two participants answered yes that the use of song in learning listening motivates the participants in learning English because the student become interested, increase their skill with get new vocabulary, also because their learn with something that their love, most of them love music. Other answer is the song did not motivated in learning because the participant do not like music.

And the last question was “How the learning listening by using song make you interested in learning?” and then almost all the participants answered yes that the learning listening by using song make them interested in learning who answered by thirty-one participants, the things that make them interested because the first almost of them like to listen music and the other is the learning listening by using the song make them feel excited, relax, enjoy, easier, fun, get a new vocabulary and more focus.

Table 4.2 Interview Results

No.	Question	Answer	Frequency
1.	Have you learn English listening with song?	Yes	33
2.	What kind of song genre that your teacher used in teaching listening?	POP	32
		RnB	9
		Slow rock	6
		Jazz	3
		Rock POP	3
3.	What do you think of that kind of song genre in your learning process?	Good	16
		Make easier	6
		Make relax	6
		Make happy	6
		Make enjoy	6
		Helpful	3
		Familiar	3
		Motivated	3
		Not bored	1
		Fun	1
		Universal	1
		Confortable	1
		Interesting	1
Not influence	1		
4.	How do you think the English song improve your listening?	Yes, improve listening skill	23
		Improve vocabulary mastery	18
		Improve the	9

		pronunciation	
		Not really	1
5.	How the used of song in learning listening make you easier to understand English?	Song with lyric	13
		Song with variant vocabulary	12
		Play twice and carefully	5
		Song with interest meaning	4
		Song that helpful	2
		Song that make happy	2
6.	In what subject you get the positive impact from the learning listening by using English song?	Listening skill 2 and 3.	28
		Writing skill	6
		Reading skill	5
		Speaking skill	5
7.	Does the use of song in learning listening make you relaxed and happy in learning English?	Yes	33
8.	Does the use of song in learning listening motivated you in learning English?	Yes	32
		No	1
9.	How the learning listening by using song make you interested in learning?	Yes	31
		No	1
		According to the genre	1

Table 4.1 above showed the overall answered of nine interview questions by thirty-three participants about “The students’ perception towards learning listening by using English song”.

Wardhani said that the data obtained was presented with a table form with the aim of knowing the percentage and frequency of the answer and to facilitate reading data. The results of the interview are analyzed by searching for the percentage of answers by using the formulation as follows: ⁹⁵

$$P = f / n \times 100 \%$$

Point of information :

P = percentage number

f = frequency answer

n = number of participants

1. Positive perception percentage

$$\begin{aligned} P = f / n \times 100 \% &= P = 29 / 33 \times 100\% \\ &= 87,87 \text{ (rounded to 88 \%)} \end{aligned}$$

2. Normal perception percentage

$$\begin{aligned} P = f / n \times 100 \% &= P = 4 / 33 \times 100\% \\ &= 12,12 \text{ (rounded to 12 \%)} \end{aligned}$$

Point of information:

29 = average value from answer five questions (question number 4,6,7,8 and 9) that has positive answer.

4 = students has normal answer,

⁹⁵ Andriani, et al. “The Use of Spotify : 18.

From the formulation above it can be concluded the percentage of the interview answer above is about 88% of participants have positive perceptions of learning listening by using English song, while the remaining 12% has a normal perception. This is evidenced by the dominant positive answer in question number 7 (Does the use of song in learning listening make you relaxed and happy in learning English?) and the thirty-three participants said yes, in question number 8 (Does the use of song in learning listening motivated you in learning English?) and thirty-two participants said yes, and then in the last dominant answer in question number 9 (How the learning listening by using song make you interested in learning?) and thirty-one participants said yes that the use of song in learning listening was made the participants interested, also in question number 4 (How do you think the English song improve your listening?) and twenty-three participants said yes that the use of song in learning listening was improve their listening skill, and the last dominant answer in question number 6 (In what subject you get the positive impact from the learning listening by using English song?) and twenty-eight participants said that their get the positive impact in the next listening course.

2. Documentation

The researcher was not find the physical data because of after the students doing the listening task from the teacher, the task was immediately collected by the teacher, but the researcher found the title of the song that was used by the teacher in teaching listening, namely:

- a. Sweet but Psycho. The singer of this song is Ava Max, a young American singer who has full name Amanda Ava Koci, released in August 2018, telling a story about a girl who states another girl is crazy/psycho/mental illness, because it has been relationship to the guy he likes. But it turns out he's the same as the girl, both psycho.
- b. Lily. The song was written by Alan Walker, Lars Christian Rosness, Magnus Bertelsen, Didrik Handlykken and Marcus Ambekk. This song

was released on 24th December 2018 in UK. Lily is a girl figure in the song. Lily's song has a meaning and a moral message to always be careful to everything we just meet. Because we do not know the good and the bad. As experienced by Lily in the song met The Creatures in the dark.

C. Discussions

The objective of this research was to describe the students' perceptions of the using song in learning listening. Based on expert stated that "perception is the process of selecting, organizing and interpreting the input from their sense (sight, hearing, touch, smell, and taste) to give meaning" (George and Jones)⁹⁶, and other expert stated that "song as a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes" (Futonge)⁹⁷. By looking at the table of results above that about 88% participants have a positive perception with details 33 participants said felt relax and happy in learning, 32 of 33 participants said felt motivated in learning, 31 of 33 participants said felt interested in learning, 23 of 33 participants said have improving the listening skill, and also 28 of 33 participants said their get a positive impact from the learning listening by using English song in the next listening course (Listening 2 and 3). This result of the research related with the theory above and can be concluded that students' perceptions on learning by using English song gives good impact and vibes to the student on learning listening.

