

**THE USE OF POPULAR SONGS THROUGH YOUTUBE
MUSIC TO IMPROVE EIGHTH GRADE STUDENTS'
LISTENING SKILLS AT SMPN 3 PALOPO**

A Thesis

*Presented a Partial Fulfilment for the Attainment of Bachelor's Degree In English
Language Education Study Program Education and Teacher Training Faculty
State Islamic University of Palopo*



Submitted by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO**

2026

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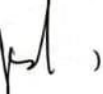
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THESIS APPROVAL

This thesis entitled "The Use of Popular Songs through YouTube Music to Improve Eighth Grade Students' Listening Skills at SMPN 3 Palopo" written by Ditha Ananda Pratiwi, Registration Number 2102020012, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo, has been examined and defended in *Munaqasyah* Session which is carried out on Monday, April 13th 2026 M. Coincided with 24 Syawal 1447 H. It has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 14th April 2026

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Palopo, 14th April 2026

Regards



Ditha Ananda Pratiwi

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ABSTRAK

Ditha Ananda Pratiwi 2026. *“Penggunaan Lagu Populer melalui YouTube Music untuk Meningkatkan Keterampilan Menyimak Siswa Kelas VIII di SMP Negeri 3 Palopo.”* Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Madehang dan Yuyun Ruqiyat Said.

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan lagu Populer melalui *YouTube Music* dalam meningkatkan keterampilan mendengarkan siswa. Metode yang digunakan adalah desain pra-eksperimental. Populasi penelitian ini adalah siswa kelas VIII, dengan sampel satu kelas yang berjumlah 26 siswa. Teknik pengambilan sampel yang digunakan adalah total sampling di SMPN 3 Palopo. Instrumen penelitian meliputi tes menyimak (prates dan pascates) untuk mengukur keterampilan menyimak siswa serta angket penilaian diri untuk mengidentifikasi persepsi siswa. Data dianalisis menggunakan perangkat lunak *SPSS*. Berdasarkan hasil uji normalitas, data tidak terdistribusi secara normal, sehingga analisis dilanjutkan menggunakan uji non-parametrik *Wilcoxon Signed Rank Test* untuk menentukan perbedaan keterampilan menyimak siswa sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada keterampilan menyimak siswa setelah perlakuan. Hal ini dibuktikan dengan nilai *Asymp. Sig. (2-tailed)* sebesar $0,00 < 0,05$, yang berarti Hipotesis (H1) dapat diterima, dan Hipotesis (H0) ditolak. Berdasarkan hasil rata-rata ini, dapat disimpulkan bahwa penggunaan lagu populer melalui *YouTube Music* dalam pengajaran keterampilan menyimak efektif dalam meningkatkan keterampilan menyimak siswa.

Kata Kunci: Lagu Populer, Pra-Eksperimental, Keterampilan Menyimak

Diverifikasi oleh UPAB



ABSTRACT

Ditha Ananda Pratiwi, 2026. *“The Use of Popular Songs through YouTube Music to Improve Eighth Grade Students’ Listening Skills at SMPN 3 Palopo.”*
Thesis of English Language Education Study Program, Faculty of Education and Teacher Training, Universitas Islam Negeri Palopo.
Supervised by Madehang and Yuyun Ruqiyat Said.

This study aims to determine the effectiveness of using popular songs through YouTube Music in improving students’ listening skills. The research employed a pre-experimental design. The population consisted of eighth-grade students, with one class of 26 students selected as the sample using total sampling at SMP Negeri 3 Palopo. The research instruments included listening tests (pre-test and post-test) to measure students’ listening skills, as well as a self-assessment questionnaire to identify students’ perceptions. The data were analyzed using SPSS software. Based on the results of the normality test, the data were not normally distributed; therefore, the analysis was continued using the non-parametric Wilcoxon Signed Rank Test to determine the differences in students’ listening skills before and after the treatment. The findings revealed a significant improvement in students’ listening skills after the treatment. This was evidenced by the Asymp. Sig. (2-tailed) value of $0.00 < 0.05$, indicating that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. Based on the mean score results, it can be concluded that the use of popular songs through YouTube Music in teaching listening skills is effective in improving students’ listening skills.

Keywords: Popular Songs, Pre-Experimental Design, Listening Skills

Verified by UPAB



المخلص

دينا أناندا براتيوي، ٢٠٢٦. "استخدام الأغاني الشائعة عبر يوتيوب ميوزيك لتحسين مهارات الاستماع لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية الثالثة بالوبو". رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف مادهنغ ويويون رقية سعيد.

تهدف هذه الدراسة إلى معرفة فاعلية استخدام الأغاني الشائعة عبر يوتيوب ميوزيك في تحسين مهارات الاستماع لدى الطلاب. وقد استخدم في هذه الدراسة التصميم شبه التجريبي. وكان مجتمع الدراسة طلاب الصف الثامن، بينما تكونت العينة من فصل واحد يضم ٢٦ طالبًا. وقد استخدمت تقنية المعاينة الكلية في المدرسة المتوسطة الحكومية الثالثة بالوبو. تضمنت أدوات البحث اختبار الاستماع (القبلي والبعدي) لقياس مهارات الاستماع لدى الطلاب، إضافة إلى استبانة التقييم الذاتي للتعرف على تصوراتهم. وتم تحليل البيانات باستخدام برنامج إس بي إس إس. وبناء على نتائج اختبار التوزيع الطبيعي، تبين أن البيانات غير موزعة توزيعًا طبيعيًا، لذلك تم استخدام اختبار ويلكوكسون للرتب المرتبطة لتحليل الفروق بين مهارات الاستماع قبل المعالجة وبعدها. وأظهرت نتائج الدراسة وجود تحسن ملحوظ في مهارات الاستماع لدى الطلاب بعد المعالجة. وقد ثبت ذلك من خلال قيمة الدلالة التي بلغت $0,00 > 0,05$ ، مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية. وبناء على هذه النتائج، يمكن الاستنتاج أن استخدام الأغاني الشائعة عبر يوتيوب ميوزيك في تدريس مهارات الاستماع يُعد فعالاً في تحسين مهارات الاستماع لدى الطلاب.

الكلمات المفتاحية: الأغاني الشائعة، شبه تجريبي، مهارات الاستماع

تمت المراجعة من قبل الوحدة المتكاملة لخدمات تطوير اللغة



CHAPTER I

INTRODUCTION

A. Background

English is one of the important subjects. One of the main skills that students need to master is listening. However, in reality many students had difficulty understanding orally English conversation because of a limited vocabulary, lack of exposure to native speakers, and a monotonous method of learning.

Listening is our understanding in hearing English. Either directly or through media such as music or films. Listening is important material in English because we must be able to know what people are saying to us. Listening is a language skill. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. The process of listening occurs in five stages are hearing, understanding, remembering, evaluating, and responding.¹

Listening practice has some benefits in language learning. First, listening provides students with an example of proper English pronunciation. It also makes it easier for them to develop their other abilities. Second, by getting a listening skill, the learners can study some language elements indirectly. Those elements could be words pronunciation, language speed, language stressing, language accent, and language intonation. Those elements will be beneficial to increase learners' capability to communicate effectively in English.²

¹ Babita Tyagi, *Listening: An Important Skill and Its Variation Aspects*, (Dept. Of Professional Comm).

² Dewi Furwana, Andi Tenrisanna Syam, "*Listening is Hard*": *ADDIE Model on the Development of English Listening Worksheets*, (IAIN Palopo) 2021.

Students who are learning English as their first or second language, especially those who are under 18 years old, should be encouraged to be creative. The learners at that age need special care that helps them develop the skill properly. The teacher who teaches this skill needs some tools to assist in the classroom, so they don't have to be the main source all the time. The tools that help students learn for their own benefit. It's important because if students learn for their own sake, their memory is more likely to keep the information in their long-term memory. Peterson said the learning material needs to be interesting and something that's not the usual or ordinary³.

Popular songs are one of the genres that learners often listen to. They can find the song anywhere they are, and one way to do that is by using a well-known music app called YouTube Music. They can access a lot of popular songs through this app. So, they could get along with a popular song if it was brought into the classroom.

A song can be considered popular when it is widely recognized and enjoyed by a large audience across various groups of people. This popularity is often indicated by high numbers of plays on digital music platforms. In addition, popular songs are commonly discussed on social media, used as a back sound in viral videos, or featured in digital trends and challenges. Being nominated for winning music awards also reflects as a song's popularity. Moreover, popular songs usually have cross-generational appeal and often remain memorable long after their release. Therefore, a song's popularity is not only measured by the number of listeners, but also by how much it influences popular culture and is embraced by the wider public.

The use of English songs can be an interesting and effective method of learning alternative to the ability to pay attention to students. Songs have rhythms and repetitions that can help students understand pronunciation, intonation, and vocabulary in pleasant contexts. Additionally,

³ Celce-Murcia (ed.), *Teaching English as a Second Language or Foreign Language 3rd edition*, (Boston: Thomson Learning, Inc., 2001), 92.

songs can also increase the motivation and interest in learning students because they are entertaining.

Medina stated that when students are relaxed, they are also more focused than usual, and therefore more open to the learning process.⁴ A popular song can draw them to listen, helping them improve their listening skills. They will listen carefully but in a fun way because they are hearing something they already know and it's part of their everyday life. The goal is simply to help students enhance their speaking and conversation skills in a fun and engaging way. Even though the song might be long and the singer speaks at different speeds, the students still feel good when they listen to it because it's something they know and like.

YouTube music is a streaming music service that can be accessed through an application downloaded through the App store or Play store on mobile phones. YouTube music was only released on November 12, 2015. YouTube music provides services for users to access more than 70 million official songs in the form of music videos including live performances, cover remixes and other music content that cannot be found in other applications. YouTube music also provides music playlists that users can listen to.

Based on what the researcher found during the teaching practice at SMPN 3 Palopo. First, students were only helped by their teacher to practice their listening skills. They used to pay attention to what their teacher was saying directly. When the teacher read the text, the students found it hard to understand and figure out the meaning of the words the teacher used. It left them feeling anxious and frustrated trying to understand.

The second issue is the unappealing methods used to teach listening skills. As mentioned earlier, the students rely mainly on their teachers to practice their listening skills. The teacher may attempt a different approach, but at times the school's facilities do not support their activity.

⁴ Suzanne L Medina, *Using Music to Enhance Second Language Acquisition: From Theory and Practice, Language, Literacy and Academic Development for English language Learners: Pearson Educational Publishing, 2002, 1*

The researcher is interested in doing research on popular songs as a way to help teach listening skills. The main goal of this research is “*The Use of Popular Songs through YouTube Music to Improve Eighth Grade Students’ Listening Skills at SMPN 3 Palopo*”.

B. Research Questions

Based on the background of the research, the problem is identified as follows:

1. Can Popular songs through YouTube Music improve students’ listening skill of the 8th grade at SMPN 3 Palopo?
2. How are the students’ responses toward Popular songs through YouTube Music as a learning media in listening skill?

C. Objectives of The Research

Based on the problem statement that has been stated above, the researcher states the specific objective of this research as follows:

1. To find out whether Popular Songs through YouTube Music can improve students’ listening skill of the 8th grade at SMPN 3 Palopo or not.
2. To identify the students’ responses toward the use of Popular Songs through YouTube Music as a learning media in listening skill.

D. Significances of The Research

Based on the research done by the teacher during a teaching practice at SMPN 3 Palopo, it was found that students have trouble understanding words and sentences in English when they are listening. Through this study, the researcher aims to help English teachers improve how they teach listening skills. It might also use different types of media when teaching listening skills. The result of this research is especially useful:

1. Theoretically

This research is expected to contribute to academic knowledge in the field of English language teaching, particularly in listening comprehension. By exploring the use of popular songs as learning

media, the research provides insights into how authentic and engaging materials can enhance students' listening skills.

2. Practically

- a. For students, this research is expected to improve students' listening skills by using popular songs through YouTube Music.
- b. For teacher, this research is expected that teachers can gain insight into how to improve students' listening skill by using popular songs through YouTube Music.
- c. For other researcher, this research can be used as a reference for further researcher on how to improve students' listening skill by using popular songs through YouTube Music as a learning media.

E. Scope of The Research

This research focuses on the use of popular songs through YouTube Music as a media to improve the listening skill of eighth grade students. The main focus consists of three activities: listening to lyrics, filling the worksheets, and discussion about the song meanings. Each of those activities becomes an aspect that is reinforced throughout the learning process, with the final output being the improvement of the students' listening skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Relating to this research, there are some previous studies that using songs is general or popular songs for specific on listening skill. Those researchers are:

Muhammad Adil Daqsatqani (2024), in his thesis entitled “The Effectiveness of Popular Songs in Improving the Listening Skills of Seventh Grade Students at Alwathoniyah 9 Junior High School in East Jakarta.” This research aims to examine the effectiveness of popular songs in improving students' listening skills. The researcher used a quasi-experimental design.⁵

Eicha Afriyuninda, Lulud Oktaviani (2021), in their thesis entitled “The Use of English Songs to Improve English Students’ Listening Skills”. This research aims to determine use of English songs to improve students’ listening skills. The targets of this study were students in the fifth and seventh semester of the English Education study program in University Teknokrat Indonesia. This research method is qualitative. Data collection was carried out by distributing link questionnaires to 100 students who had taken listening courses.⁶

Rossolino, Rinny, Jennie (2022), in their thesis entitled “Improving Students’ Listening Skill by Using Songs’ Lyrics at SMAN 1 Melonguane”. This research aims to find out whether the used od songs’ lyrics could improve the students’ listening skill. This research was quantitative research through pre-experimental design with pretest and posttest. The subjects of this

⁵ Muhammad Adil Daqsatqani, *The Effectiveness of Popular Songs in Improving Students’ Listening Skill at The Seventh Grade Students of Junior High School at SMP Alwathoniyah 9 Jakarta Timur*. (Raden Intan State Islamic University of Lampung) 2024.

⁶ Eicha Afriyuninda, Lulud Oktaviani, *The Use of English Songs to Improve English Students’ Listening Skills*. (Teknokrat University of Indonesia) 2021.

research was the third grade in the A class consisted of 25 students. Prior to treatment, the students were given a pre-test. The post-test was given to students after they had received treatment or had used the lyrics of songs to improve their listening skills⁷.