Brewster also stated "Songs are an excellent 'tool' to help students learn English, more specifically songs are believed to be able to motivate students during English learning. In learning a language, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading and writing. We can use songs to teach students these 4 skills".⁹⁸ Based on the results of this research, the researcher also strongly agree with this theory, its

⁹⁶ Lolong, Persepsi, 4

⁹⁷ Cindiyana, Using : 2.

⁹⁸ Brewster, The Primary: 7.

related with answer of interview number 8 (Does the use of song in learning listening motivated you in learning English?) that 32 of 33 participants said yes that their felt motivated in learning by using English song, also in question number 6 (In what subject you get the positive impact from the learning listening by using song?) that 28 of 33 participants said their get the positive impact / enhancement in listening skill, 6 of 33 participants said in writing skill, 5 of 33 participants said in reading skill and the last 5 of 33 participants said in speaking skill. Therefore, based on the student's perception above learning listening by using English song can be an alternative strategy in teaching and learning. Not only using song to improve the student's listening skill but also to enrich the student vocabulary and also motivate and make the students interested to learn.

Overall this research has strength and weaknesses, such as in collecting this research data, the data was taken from thirty-three students who learn listening by using English song so the that the data obtained are more objective. This research also still has some weaknesses due to the limited knowledge of the researcher. The weaknesses include some of the responded is not in Manado when this research is done because of social distancing cause by Corona Virus, so interview done by using WhatsApp app for the students that in their village, and the researcher only took the data of interview from the students and does not took from the lecturer. Therefore this research only focus on the students' perception.

This research was as a strengthening of previous research, where almost of the respondents had a positive perception and in other words can said the use of song in learning listening can be a learning supporting media in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was to describe the students' perception towards learning listening by using English song, and the researcher was found that about 88% participants have a positive perception of the use of English songs for learning English, especially in listening subject. By using song in learning listening, the students felt more easier rather than without song. They felt more enjoyable, interested and motivated to learning listening. The students in this research also said more like listen to POP song genre even though there were another genre of song such as Jazz, RnB, Rock, Rock POP and Slow Rock.

In other hand, researcher also found that about 12% participants did not really felt the development in English skills. The participant said that the kind of song genre in learning process is not influence and not really improve her listening skill. The use of song in learning listening did not motivated and did not make the participant interested in learning English because the participant do not like listen to music.

B. Suggestion

1. For Students

Based on this research, it was found that the song is very close to human life and has a good role in its use for the learning process. It is proven that by listening to English songs, we can improve students' English skills. Therefore, the researcher advises students or those who want to learn or are studying English to take advantage of simple things that are easily obtained, such as songs to learn English, especially in listening skill.

2. For Teachers

The researcher suggest that teachers can use songs in the teaching process in the classroom. The song proved to be not boring and improve students' skill in listening etc. Therefore, choosing the right song can actually change the atmosphere for the better. Songs are also proven to have a good impact on the learning process according to the perceptions of students in this study. Therefore, let's use what is already available for something good.

3. For Further Researchers

The researcher' suggestion for future researcher is that they can conduct research on the impact of using media in learning English. The use of other media can be useful for the learning process. Song is just one of those media. There are still many media that can be used according to their use in the learning process, such as films, digital games, contemporary platforms such as Facebook App, Instagram App, and others.

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APPENDICES

A. Interview guideline.

1. Have you learn English listening with song?
2. What kind of song genre that your teacher used in teaching listening?
3. What do you think of that kind of song genre in your learning process?
4. How do you think the English song improve your listening?
5. How the used of song in learning listening make you easier to understand English?
6. In what subject you get the positive impact from the learning listening by using English song?
7. Does the use of song in learning listening make you relaxed and happy in learning English?
8. Does the use of song in learning listening motivates you in learning English?
9. How the learning listening by using song make you interested in learning?

B. Transcript of Interview.

1. Firdha Junita Bahar, Student ID Number: 17.2.6.036.

1) Have you learn English listening with song?

Yes, I have learned English listening using song since learned listening comprehension subject in third semester.

2) What kind of song genre that your teacher use in teaching listening?

Our lecturer, Ms. Anis played us a much of songs. But I think almost all of the genre of the songs is POP music.

3) What do you think of that kind of song genre in your learning process?

Pop music genre is great for teens. Almost of Indonesian teens is loved pop music genres, so if teacher using this genres for listening class, I think its good.

4) How do you think the English song improve your listening?

English songs is really improve my listening. Because I can get a new vocabularies. And make me more understand about English.

5) How the use of song in learning listening make you easier to understand English?

It becomes easier and more fun because listening to music we learn words with rhythm.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening comprehension

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, relaxed and happy.

8) Does the use of song in learning listening motivates you in learning English?

Yes, I love English songs and make me excited to learn listening comprehension subject

9) How the learning listening by using song make you interested in learning?

Yes, I am interested with it

2. Mulyani Dwi Puteri Mokodompit, Student ID Number: 17.2.6.031.

- 1) Have you learn English listening with song?
Yes, I have.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop genre.
- 3) What do you think of that kind of song genre in your learning process?
I am so very happy and enjoy for learning with listening song, and I hope the teacher in the school use the process learning with the listening song.
- 4) How do you think the English song improve your listening?
Because with listening song we can have the new vocabulary. It's make improve especially to me for improve listening skill.
- 5) How the use of song in learning listening make you easier to understand English?
Because with the learning listening, we can know the pronunciation from the listening, and its make easier for understanding about learning English.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening comprehension 2 and 3
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, it does
- 8) Does the use of song in learning listening motivates you in learning English?
Yes, it does.
- 9) How the learning listening by using song make you interested in learning?
Because, I feel enjoy and relaxed for learning listening and its make I'm interested for learning.