Putri Farelia, Kartini, & Sulistiyahadi (2024) in their thesis entitled “Teaching English Using Popular Song”. This research aims to find out the effect of using popular songs to improve students’ listening skill. This research uses an experimental method by using 2 classes, namely the experimental class and the control class. The subjects of this research consisted of 32 students from class 8A and 32 students from class 8D. In this research pretest and posttest are the research instrument, while quantitative with t-test as a way of data collection.⁸

Dwi Sekar Sari (2024) in their thesis entitled “The Effectiveness of Using English Pop Songs to Improve Students’ Listening Comprehension Skill at Eleventh Grade Students” This research aims to assess the effectiveness of using English pop songs in improving listening comprehension of 11th grade students at Sultan Agung 1 Semarang Islamic High School in the 2023-2024 academic year. This research method applied is a quasi-experimental design with a quantitative approach. The sample of this research consisted of 33 students of 11-2 as the experimental class and 33 students of 11-4 as the control class.⁹

From those related researches, it means this research focused on knowing the problem faced by students in learning English listening skill, the effect of difficulty, the things that make them have difficulty, the way to solve the problem on their own, and how effective the effort or problem solving they made. Whereas the earlier study only measured students’ listening skill

⁷ Rossolino R. Teppa, Rinny Rorimpandey, Jenie Posumah, *Improving Students’ Listening Skill by Using Songs’ Lyrics at SMAN 1 Melonguane*. (University of Manado) 2022.

⁸ Putri Farelia, Kartini, & Sulistiyahadi *Teaching English Using Popular Song* (STKIP Muhammadiyah Monokwari) 2024.

⁹ Dwi Sekar Sari, *The Effectiveness of Using English Pop Songs to Improve Students’ Listening Comprehension Skill at Eleventh Grade Students* (Sultan Agung Islamic University of Semarang) 2024.

ability after administering some therapy and using the approach or strategy to test students.

This research has some similarities with those previous researchers except that this study has different variables with those studies. This research examines how using popular songs can help enhance students' listening skills. Although several researchers have examined the use of songs to improve listening skills, most of them used conventional audio media or experimental designs involving control groups. Few researchers have explored the use of YouTube Music as a digital platform integrated with classroom listening activities for junior high school students. Therefore, this research aims to investigate how Popular Songs through YouTube Music can improve students' listening skills.

B. Concept of Listening Skill

1. Listening Skill

Michael Rost mentions that listening in language teaching is complex process and understanding of information.¹⁰ In short, listening means the listener must understand what they hear in order to get information that is given by the speaker. Also, Harmer classifies listening as a receptive skill and places it within the sub-skill category. He also mentions that there are differences in how people understand specific and general information through listening.¹¹ Listening is a key part of learning a second or foreign language. It seems like a passive activity, but it requires active effort. It doesn't just hear what the speaker says, but the listener also understands what they are hearing. The listeners go through at least five steps during the process: listening, paying attention, understanding, responding, and remembering. If the elements are missing, it's just hearing, not really listening.¹² In short, listening is a language skill that involves a complex

¹⁰ Michael Rost, *Teaching and Researching Listening*. (Edinburg Gate: Pearson Education Limited, 2nd ed) 2011.

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*. (Essex: Longman Group) 1991.

¹² Gwen Nyhus Stewart, B.W.W., M.G., H.T. *Types of Non-verbal Communication Listening Skills*. 2016.

process requiring certain elements to complete the process of gathering information from spoken language through the sense of hearing that humans have.

The definitions above are about listening in general. While listening skill is a core component of second-language proficiency¹³. It is one of skill that uses one of human sense, ears, as the first part to enter the information in audio form before it comes to the human brain. In addition, Tyagi said that listening skill is a key to receive message effectively. The effectiveness can be seen from the combination of hearing what someone says and psychological involvement with the person who is talking¹⁴. From those definitions it can be concluded that listening skill is important element in English language proficiency that has some factors inside and outside of the listeners that will affect the output of this skill itself. Whether the information is received effectively or not.

2. Types of Listening Skill

According to Courtland and John, there are three types of listening:

- a. Content listening, listening to the content is essential for comprehending and mastering the speakers' message. Where the focus is on information and comprehension in explaining a material.
- b. Critical listening, entails comprehending and assessing the message's meaning on multiple levels, including the meaning of an argument, solid evidence, valid inferences, the message's implications for both you and your group, speaker's purpose and motivating factors, or any relevant information or steps that are omitted.

¹³ Jack C. Richard, *Teaching Listening and Speaking*. (New York: Cambridge University Press) 2008.

¹⁴ Babita Tyagi, *Listening: An important Skill and Its Various Aspects*. (The Criterion Journal) 2013.

- c. Emphatic listening, includes understanding the speaker's feelings, needs and passions in order to respect the speaker's point of view¹⁵.

Based on the exposure of types in listening skill, there are some relations between listening skill and listening to music or song. People can hear music everywhere but it's not absolutely they listen to the music. They are really listening to the music when they have one of the above types. It is a skill that needs a process that will make someone really know what they listen to, not only hear.

3. The Process of Listening

According to Beebe, S. A., Beebe, S. J., & Ivy, D. K., listening is an active, complex process that involves more than just hearing. It includes the following five stages:

a. Receiving

1. The initial stage of listening is where the listener hears the speaker's message.
2. It involves selective attention to auditory stimuli.

b. Understanding

1. The process of interpreting the message and grasping its meaning.
2. This involves assigning meaning to the words and nonverbal cues.

c. Evaluating

1. The listener critically assesses the message.
2. This involves analyzing the message, judging credibility, and forming an opinion.

d. Responding

1. Feedback is given to the speaker to show that the message has been received and understood.

¹⁵ Courtland, L., Bovee, and John, V. *Thill Business Communications 1st ed.* (New York: McGraw Hill) 2012.

2. This could be verbal (e.g., asking a question) or nonverbal (e.g., nodding).

e. Remembering

1. The listener retains information for future use.
2. This step is important for long-term understanding and communication.¹⁶

4. The Difficulties of Listening

Nabiyev and Idiyev identified the main reasons of listening difficulties as follows:

- a. Lack of effort to understand each and every word while listening. Especially in L2 acquisition they are unable transfer their L1 skill easily to a second language.
- b. Failure or laziness to build up their vocabulary gradually and this greatly reflects in their listening and keeps them low spirited in acquiring the language skills.
- c. Listeners problem with different pronunciation, accents as they stick to one particular articulation.¹⁷

5. The Characteristic of Popular Song

Etymologically, the term ‘popular song’ derives from the Latin word “popularis”, meaning of the people or pleasing to the people, and the old English word sang or song, which refers to a melody or act of singing. Thus, popular song can be understood as a sung piece belonging to or liked by the people, reflecting its nature as music widely accepted and enjoyed by society.

According to Hoffer, popular songs are pieces of music that are usually written and performed in a way that is both attractive and full of energy.¹⁸ Listeners usually show their interest by moving their bodies

¹⁶ Beebe, S. A., Beebe, S. J., & Ivy, D.K. *Communication: Principles for a Lifetime 7th ed.* 2021.

¹⁷ Nabiyev, A. I., & Idiyev, A. R. *Innovative Developments in Sciences*, (Education and Humanities) 2022. 12-13

¹⁸ Charles R. Hoffer, *The Understanding of Music*, (Belmont: Wadsworth Publishing) 1985. 13

physically or just in their imagination.¹⁹ In short, the popular song is a type of song that is typically written with a commercial purpose and intended to be consumed as an entertainment product by the largest possible audience.

Indicators of popularity such as music sales, concert attendance, number of performers, and radio and television airplay play an important role in determining the most popular genres. This also makes it difficult for famous songs to find strong roots in musical art. Fortunately, after lengthy debates among music experts, several genres can be identified for popular songs. In his book, Shuker mentions three genres, namely traditional rock and pop, rap, and dance music.²⁰

Popular songs are also easy for students to understand because of their familiarity. This familiarity stems from one of the characteristics of popular songs, which have a more direct connection to everyday life and emerge from various modern lifestyles and social formations. In addition, most of the popular songs they know are easy to listen to. These are songs with catchy melodies and light lyrics. Therefore, popular songs are suitable for use in classroom activities, especially for listening skills.

6. Teaching Listening Through Popular Song

Discussing listening instruction using popular songs as a medium would be incomplete without first discussing listening instruction in general. There are several principles of listening instruction described by Jeremy Harmer:

1. Encourage students to listen as much as possible.
2. Help students prepare themselves for listening.
3. Listening once may not be enough. Repeat!
4. Encourage students to respond to the content of what they hear, not just the language.
5. Different stages of listening require different listening tasks.

¹⁹ Richard Middleton, *Popular Music Analysis and Musicology: Bridging the Gap*, (Cambridge University Press: Popular Music, vol. 12) 1993. 178

²⁰ Roy Shuker, *Popular Music: The Key Concepts. 2nd ed.* (New York: Routledge), 2005. XIII

6. Good teachers make the most of listening tasks.²¹

Generally, there are three phases in the process of teaching listening skills, namely:

- Pre-listening* in this stage, the teacher prepares students for top-down and bottom-up processing through activities that involve activating prior knowledge, making predictions, and reviewing key vocabulary.
- While-listening* in this stage, teachers emphasize comprehension through exercises that require selective listening, listening for key points, sequencing, and so on.
- Post-listening* in the final stage usually involves responding to comprehension and may require students to give their opinions on a topic.²²

Basic listening activities in teaching listening consist of several elements, such as:

- a. Text only refers to something that can be heard. Examples include stories told by teachers, conversations on TV shows, song lyrics, and so on.
- b. Context: In everyday life, most listening activities occur in situations that provide clues to listeners as they attempt to understand the content of the text.
- c. Objective: Listeners usually have several reasons for listening to something, so this is perfectly natural.
- d. Tasks: Most listening exercises work well when they are tasks, that is, when students are expected to respond to the

²¹ Jeremy Harmer, *How to Teach English*. 7th ed. (Essex: Longman Education Limited), 2001. 111-112

²² Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press) 2008. 9-10

material rather than just listen. Tasks keep students alert and help them focus their attention while listening.²³

There are several steps that teachers can use as basic methods for teaching listening skills through well-known songs:

- a. First, teachers can type in the lyrics of the songs they want to use.
- b. Start by discussing popular songs. The goal is to find out whether or not students are familiar with the songs they are about to listen to.
- c. Teachers can write the titles on the board and ask students to guess some of the words they might hear.
- d. Give students a handout with the song lyrics. Encourage them to listen to the song carefully so they can fill in the blanks on the handout.
- e. Ask students to check their answers with their friends
- f. Let the class sing along with the recording.²⁴

Those procedures can be modified by the teacher based on the classroom needs. Besides, the teacher is free to choose an appropriate popular song that they want to use as material learning. Appropriate popular songs can be selected by some requirements such as:

- a. The songs should not have violent or pornography content.
- b. The songs must be an example of a particular musical trend.
- c. The songs should contain a certain artistic image.

7. Characteristics of Songs Suitable for Junior High School

Researchers emphasized that not all songs are equally appropriate for junior high school students, and careful selection is necessary to maximize both engagement and learning. One of the most important characteristics is the suitability of lyrics. Songs should contain

²³ Don Snow, *More Than a Native Speaker: An Introduction to Teaching English Abroad*, (Arlington: Kirby Lithographic Company) 2006. 92-93

²⁴ David Nunan and Lindsay Miller (eds.), *New Ways in Teaching Listening. 2nd ed* (Virginia: TESOL, Inc) 2002

age-appropriate vocabulary, clear expressions, and positive or relatable themes such as friendship, personal growth, or identity.²⁵

From a musical perspective, suitable songs are generally characterized by moderate tempo, clear vocal articulation, and repetitive structures, such as choruses or refrains, which support listening comprehension and memorization.²⁶ Repetition in songs not only reinforces vocabulary acquisition but also provides opportunities for students to participate actively by singing along, which in turn strengthens retention.²⁷ Moreover, researcher suggest that songs with simple but engaging melodies and rhythms work best for junior high school learners, as they are neither overly complex nor too monotonous.²⁸

8. Advantages of Popular Songs in Teaching Listening

There are many advantages using songs in the classroom, such as:

- a. Songs and music can be used as a relaxation in the classroom before or while students learning.
- b. Hearing the rhythm and the music of the song could help them to boost their mood in the classroom.
- c. It can improve listening skill and pronunciation, acquiring vocabulary and grammar structure.
- d. Teacher can use popular songs for introducing culture.
- e. Students can be more focused in the material they are learning.
- f. Songs also have a personal quality that makes the listener react if the song were being sung for listener personally.

²⁵ Yunita R., Santoso, D, *The Use of Song in Teaching English for Junior High School Students*. Journal ELIF, Muhammadiyah University of Jakarta. 2018.

²⁶ Sari, D. N, *The Implementation of Song Technique in Teaching English for Junior High School Students*. English Language Education Journal (JJPBI), Ganesha Education University. 2021

²⁷ Cambridge English, *Using Songs with Teenagers*. Cambridge English Blog. 2019

²⁸ Markovic, S, *Musical Preferences of Younger Adolescents (13-14 Year Olds)*. 2021

- g. Even though they don't understand the meaning of the lyrics as a whole, they can still connect with the lyrics of popular songs. They still feel attached to the song because it is familiar to them.²⁹

Through the benefits mentioned above, it can be seen that popular songs can be an effective tool for teaching listening skills in the classroom. In general, songs are able to interact with human emotions, which are an important part of a person's life. This can influence a person's decision to do or not do something.

9. Disadvantages of Popular Songs in Teaching Listening

Although there are several benefits to using popular songs in listening instruction, there are also disadvantages such as:

- a. Popular songs do not always last long, so teachers need to choose carefully.
- b. Most popular songs in recent years do not have good content to be used as teaching materials for young students in Indonesia.
- c. The speed at which singers speak is usually too fast for junior high school level.³⁰

These disadvantages challenge teachers to be more selective and careful. They need to be aware of the popular songs they want to use in class. The lyrics of these songs must be appropriate for the students' cultural and social backgrounds.

10. YouTube Music

YouTube music is a music streaming service from Google that allows users to listen to millions of songs and music videos, as well as discover new music and podcasts. The service is integrated with YouTube so users can access music content from multiple sources. YouTube Music offers an experience that goes beyond just listening to music, including videos, concerts, and global music moments.