3. Mitha M. Damopolii (Almarhumah), Student ID Number: 17.2.6.008.

- 1) Have you learn English listening with song?
Yes, I do

- 2) What kind of song genre that your teacher use in teaching listening?
Pop genre
- 3) What do you think of that kind of song genre in your learning process?
I think it's easier to understand and more widdy used.
- 4) How do you think the English song improve your listening?
I think it's good
- 5) How the use of song in learning listening make you easier to understand English?
Yes
- 6) In what subject you get the positive impact from the learning listening by using English song?
When there is a question
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, of course
- 8) Does the use of song in learning listening motivates you in learning English?
I think yes
- 9) How the learning listening by using song make you interested in learning?
very interested.

4. Farah Wantasen, Student ID Number: 17.2.6.016.

- 1) Have you learn English listening with song?
Yes, I've learned English listening using song in listening comprehension
- 2) What kind of song genre that your teacher use in teaching listening?
The genre of the song is pop song
- 3) What do you think of that kind of song genre in your learning process?
Pop songs are very interesting to listen, so as long as I learned listening, I don't feel bored either.
- 4) How do you think the English song improve your listening?
English songs is really improve my listening. Because I can get a new vocabulary.

- 5) How the use of song in learning listening make you easier to understand English?
English song improves my listening skills and increases my vocabularies.
English song even helps my pronunciation.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening comprehension
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, it makes me happy and relaxed
- 8) Does the use of song in learning listening motivates you in learning English?
Yes, of course it motivates me in learning english
- 9) How the learning listening by using song make you interested in learning?
Because when I learning listening using song make easier to get new vocabularies and understand the meaning of vocabularies.

5. Sri Rega Paputungan, Student ID Number: 17.2.6.024.

- 1) Have you learn English listening with song?
Yes
- 2) What kind of song genre that your teacher use in teaching listening?
Pop
- 3) What do you think of that kind of song genre in your learning process?
The genre of songs like this in the learning process greatly facilitates us in the process of learning English because easy listening music will help us to easily digest every lyric spoken by the singers we listen to.
- 4) How do you think the English song improve your listening?
Yes, because in addition to increasing vocabulary, we can also develop pronunciation.
- 5) How the use of song in learning listening make you easier to understand English?
Using songs in learning to listen can improve memory and increase vocabulary.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening comprehension 2 and 3

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, because every note contained in the song will make the mood happy.

8) Does the use of song in learning listening motivates you in learning English?

Yes

9) How the learning listening by using song make you interested in learning?

Yes, because apart from learning we can also be entertained.

6. Finkan Dwi Srigati, Student ID Number: 17.2.6.021.

1) Have you learn English listening with song?

Yes, done

2) What kind of song genre that your teacher use in teaching listening?

Pop

3) What do you think of that kind of song genre in your learning process?

Very hopeful

4) How do you think the English song improve your listening?

When listening to the lyrics of a song and adding words that had never been heard before.

5) How the use of song in learning listening make you easier to understand English?

When the song is played more than once, and given snippets of text from the song being heard.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes

8) Does the use of song in learning listening motivates you in learning English?

Yes

9) How the learning listening by using song make you interested in learning?

Because the songs used are pop and nice to listen to.

7. Chysilia Insyira H. B, Student ID Number: 17.2.6.025.

1) Have you learn English listening with song?

Yes, I have learn English with song.

2) What kind of song genre that your teacher use in teaching listening?

It's a pop, RnB and slow rock.

3) What do you think of that kind of song genre in your learning process?

I think all of the song genre its good. As long as the lyric are normal and easier to remember.

4) How do you think the English song improve your listening?

I think the English song improve my listening skill.

5) How the use of song in learning listening make you easier to understand English?

I choose the music that I like. Play the music and listening carefully. If needed, I write down the lyrics or words that I just heard and are difficult to understand.

6) In what subject you get the positive impact from the learning listening by using English song?

In listening 3 subject.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes it does because I like to listening music.

8) Does the use of song in learning listening motivates you in learning English?

Yes it does.

9) How the learning listening by using song make you interested in learning?

When the music start and the students write down the lyrics.

8. Cindy Vidya Korompot, Student ID Number: 17.2.6.007.

- 1) Have you learn English listening with song?
Yes.
- 2) What kind of song genre that your teacher use in teaching listening?
It's a pop, RnB and slow rock.
- 3) What do you think of that kind of song genre in your learning process?
In my opinion all the genre of songs its good. As long as the lyric are normal or easier to remember.
- 4) How do you think the English song improve your listening?
Yes it can be.
- 5) How the use of song in learning listening make you easier to understand English?
Play the music and listening carefully every words/lyric.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening 2.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes I am happy because I loved to listening music.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes it is.
- 9) How the learning listening by using song make you interested in learning?
When the music start and the students write down the lyrics.

9. Dahlia Wartabone, Student ID Number: 17.2.6.039.

- 1) Have you learn English listening with song?
Yes I have.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop music.