²⁹ Dale. T. Griffé, *Songs in Action*, (New York: Prentice Hall) 1992. 5-6

³⁰ Andy Bennett, *Culture of Popular Music*, (Buckingham: Open University Press) 2001. 9

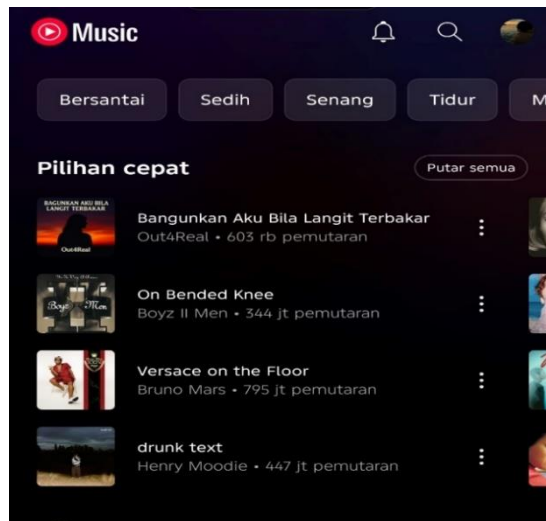
The free version still displays ads and does not support background playback, while the premium version remove ads, allows song downloads for offline listening and continues to run in the background. With full integration into the Google Assistant and Chromecast YouTube Music is suitable for users who want a more flexible and visual music experience. Compared to services like Spotify, YouTube Music excels in providing exclusive content such as concert videos, creator-made covers, and remixes that can only be found on the YouTube platform.

YouTube Music can make a significant contribution to improving students' listening skills in English language learning. The platform provides easy access to a variety of English songs with clear and varied audio quality. These songs can be used as authentic and interesting teaching materials, thus creating a fun and not monotonous learning atmosphere. In addition, many songs on YouTube Music come with lyrics that can help students recognize word pronunciation, enrich vocabulary, and practice understanding meaning in context. Features such as repeat and playback speed also allow students to repeat certain parts that are difficult to understand, thus improving focus and accuracy in listening. Thus, the use of YouTube Music can be an effective strategy in research that aims to develop students' listening skill interactively and contextually.

11. Features of YouTube Music

a. Access to an Extensive Song Collection

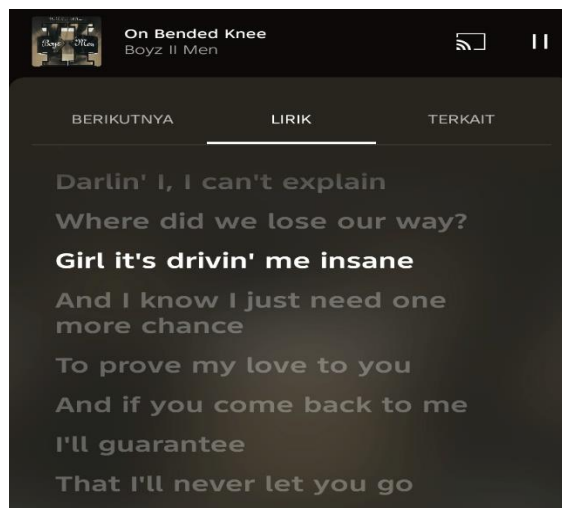
Picture 2.1 YouTube Music Homepage



This feature allows researchers to select various popular songs or songs that match the students' language level. There are various genres and languages that can be tailored to learn objectives.

b. Synchronized Lyrics (Lyrics Display)

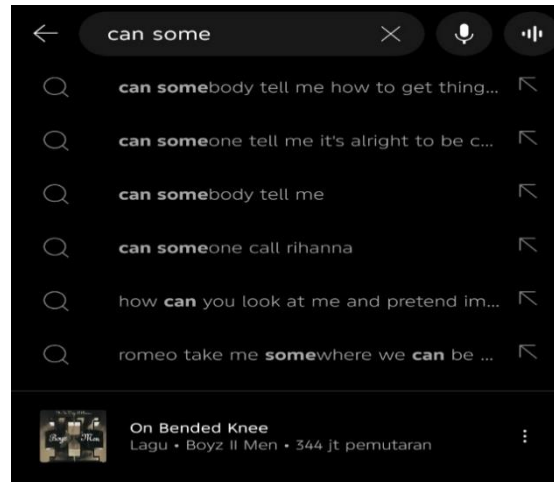
Picture 2.2 Lyrics Feature



The feature displays lyrics in real time, allowing students to follow along word by word while listening. This helps reinforce vocabulary recognition and pronunciation.

c. Search by Lyrics or Title

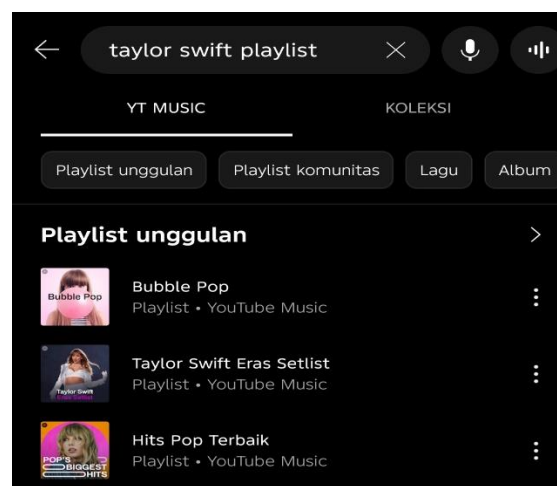
Picture 2.3 Search Menu



Students can find songs just by typing in part of the lyrics if they forget or don't know the title of the song they want to listen to. Supports independent exploration in listening learning.

d. Playlist Feature

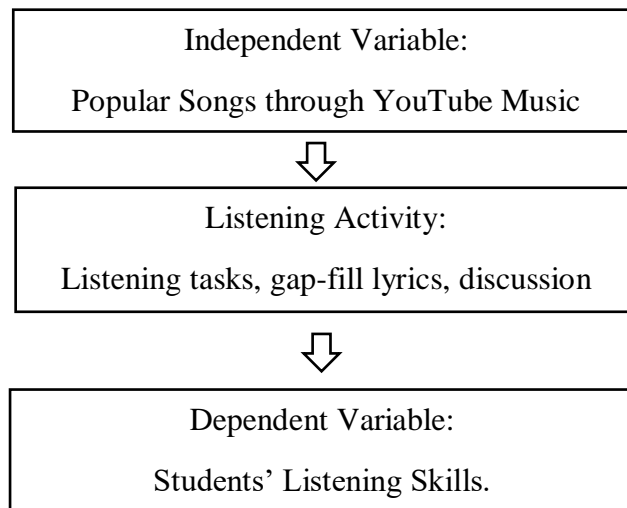
Picture 2.4 Suggest Feature



Researchers can create special playlists containing songs based on specific themes or difficulty levels. Students can also create playlists of songs they want to listen to or that are their favorites.

C. Conceptual Framework

The conceptual framework of this research is as follows:



This research targets junior high school using pre-experimental method, using one class with a One Group Pretest-Posttest design. The process begins with the use of popular songs as a learning stimulus, then applied to students to improve their listening skill. The main focus consists of three activities: listening to lyrics, filling the worksheets, and discussion about the song meanings. Each of those activities becomes an aspect that is reinforced throughout the learning process, with the final output being the improvement of the students' listening skill.

D. Hypothesis

The hypothesis of this research are as follows:

- H₁. Using Popular Songs Through YouTube Music can Improve Students' Listening Skill of 8th Grade at SMPN 3 Palopo.
- H₀. Using Popular Songs Through YouTube Music cannot Improve Students' Listening Skill of 8th Grade at SMPN 3 Palopo.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used pre-experimental research design with one group pre-test and post-test design. Pre-experimental design is a design that covers only one group or class given pre-test and post-test. Pre-experimental design with a pre-test and post-test design approach. Pre-test and Post-test design is research that conducted by providing initial observations first before being given an intervention, after which an intervention is given, then a final observation is made.³¹ The purpose of this research is to know whether using Popular Songs Through YouTube Music is affective to improve students' listening skill or not. In this research design focused on one group or class that is given the test (pre-test and post-test) and treatment without any comparison. This research design is as follows:

Table 3.1 The Design of Pre-Experimental

Experimental Group	Pre-test	Treatment	Post-test
	O ₁	X	O ₂

Where:

- O₁ = Pre-test
- X = Treatment
- O₂ = Post-test

³¹ Ma, Cecilia MS, Daniel TL Shek, and Jenna MT Chen, *Applied Research in Quality of Life*. 2019. 961-979

The observation was done before the pre-test (X1), and the second was after the post-test (X2).

B. Time and Location of the Research

The research time was arranged according to the school's English learning schedule. This research was conducted at SMPN 3 Palopo located on Andi Kambo Street, Salekoe, Wara Timur, Palopo, South Sulawesi.

C. Research Variable

The variables of this research are the independent variable and dependent variable:

1. The independent variable of this research is the use of popular songs through YouTube Music. It was a very important process that allowed the students to improve their listening skills.
2. The dependent variable of this research was the student's listening skill.

D. Population and Sample

1. Population

The population of this research is 332 students of the eighth grade at SMPN 3 Palopo who enrolled in academic year 2025/2026.

2. Sample

In this research, the researcher takes one class as a sample. The researcher was applying total sampling technique. Therefore, the researcher takes 8E class that consists of 26 students as the sample.

E. Technique of Data Collection

In this research, there are processes of collecting data, which need a technique. In this research, the researcher used the following technique:

1. Pre-test

The pre-test is conducted for students in the classroom to determine the quality of students before being given treatment. In this pre-test, the researcher asked the students to fill in the answer sheet while listening to the song played by the teacher through YouTube Music (Perfect – Ed Sheeran), which contains 3 parts such as: multiple choice, fill blank, lyric gap-fill. It took 45 minutes with 25 questions.

2. Treatment

The treatment is used in the teaching and learning process. The treatment was carried out in four meetings. The procedures during the treatment explained:

a. First Meeting

- 1) Opening
- 2) The researcher introduces the title of the selected song (Count on Me – Bruno Mars) and explain some key vocabulary, and then plays a short excerpt from the song
- 3) The song was played three times; the first playback is to identify the main idea, and the second playback is to confirm understanding.
- 4) Then, the students discuss in small groups to answer questions about the main idea.
- 5) And then students complete a short lyric gap-fill activity to reinforce their understanding.
- 6) The researcher closes the class by giving motivation.

b. Second Meeting

- 1) Opening
- 2) The activity began with a review of the assignment from previous meeting.
- 3) The researcher introduced some vocabulary related to the details of the song (Photograph – Ed Sheeran).
- 4) The song was played three times while the students worked on a worksheet containing factual questions.
- 5) The students arranged the sequence of events according to the lyrics of the song.
- 6) The researcher closes the class by giving motivation.

c. Third Meeting

- 1) Opening

- 2) The researcher invited the students to have a brief discussion about the emotions and situations relevant to the song's theme (Story of My Life – One Direction).
- 3) The researcher explained the figurative expressions in the lyrics.
- 4) While listening, students answered inference questions in the lyrics.
- 5) The researcher closes the class by giving motivation.

d. Fourth Meeting

- 1) Opening
- 2) The students review vocabulary from previous meetings.
- 3) Then, the students listen to the final song (You'll Be In My Heart – Niki).
- 4) And then the students complete a combined worksheet that included questions on main ideas, details, inference, and vocabulary.
- 5) The researcher closes the class by giving motivation.

The treatment was conducted in four meetings over two weeks. During the treatment, students were taught using Popular Songs through YouTube Music.

3. Post-test

The post-test is conducted to determine the effect of using popular songs through YouTube Music on students' listening skill after the treatment was given. In this post-test, the teacher asked students to listen carefully to the song played by the teacher through YouTube Music (Best Day of My Life – American Authors), while filling in the answer sheet. That is, the post-test is conducted to find out the development of students' listening skill after the researchers taught them using popular songs through YouTube Music.

4. Students' Perception Questionnaires

Students' perception questionnaires were given to get reaction from students after the treatment. Statement was formulated to investigate students' learning experiences when using the popular songs as a learning material.

The instrument used in this research was validated through content validity. The test items were developed based on the learning objective and were consulted with an expert (lecturer) to ensure that the instrument was appropriate for measuring students' listening skills.

F. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Scoring the students' answer.
2. Raw scores were converted to a set of the core maximum of 100 using the following formula:

$$\frac{\text{the total of the student's correct answer}}{\text{the total of item}} \times 100$$

3. Converting the score of the students into value.
4. Classifying the score of the students into the following score classification.³²

Table 3.2 Scores Classification

Classification	Score
Very Good	81-100
Good	66-80

³² Suharsimi Arikunto, *Research Procedure: A Practical Approach*. (Jakarta: Rineke Cipta) 1998. 185.

Fair	56-65
Poor	41-55
Very Poor	<40

Calculating the mean score, standard deviation, frequency table, and t-test between vocabulary achievements of the experimental by using SPSS 26 for windows evaluation.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

The following data was collected from pre-test, and post-test, and students' perceptions scores of the students' listening skills. The data was analyzed using descriptive statistics and inferential statistics to determine whether the use of Popular Songs through YouTube Music could improve students' listening skills.

1. Analysis of Students' Score of Listening Test

The descriptive statistics were used to describe the students' listening scores before and after the treatment. The analysis includes the minimum score, maximum score, mean score, and standard deviation.

Table 4.1 Descriptive Statistics of Students' Listening Scores

Steps	N	Min	Max	Mean	Std. Deviation
Pre-test	26	40	68	58.6	8.61
Post-test	26	63	91	82.1	8.83

Based on the table 4.1, the pre-test results with 26 students showed a minimum score of 40 and a maximum score of 68. The mean score of the pre-test was 58.6 with a standard deviation of 8.61. These results indicate that the students' listening skill before the treatment was generally in fair category.

After the treatment using Popular Songs through YouTube Music, the post-test results showed a significant improvement. The minimum score increased to 63 and the maximum score reached to 91.