- 3) What do you think of that kind of song genre in your learning process?
In my opinion learning listening using song genre make the students feel more happy and relax. Not only that the atmosphere can up the student spirit.
- 4) How do you think the English song improve your listening?
With learning listening using song we are learning a lot of new vocabulary and we can learn the correct way of pronunciation.
- 5) How the use of song in learning listening make you easier to understand English?
For example, when I listen to the song I instantly get up in the mood of the song.
- 6) In what subject you get the positive impact from the learning listening by using English song?
In my opinion, the students are more excited , the atmosphere in the class became a more easier to student to give away material.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, of course I think.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes absolutely
- 9) How the learning listening by using song make you interested in learning?
First of all I love music when I listen to a pop song I feel excited and its makes me excited to learn.

10. Astried Basala, Student ID Number: 17.2.6.003.

- 1) Have you learn English listening with song?
Yes I have.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop music and jaz music.
- 3) What do you think of that kind of song genre in your learning process?
I think the song genre is really good.

- 4) How do you think the English song improve your listening?
The English song improve the vocabulary.
- 5) How the use of song in learning listening make you easier to understand English?
First the English teacher ask to us to watching the video and listening music.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Improving listening skill and vocabulary.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes i do.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes i do.
- 9) How the learning listening by using song make you interested in learning?
Yes I interested to learning listening by using song because the music the teacher use is pop music, modern music and jazz music.

11. Vivi Dyah Rahmawati, Student ID Number: 17.2.6.010.

- 1) Have you learn English listening with song?
Yes i have.
- 2) What kind of song genre that your teacher use in teaching listening?
Jazz, sometimes pop, sometimes rock pop, like that.
- 3) What do you think of that kind of song genre in your learning process?
Yes I think it's very-very good for us as a students in a learning listening subject.
- 4) How do you think the English song improve your listening?
I think it can improve our vocabulary, our listening skill and etc.
- 5) How the use of song in learning listening make you easier to understand English?

Because song make us enjoy. Because there are many things before the listening subject begin, like speaker and video, so I thing it make us understand when we learn about listening through song.

- 6) In what subject you get the positive impact from the learning listening by using English song?

Listening 1, 2 and 3 we got positive impact such as we can improving our vocabulary and to improve our listening skill so we can love learning listening skill through song.

- 7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes I do.

- 8) Does the use of song in learning listening motivates you in learning English?

Yes I do.

- 9) How the learning listening by using song make you interested in learning?

Because the song is familiar in our ear like the modern music and pop music, ya like that and I love when listening we can listen song through the speaker and the volume up and I like it so much. Thank you.

12. Finqy Afifa Badidi, Student ID Number: 17.2.6.006.

- 1) Have you learn English listening with song?

Yes I have learn English with song.

- 2) What kind of song genre that your teacher use in teaching listening?

It's all genre, like pop genre, RnB or rock and others.

- 3) What do you think of that kind of song genre in your learning process?

I think, all of the songs genre is good.

- 4) How do you think the English song improve your listening?

I think the English song improve my listening skill.

- 5) How the use of song in learning listening make you easier to understand English?

I choose the music that I like and actually when I play the music I always read the lyric.

6) In what subject you get the positive impact from the learning listening by using English song?

In listening 3 subject.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes it, because I like the listening music.

8) Does the use of song in learning listening motivates you in learning English?

Yes it is.

9) How the learning listening by using song make you interested in learning?

When the music start and the student write down lyric.

13. Indah Asriani Laumbasa, Student ID Number: 17.2.6.002.

1) Have you learn English listening with song?

Yes, I have.

2) What kind of song genre that your teacher use in teaching listening?

Pop.

3) What do you think of that kind of song genre in your learning process?

I think it is good enough.

4) How do you think the English song improve your listening?

The more we listening, the more we know. It means that if we always listen music or maybe video without subtitle, it can improve our listening like increase our new vocabulary, good pronounce, etc.

5) How the use of song in learning listening make you easier to understand English?

I got new vocabs.

6) In what subject you get the positive impact from the learning listening by using English song?

Speaking, reading, writing.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes.

8) Does the use of song in learning listening motivates you in learning English?

Yes.

9) How the learning listening by using song make you interested in learning?
I interested learning listening by song, because we do not boring and having fun while learning process.

14. Eriyani Ruhendi, Student ID Number: 17.2.6.034.

1) Have you learn English listening with song?

Yes I have learn English with listening song.

2) What kind of song genre that your teacher use in teaching listening?

The genre pop.

3) What do you think of that kind of song genre in your learning process?

It's really good and the teacher always choose the song that it is familiar to us and we can understand.

4) How do you think the English song improve your listening?

Because the teacher always choose the song that the pronunciation and the vocabulary are familiar to us so we can understand and I can listening it clearly.

5) How the use of song in learning listening make you easier to understand English?

Because of the vocabulary is familiar.

6) In what subject you get the positive impact from the learning listening by using English song?

Of course in writing because when we learn about writing we have to know about many vocabulary. So I can know many vocabulary from listening subject.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

I think yes, but sometimes I think now because actually I don't like music but sometimes just make me relax too.

8) Does the use of song in learning listening motivates you in learning English?

Yes.

9) How the learning listening by using song make you interested in learning?

It will interest depend on the music, depend on the song, if the song I wanna listen so it will interest but when I don't want to listen it or maybe the song so sad or sometimes the song is very quickly, I mean the pronunciation it's really difficult to understand and to listen, i don't like it.

15. Annisa D. Darise, Student ID Number: 17.2.6.032.

1) Have you learn English listening with song?

Yes I have.

2) What kind of song genre that your teacher use in teaching listening?

English pop song.

3) What do you think of that kind of song genre in your learning process?

Because pop music is familiar and famous so I can more relax and enjoy when I join the class and I feel more happy when I learn listening with pop song.

4) How do you think the English song improve your listening?

When I listen English song I feel know more vocabulary and it makes me know new vocabulary when I learn about that.

5) How the use of song in learning listening make you easier to understand English?

Because pop song is famous and it the place when I in the mall, café, so I feel comfortable when the teacher play the song in the class and I feel relax and it makes me more enjoy to learn listening and I can know a lot of new vocabulary and I can understand what the song meaning is.

6) In what subject you get the positive impact from the learning listening by using English song?

So, learning listening by using English song it makes me know a lot and new vocabulary. So there are still many vocabulary that I don't know what the meaning is but learning listening by using English song its really help me to know it.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, it help me to feel relax and happy when learning English.

8) Does the use of song in learning listening motivates you in learning English?

Yes, absolutely yes.

9) How the learning listening by using song make you interested in learning?

Because I feel enjoy when I listening music English song so it's makes me interested to learn more about English song, it's makes me interested to learning English by using song.

16. Humaira Haras, Student ID Number: 17.2.6.041.

1) Have you learn English listening with song?

Yes

2) What kind of song genre that your teacher use in teaching listening?

I think all genre

3) What do you think of that kind of song genre in your learning process?

I think genres are not influence anything about our learning process. What teacher give to us we always accept that.

4) How do you think the English song improve your listening?

I think the English song are not improve my listening to be better, it just improve my vocabulary.

5) How the use of song in learning listening make you easier to understand English?

I think the number 4 answer is same with number 5 answer too.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening of course.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, sometimes.

8) Does the use of song in learning listening motivates you in learning English?

No, it doesn't.

9) How the learning listening by using song make you interested in learning?

I am not interested with English song for learning English, I interest with movie or with videos.

17. Meganisa Ibrahim, Student ID Number: 17.2.6.022.

1) Have you learn English listening with song?

Yes, I have.

2) What kind of song genre that your teacher use in teaching listening?

Song genre like pop, jaz and rock or slow genre.

3) What do you think of that kind of song genre in your learning process?

I think the genre is good because the genre can improve my vocabulary.

4) How do you think the English song improve your listening?

The English song can improve my listening because I get new vocabulary from the song, so I can improve my vocabulary.

5) How the use of song in learning listening make you easier to understand English?

I have understand the listening process with the song because if I understand the song I can understand the word that make me to understand the what kind of this song and or what the means of this song.

6) In what subject you get the positive impact from the learning listening by using English song?

I mean I get the positive impact from listening, I mean from listening subject, listening 1 , listening 2 and listening 3.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, I can relax and happy with learning listening by the song.

8) Does the use of song in learning listening motivates you in learning English?

Yes, all of the song can motivated if I have to learn English with the song.

- 9) How the learning listening by using song make you interested in learning?
I have to learn all of the song and the lecturer can make I am interest because they have much trick to make the student interest.

18. Intan Lasanudin, Student ID Number: 17.2.6.020.

- 1) Have you learn English listening with song?
Yes, I have.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop song genre.
- 3) What do you think of that kind of song genre in your learning process?
With a song genre like that it's really fun.
- 4) How do you think the English song improve your listening?
Yes it helps me improve my hearing.
- 5) How the use of song in learning listening make you easier to understand English?
Yes, it makes easier for me because it can add vocabulary that I don't know.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Lesson on listening.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, because it is very fun to learn while listening to song makes it more relaxed and comfortable.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes, it is very motivating because in the song there are new vocabulary that I don't know. So that it makes me excited to find the meaning of the vocabulary. So that my vocabulary even more.
- 9) How the learning listening by using song make you interested in learning?
Because using the song can make us relax especially in a song there is a good meaning.

19. Amira Sari Taswing, Student ID Number: 17.2.6.018.

- 1) Have you learn English listening with song?
Yes, I have learned English listening using song since learned listening comprehension subject in third semester.
- 2) What kind of song genre that your teacher use in teaching listening?
Our lecturer, Ms. Anis played us a much of songs. But I think almost all of the genre of the songs is POP music.
- 3) What do you think of that kind of song genre in your learning process?
Pop music genre is great for teens. Almost of Indonesian teens is loved pop music genres, so if teacher using this genres for listening class, I think is good.
- 4) How do you think the English song improve your listening?
English song is really improve my listening. Because I can get a new vocabularies, and make me more understand about English.
- 5) How the use of song in learning listening make you easier to understand English?
It becomes easier and more fun because listening to music we learn words with rhythm.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening comprehension.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, relaxed and happy.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes, I love English song and make me excited to learn listening comprehension subject.
- 9) How the learning listening by using song make you interested in learning?
Yes, I am interested with it.

20. Intan Bareng, Student ID Number: 17.2.6.026.

- 1) Have you learn English listening with song?
Yes I have learn English with song.
- 2) What kind of song genre that your teacher use in teaching listening?
It's a pop, RnB and slow genre.
- 3) What do you think of that kind of song genre in your learning process?
I think all of the song genre is good as long as the lyric are normal and easier to remember.
- 4) How do you think the English song improve your listening?
I think the English song improve my listening skill.
- 5) How the use of song in learning listening make you easier to understand English?
The music that I like, play the music and listening carefully, if needed I write down the lyrics or words that I just hear and difficult to understand.
- 6) In what subject you get the positive impact from the learning listening by using English song?
In listening subject.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
I think yes it does, because I like to listening music.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes it does.
- 9) How the learning listening by using song make you interested in learning?
When the music start and the student write down the lyric.