The mean score also increased significantly to 82.1 with a standard deviation of 8.83. Thus, there was an average increase of 23.5 points from the pre-test to the post-test. These results indicate that there was an improvement in students' scores after the treatment, as shown by the increase in the mean score from the pre-test to the post-test.

2. Normality Test of Pre-test and Post Test

Before conducting hypothesis testing, a normality test is performed to determine whether the data is normally distributed. This normality test is important for determining whether to use parametric or non-parametric tests.

Table 4.2 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.154	26	.114	.896	26	.013
Post-test	.202	26	.008	.853	26	.002

The result of the normality test showed that the significance values of the pre-test and post-test scores were less than 0.05. This indicates that the data were not normally distributed. Therefore, a non-parametric test was considered more appropriate for analyzing the difference between the pre-test and post-test scores. Based on this result, the Wilcoxon Signed Rank Test was used to test the research hypothesis.

3. Improvement of Students' Listening Skill

To examine the improvement in students' listening skills, a comparison between pre-test and post-test scores was conducted using Wilcoxon Signed Rank Test.

Table 4.3 The Improvement of Students' Listening Skill

		N	Mean Rank	Sum Ranks
Pre-test and Post-test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	26 ^b	13.50	351.00
	Ties	0 ^c		
	Total	26		

Based on the table 4.3, the results of the difference test between the pre-test and post-test scores show no negative ranks (0), which means that no students experienced a decline in scores after the treatment was administered. On the contrary, there were 26 positive ranks with a Mean Rank of 13.50 and a Sum of Ranks of 351.00, which means that all students experienced an increase in scores from the pre-test to the post-test. Additionally, there were no ties (0), so all students showed a difference in scores between the pre-test and post-test. The result clearly shows that the treatment using Popular Songs through YouTube Music positively improve students' listening skills.

4. Hypothesis Testing Using Wilcoxon Signed Rank Test

To determine whether the improvement was statistically significant, the Wilcoxon Signed Rank Test was conducted.

Table 4.4 Statistical Result of Pre-test and Post-test

Type of Test	Comparison Variable	Asymp. Sign. (2-tailed)	Description
Wilcoxon Signed Rank	Pre-test-Post-test	0.000	There is significant difference

The result of the Wilcoxon Signed Rank Test shows the significant value was $P = 0.000$ ($P < 0.05$), which is lower than the significance level

of 0.05. This indicates that there is statically significant difference between the pre-test and post-test scores.

Therefore, the null hypothesis (H_0), which states that using Popular Songs through YouTube Music cannot improve students' listening skills, is rejected. Meanwhile, the alternative hypothesis (H_1), which states that using Popular Songs through YouTube Music can improve students' listening skills, is accepted.

5. Students Frequency and Percentage

Table 4.5 Students Frequency and Percentage Pre-test

No	Clasification	Score	Pre-test	
			Frequency	Percentage
1.	Very Good	81-100	-	-
2.	Good	66-80	8	31%
3.	Fair	56-65	8	31%
4.	Poor	41-55	8	31%
5.	Very Poor	<40	2	8%
Total			26	100%

Table 4.5 shows the data of the pre-test in the pre-experimental class. There were eight students (31%) classified as good, fair, and poor. 2 students (8%) classified as very poor.

Table 4.6 Students Frequency and Percentage Post-test

No	Clasification	Score	Post-test	
			Frequency	Percentage
1.	Very Good	81-100	14	54%
2.	Good	66-80	10	38%
3.	Fair	56-65	2	8%
4.	Poor	41-55	-	-
5.	Very Poor	<40	-	-

Total	26	100%
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Table 4.6 shows the data of post-test fourteen students (54%) classified as very good, ten students (38%) classified as good, and two students (8%) classified as fair.

6. Students' Perceptions of Using Popular Songs

This research also used Self-Assessment to examine students' perceptions of the use of Popular Songs in listening learning. The assessment was design to explore students' views on the appeal, ease of use, difficulties, benefits, and shortcoming of Popular Songs in supporting the listening learning process.

a. Students' Perception Questionnaire Pre-test

1) Statement 1: Listening to songs make me more interested and motivated in learning English

Table 4.7 Scores of Statement 1

Category	N	Percentage
Strongly Disagree	-	-
Disagree	2	8%
Agree	24	92%
Strongly Agree	-	-
Total	26	100%

The table 4.7 shows that most students fell into agree, with 92%. Furthermore, 8% of students chose disagree, and no students chose strongly disagree and strongly agree. These results indicate that students tented to agree with the statement provided.

2) Statement 2: I can guess the literal meaning of new word from the context

Table 4.8 Scores of Statement 2

Category	N	Percentage
Strongly Disagree	-	-
Disagree	10	39%
Agree	16	61%
Strongly Agree	-	-
Total	26	100%

Table 4.8 shows that most students were in the agree, namely 61%. Furthermore, 39% students chose disagree, while no students chose strongly disagree and strongly agree. These results indicate that students tend to be agree towards statement 2.

3) Statement 3: I can understand the message of simple English Songs

Table 4.9 Scores of Statement 3

Category	N	Percentage
Strongly Disagree	2	8%
Disagree	12	46%
Agree	10	38%
Strongly Agree	2	8%
Total	26	100%

Table 4.9, most responded give a disagree response to the statement, which was 46%, followed by 38% students agree. Meanwhile, 8% students chose strongly disagree and strongly agree.

These results indicate that respondents tended to be agree towards statement 3.

4) Statement 4: I can recognize the feeling or attitude of the singer from their voice

Table 4.10 Scores of Statement 4

Category	N	Percentage
Strongly Disagree	-	-
Disagree	6	23%
Agree	19	73%
Strongly Agree	1	4%
Total	26	100%

Based on the table 4.10, the distribution of students' answers shows that the level of agreement dominates, with 73%. On the other hand, 23% of students gave disagree responses, while only 4% stated strongly agree. No students chose strongly disagree, so it can be concluded that the students' answers tended to agree with statement 4.

5) Statement 5: I can catch important detail when listening to English songs

Table 4.11 Score of Statement 5

Category	N	Percentage
Strongly Disagree	2	8%
Disagree	12	46%
Agree	12	46%
Strongly Agree	-	-
Total	26	100%

Table 4.11 shows that the largest proportion of students fell into the agree and disagree categories, each at 46%. Furthermore, 8% of students chose strongly disagree and no students chose strongly agree. These results indicate that students tended to be agree to negative towards statement 5.

6) Statement 6: I find it difficult to understand when the singer speaks too fast

Table 4.12 Score of Statement 6

Category	N	Percentage
Strongly Disagree	-	-
Disagree	3	11%
Agree	13	50%
Strongly Agree	10	39%
Total	26	100%

Based on the table 4.12, most students agree with this statement, namely 50%, followed by 39% students who strongly agree. Meanwhile, 11% students disagree, and no students chose strongly disagree. These findings indicate that most students had difficulty understanding the song when the singer spoke too fast.

b. Self-Assessment Post-test

1) Statement 1: Listening to songs make me more interested and motivated in learning English

Tabel 4.13 Score of Statement 1

Category	N	Percentage
Strongly Disagree	-	-
Disagree	-	-

Agree	6	23%
Strongly Agree	20	77%
Total	26	100%

Based on the table 4.13, most of students chose strongly agree, with 77%. Furthermore, 23% students chose to agree. Meanwhile no students chose disagree and strongly disagree. These results indicate that most students agree with this statement.