21. Dinda Putri Utina, Student ID Number: 17.2.6.027.

- 1) Have you learn English listening with song?
Yes I have learn English with song.
- 2) What kind of song genre that your teacher use in teaching listening?
It's a pop, RnB and slow genre.

- 3) What do you think of that kind of song genre in your learning process?
I think all of the song genre is good as long as the lyric are normal and easier to remember.
- 4) How do you think the English song improve your listening?
I think the English song improve my listening skill.
- 5) How the use of song in learning listening make you easier to understand English?
The music that I like, play the music and listening carefully, if needed I write down the lyrics or words that I just hear and difficult to understand.
- 6) In what subject you get the positive impact from the learning listening by using English song?
In listening subject.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
I think yes it does, because I like to listening music.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes it does.
- 9) How the learning listening by using song make you interested in learning?
When the music start and the student write down the lyric.

22. Risnawati Landere, Student ID Number: 17.2.6.012.

- 1) Have you learn English listening with song?
Yes, I have.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop music.
- 3) What do you think of that kind of song genre in your learning process?
In my opinion, learning English listening class using song genre make the students feel more happy and relaxed.
- 4) How do you think the English song improve your listening?
With me learning listening using song, we are gaining a lot of new vocabularies, we can learn the correct way of pronunciation.

5) How the use of song in learning listening make you easier to understand English?

When I listen the song, I instantly get caught up in the of the song.

6) In what subject you get the positive impact from the learning listening by using English song?

In my opinion, the students are more excited, the atmosphere in the class became more pleasant. It's easier for student to give away material.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, of course.

8) Does the use of song in learning listening motivates you in learning English?

Yes, absolutely.

9) How the learning listening by using song make you interested in learning?

First of all, I love music. When I listen to a pop song, I feel excited and it makes me excited to learn.

23. Rahmatia Balu, Student ID Number: 17.2.6.050.

1) Have you learn English listening with song?

Yes, I have.

2) What kind of song genre that your teacher use in teaching listening?

Pop music.

3) What do you think of that kind of song genre in your learning process?

I think, learning English listening using song genre make the students feel happy and enjoy.

4) How do you think the English song improve your listening?

I think, for learning listening using song, we are gaining a lot of new vocabularies, we can learn the correct way of pronunciation.

5) How the use of song in learning listening make you easier to understand English?

When I listen to the song.

- 6) In what subject you get the positive impact from the learning listening by using English song?

In my opinion, the students are more excited, the atmosphere in the class became more pleasant. It's easier for teachers to give away material.

- 7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes, of course.

- 8) Does the use of song in learning listening motivates you in learning English?

Yes, absolutely.

- 9) How the learning listening by using song make you interested in learning?

First of all, I love music. When I listen to a pop song I feel excited.

24. Tisa Kader, Student ID Number: 17.2.6.037.

- 1) Have you learn English listening with song?

Yes, I have.

- 2) What kind of song genre that your teacher use in teaching listening?

Pop music.

- 3) What do you think of that kind of song genre in your learning process?

I think, learning to use the song is very helpful.

- 4) How do you think the English song improve your listening?

We learning listening using song we are gaining a lot of new vocabularies, we can learn the correct way of pronunciation.

- 5) How the use of song in learning listening make you easier to understand English?

I listen music.

- 6) In what subject you get the positive impact from the learning listening by using English song?

In my opinion, the students are more excited, the atmosphere in the class became more pleasant. It's easier for teachers to give away material.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes.

8) Does the use of song in learning listening motivates you in learning English?

Yes, absolutely.

9) How the learning listening by using song make you interested in learning?
First of all, I love music. When I listen to a pop song I feel excited, for example to the song, I instantly get caught up in the mood of the song.

25. Angelina Sondakh, Student ID Number: 17.2.6.029.

1) Have you learn English listening with song?

Yes I have learned.

2) What kind of song genre that your teacher use in teaching listening?

Pop.

3) What do you think of that kind of song genre in your learning process?

Pop is more universal.

4) How do you think the English song improve your listening?

Improve learning mood.

5) How the use of song in learning listening make you easier to understand English?

Understand the song by word.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes.

8) Does the use of song in learning listening motivates you in learning English?

Yes.

- 9) How the learning listening by using song make you interested in learning?
According to genre of the song.

26. Vera Rahmawati Husna, Student ID Number: 17.2.6.005.

- 1) Have you learn English listening with song?
Yes, I have learned English listening using song since learned listening comprehension subject in third semester.
- 2) What kind of song genre that your teacher use in teaching listening?
Our lecturer, Ms. Anis played us a much of songs. But I think almost all of the genre of the songs is POP music.
- 3) What do you think of that kind of song genre in your learning process?
Pop music genre is great for teens. Almost of Indonesian teens is loved pop music genres, so if teacher using this genres for listening class, I think is good.
- 4) How do you think the English song improve your listening?
English song is really improve my listening. Because I can get a new vocabularies, and make me more understand about English.
- 5) How the use of song in learning listening make you easier to understand English?
It becomes easier and more fun because listening to music we learn words with rhythm.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening comprehension.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, relaxed and happy.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes, I love English song and make me excited to learn listening comprehension subject.

- 9) How the learning listening by using song make you interested in learning?
Yes, I am interested with it.

27. Safira Albugis, Student ID Number: 17.2.6.040.

- 1) Have you learn English listening with song?
Yes.
- 2) What kind of song genre that your teacher use in teaching listening?
Pop song genre.
- 3) What do you think of that kind of song genre in your learning process?
The genre of pop songs is good to use in the teaching process because it seems relaxed so it is comfortable to listen to.
- 4) How do you think the English song improve your listening?
I think it is because I am used to and comfortable with the music I listen to.
- 5) How the use of song in learning listening make you easier to understand English?
Because every time we listen to a song, we see the lyrics so that it increases knowledge in English.
- 6) In what subject you get the positive impact from the learning listening by using English song?
In listening subject.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes, because it makes the class less rigid in learning.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes.
- 9) How the learning listening by using song make you interested in learning?
Because listening to music in the learning process improve the mood to study.

28. Citra Y. Mamonto, Student ID Number: 17.2.6.023.

1) Have you learn English listening with song?

Yes.

2) What kind of song genre that your teacher use in teaching listening?

Pop music.

3) What do you think of that kind of song genre in your learning process?

Learning English listening using song genre make the students feel more happy and relaxed, not only that, the atmosphere in the classroom can lift the student spirit.

4) How do you think the English song improve your listening?

Because in addition to increasing vocabulary we can also develop pronunciation.

5) How the use of song in learning listening make you easier to understand English?

When I listen to the song I instantly get caught up in the mood of the song.

6) In what subject you get the positive impact from the learning listening by using English song?

In my opinion, the students are more excited, the atmosphere in the class became more pleasant. It's easier for teachers to give away material.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes.

8) Does the use of song in learning listening motivates you in learning English?

Yes.

9) How the learning listening by using song make you interested in learning?

When I listen to a pop song I feel excited and it make me excited to learn.

29. Isnain Inggile, Student ID Number: 17.2.6.045.

- 1) Have you learn English listening with song?
Yes I have learn English with song.
- 2) What kind of song genre that your teacher use in teaching listening?
It's all genre, like pop genre, RnB or rock and others.
- 3) What do you think of that kind of song genre in your learning process?
I think, all of the songs genre is good.
- 4) How do you think the English song improve your listening?
I think the English song improve my listening skill.
- 5) How the use of song in learning listening make you easier to understand English?
I choose the music that I like and actually when I play the music I always read the lyric.
- 6) In what subject you get the positive impact from the learning listening by using English song?
In listening 3 subject.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes it, because I like the listening music.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes it is.
- 9) How the learning listening by using song make you interested in learning?
When the music start and the student write down lyric.

30. Sri Karmila Basri, Student ID Number: 17.2.6.004.

- 1) Have you learn English listening with song?
Yes, I have.
- 2) What kind of song genre that your teacher use in teaching listening?
The teacher usually use the genre like pop and a little bit RnB.

3) What do you think of that kind of song genre in your learning process?

I think the genre in listening proses more easy to understand because pop is a common genre to listen.

4) How do you think the English song improve your listening?

I think the English songs it can improve my listening because when we listening English songs we can more understand about the meaning of the song.

5) How the use of song in learning listening make you easier to understand English?

It can be make you easier to understand English if you listening song and you can find out the meaning from the song.

6) In what subject you get the positive impact from the learning listening by using English song?

I think the subject that I get the positive impact from the learning listening with using English song is in writing, reading and speaking.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes it does, the use of song in learning listening make me relaxed and happy in learning English.

8) Does the use of song in learning listening motivates you in learning English?

Yes it does, the use of song in learning listening motivates me in learning English

9) How the learning listening by using song make you interested in learning?

Because the use of song in learning process it make the students more interest and more focus to the learning.

31. Nur Mutmainnah, Student ID Number: 17.2.6.033.

1) Have you learn English listening with song?

Yes.

2) What kind of song genre that your teacher use in teaching listening?

Pop song but sometimes she uses a pop song that has a bit of a rap.

- 3) What do you think of that kind of song genre in your learning process?
In my opinion it's a good thing because the genre she chose made it easy for me to listen and understand the meaning of the song.
- 4) How do you think the English song improve your listening?
Because listening to the song is interesting and easy. Because I think almost all student are more interested in songs than others.
- 5) How the use of song in learning listening make you easier to understand English?
The lecturer usually plays the song and tells us to write the lyric in our book after which she will check it. In this case, it not only adds insight in listening but also adds new vocabulary for us.
- 6) In what subject you get the positive impact from the learning listening by using English song?
Listening comprehension.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yes.
- 8) Does the use of song in learning listening motivates you in learning English?
Yes.
- 9) How the learning listening by using song make you interested in learning?
Because I like listening to songs, that's why I'm interested in learning listening when the lecturer uses songs. Because I think doing things that interest me can motivate me to learn something.

32. Deden Kurniawan Datundugon, Student ID Number: 17.2.6.109.

- 1) Have you learn English listening with song? Yeah, of course.
- 2) What kind of song genre that your teacher use in teaching listening?
I think EDM song and acoustic.
- 3) What do you think of that kind of song genre in your learning process?
I prever to listening popular song because they have special vibe to make listener enjoy.

- 4) How do you think the English song improve your listening?
Good lyric it is the important I think.
- 5) How the use of song in learning listening make you easier to understand English?
Using headphone or speaker.
- 6) In what subject you get the positive impact from the learning listening by using English song?
When I listening song, I'm not just heard the song just for fun but sometimes find the meaning of this song got to make us more understanding the language more and more.
- 7) Does the use of song in learning listening make you relaxed and happy in learning English?
Yeah, of course. Because it's just like fill up the vibe of your day, makes your vacation more colourful, and song is part of our life.
- 8) Does the use of song in learning listening motivates you in learning English?
Yeah, since I'm in elementary school my brother was playing English song everyday till now. I don't want to be a liar but my skill made by hearing song.
- 9) How the learning listening by using song make you interested in learning?
Because song make your move your body, mind and heart I think and the instrumental makes relaxed. It is easier to learn something when your heart and body in happy situation.

33. Ismiati Makapia, Student ID Number: 17.2.6.011.

- 1) Have you learn English listening with song? Yes.
- 2) What kind of song genre that your teacher use in teaching listening?
Newest pop songs and some old ones sometimes he also uses pop song that have a faster rhythm.
- 3) What do you think of that kind of song genre in your learning process?
I think it's good because the genre he chose makes it easier for me to listen and understand the meaning of the song.

4) How do you think the English song improve your listening?

Because listening to the song is interesting and exciting. Because I think almost all students like to listen to songs.

5) How the use of song in learning listening make you easier to understand English?

The lecturer usually plays a song and tells us to write the lyric we hear in the book and then he will check it. In this case, it not only adds insight in listening and also adds new vocabulary for us.

6) In what subject you get the positive impact from the learning listening by using English song?

Listening comprehension.

7) Does the use of song in learning listening make you relaxed and happy in learning English?

Yes.

8) Does the use of song in learning listening motivates you in learning English?

Yes.

9) How the learning listening by using song make you interested in learning?

Because I like listening to songs, that's why I'm interested in learning to listen when the lecturer uses songs. I think using songs when learning is very interesting and motivating.

C. Documentation process of interview



Process interview with Citra Y. Mamonto as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.



Process interview with Finqy Afifah Badidi as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.



Process interview with Chysilia Insyira H. B as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.



Process interview with Mulyani D. Puteri Mokodompit as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.



Process interview with Rahmatia Balu as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.



Process interview with Vivi D. Rahmawati as student English Education Department in academic year of 2017 on Wednesday, 21 July 2021 at campus.

D. The song that the teacher used in learning process

1. “Sweet but Psycho” by: Ava Max

Oh, she’s sweet but a psycho

A little bit psycho

At night she screamin’

“I’m ma ma ma out my mind”

Oh, she’s hot but a psycho

So left but she’s right, though

At night she’s screamin’

“I’m ma ma ma out my mind”

She’ll make you curse, but she a blessin’

She’ll rip your shirt within a second

You’ll be coming back, back for seconds

With your plate, you just can’t help it

No, no, you’ll play along

Let her lead you on

You’ll be saying, “No, no”

Then saying, “Yes, yes, yes”

‘Couse she messin’ with your head

“Grab a cop gun” kinda crazy

She’s poison but tasty

Yeah, people say “Run, don’t walk away”

‘Cause she’s sweet but a psycho

A little bit psycho

At night she’s screamin’

“I’m ma ma ma out my mind”

See, someone said, “Don’t drink her potions

She’ll kiss your neck with no emotion

When she’s mean, you know you love it

“Couse she tasted so sweet, don’t sugarcoat it”

You’re just like me, you’re out your mind

I know it’s strange, we’re both the crazy kind

You’re tellin’ me that I’m insane

Boy, don’t pretend that you don’t love the pain

2. "LiLy" by: Alan Walker

Lily was a little girl

Afraid of the big wide world

She grew up within her castle walls

Now and then try to run

And then on the night with the setting sun

She went in the woods away

So afraid, all alone

They warned her, don't go there

There's creatures who are hiding in the dark

Then something came creeping

It told her, don't you worry just

Follow everywhere I go

Top over the mountains or valley low

Give you everything you've been dreaming of

Just let me in, ooh

Everything you want in gold, I'll be the magic story you've been told

And you'll be safe under my control

Just let me in, ooh

She knew she was hypnotized

And walking on cold thin ice

Then it broke, and she awoke again

Then she run faster than

Star screaming, "Is there someone out there?"

Please help me

Come get me

Behind her, she can hear it say.

RESEARCHER BIOGRAPHY

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Senior High School : **SMA N 1 Bolaang (2012-2015)**

College : **IAIN Manado**



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Nomor : B-1532 /ln. 25 / F.II / TL.00.1 / 7/ 2021 Manado, 02 Juli 2021
Lamp : -
Hal : Permohonan Izin Penelitian

Yth :
Rektor IAIN Manado
Di Tempat

Bismillahirrahmanirrahim.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Wiranda Mamonto
N I M : 16.2.6.005
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"The Students' Perception Towards Learning Listening by Using English Song"**
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. Dr. Andi Mukarramah Nagauleng, M.Pd
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juli s.d. September 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam

an. Dekan
Bid. Akademik dan
Peningkatan Lembaga



Tembusan :
- Rektor IAIN Manado sebagai Laporan



SURAT KETERANGAN PENELITIAN

Nomor : B- 2/23 / In. 25 / F.II / PP.00.9 / 10 / 2021

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Manado dengan ini menerangkan bahwa :

Nama : Wiranda Mamonto
NIM : 16.2.6.005
Prodi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar yang bersangkutan telah melaksanakan penelitian di Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Manado, dalam rangka penyelesaian Tugas Akhir dengan judul : **"The Student's Perception Towards Learning Listening by Using English Song"**. Penelitian ini dilaksanakan dari tanggal 02 Juli s/d Oktober 2021.

Demikian keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Manado, 2 / Oktober 2021

a.n Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,



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1. Dekan sebagai Laporan
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