2) Statement 2: I can understand the message of simple English songs

Table 4.14 Scores of Statement 2

Category	N	Percentage
Strongly Disagree	-	-
Disagree	2	8%
Agree	20	77%
Strongly Agree	4	15%
Total	26	100%

Based on the table 4.14, most students agree, namely 77%. Furthermore, 15% students strongly agree, and 8% students disagree. Meanwhile no students chose strongly disagree category. These can indicate that most students tend to agree to with the statement.

3) Statement 3: I can recognize the feeling or attitude of the singer from their voice

Table 4.15 Score of Statement 3

Category	N	Percentage
Strongly Disagree	-	-

Disagree	-	-
Agree	21	81%
Strongly Agree	5	19%
Total	26	100%

The table 4.15 shows that most students chose agree, with 81%, and 19% students chose strongly agree. Meanwhile, no students chose disagree and strongly disagree. It can be concluded that most students agree with statement 3.

4) Statement 4: I can catch important detail when listening to English songs

Table 4.16 Score of Statement 4

Category	N	Percentage
Strongly Disagree	-	-
Disagree	1	4%
Agree	16	61%
Strongly Agree	9	35%
Total	26	100%

The table 4.16 shows that 61% students agree. A total of 35% were strongly agree, while 4% students disagree. On the other hand no students chose the strongly disagree category. Overall, the data indicates that students tended to agree with the statement 4.

5) Statement 5: I find it difficult to understand when the singer speaks too fast

Table 4.17 Score of Statement 5

Category	N	Percentage
Strongly Disagree	3	11%

Disagree	15	58%
Agree	7	27%
Strongly Agree	1	4%
Total	26	100%

Table 4.17 shows that most students were in disagree category, namely 15 students (58%). Furthermore, 27% students agree, 11% students strongly disagree, and 4% students strongly agree with the statement. These results indicate that most students tend to be disagree that they have trouble understanding when singer speaks too fast.

Based on the results of the self-statements in the pre-test and post-test stages, it can be concluded that was a positive change in students' perceptions of their listening skills after being given treatment using popular songs through YouTube Music.

In the pre-test self-assessment, most students tended to be agree category regarding statements related to understanding main ideas, important details, and the ability to guess the meaning of vocabulary from the context of the song. In addition, most students admitted that they had difficulty understanding English songs when the singer spoke too fast. These findings indicate that before the treatment, students still had relatively low confidence and listening skills.

Meanwhile, the results of the post-test self-statements showed a clear improvement. The most students agreed or strongly agreed with statements related to interest, motivation, understanding of main ideas, and the ability to grasp important details in English songs. In addition, the number of students who reported difficulty understanding songs due to the speed of the singers decreased, with a shift in responses towards the disagree categories.

Overall, a comparison of the pre-test and post-test students' perception questionnaire results show that the use of popular songs through YouTube Music not only improves students' academic listening skills but also has a positive impact on their attitudes, confidence, and motivation in listening learning. This reinforces the findings of the statistical test that the treatment given was effective in improving the listening skills of 8th grade students at SMPN 3 Palopo. One limitation of this research is the use of a pre-experimental design without a control group. Therefore, the improvement of students' listening skills may also be influenced by external factors beyond the treatment.

B. Discussion

This section discusses the research results by linking empirical findings with relevant theories and previous studies. The discussion focuses on improving students' listening skills changes in students' perceptions after the application of Popular Songs through YouTube Music.

The results show that use of popular songs through YouTube Music can significantly improve students' listening skills of 8th grade at SMPN 3 Palopo. This can be seen from the increase in the average pre-test and post-test scores, where students' listening skills, which were initially in the adequate category, improved from good to very good category after the treatment was given. This improvement is not only reflected in the numerical scores but also in students' ability to understand spoken English more effectively.

One possible reason for this improvement is the repetitive nature of songs. Songs usually contain repeated words and phrases, which help students become more familiar with pronunciation and vocabulary. This repetition allows students to process the language input more easily. This improvement is in line with Michael Rost's opinion, which states that listening is a complex process that involves understanding the meaning of

spoken language through the simultaneous processing of sounds, vocabulary, and context.³³ Popular songs provide a clear context, authentic language use, and repetition that helps students process language input more effectively.

In addition, Harmer emphasises that interesting and meaningful listening materials can increase student engagement in the learning process. Popular songs fulfil this principle because they are familiar, contextual, and close to students' lives.³⁴ Another important factor is students' motivation. The use of Popular Songs creates a more enjoyable and less stressful learning environment. As a result, students become more engaged and active during the learning process.

These results are also reinforced by Medina, who states that music can create a relaxed yet focused learning environment, making students more receptive to language learning.³⁵ In the context of this research, a pleasant learning atmosphere through songs makes it easier for students to understand the main ideas, detailed information, and vocabulary contained in the songs.

The pre-test self-assessment results show that most students are still unsure of their listening abilities. Many students stated that they had difficulty understanding English songs, especially when the singer spoke too fast. These findings are in line with the opinion of Nabiyeu and Idiyev, who stated that speaking speed, limited vocabulary, and differences in pronunciation are the main factors that cause listening difficulties for second language learners.³⁶

However, after the treatment was given, the post-test students' perception questionnaires results showed positive changes in perception.

³³ Michael Rost, *Teaching and Researching Listening*. (Edinburgh Gate: Pearson Education Limited). 2011

³⁴ Jeremy Harmer, *How to Teach English*. (Essex: Longman Education Limited). 2007

³⁵ Medina, S. L, *Using Music to Enhance Second Language Acquisition: From Theory to Practice, Language, Literacy and Academic Development for English Language Learners*. (Educational Publishing). 2002

³⁶ A. I. Nabiyeu., A. R. Idiyev. *Innovative Developments in Science*. (Education and Humanization). 2022

The most of students agreed and strongly agreed that they were more motivated, able to understand the main ideas, and grasp important details in English songs. The decrease in the number of students who reported difficulties due to the singer's speed indicates that students are becoming accustomed to the tempo and sound patterns of the English language.

This change is in the line with Tyagi opinion that effective listening skills depend not only on hearing ability but also on the psychological involvement and motivation of the listener. Popular songs that students like can increase emotional involvement, thereby helping them understand the message being conveyed.³⁷

The findings of this research are in line with previous studies which state that the use of English songs is effective in improving students' listening skills. The similarity of these results shows that songs, especially popular songs, are an effective and relevant medium for listening learning at the junior high school level.

Thus, it can be concluded that the use of Popular Songs through YouTube Music not only significantly improve students' listening skills but also increases their motivation, confidence, and positive attitudes towards English language learning. These findings reinforce previous theories and research on the effectiveness of music as a medium for listening learning.

Based on the findings of this research, there are several pedagogical implications that can be considered. The use of Popular Songs through YouTube Music can be an effective alternative media in teaching listening skills. Teachers are encouraged to use engaging and familiar materials, such as songs, to increase students' motivation and participation in the classroom. In addition, integrating digital platforms like YouTube Music can make the learning process more interactive and relevant to students' daily lives. Therefore, this approach can help create a more enjoyable and effective learning environment.

³⁷ B. Tyagi. *Listening an Important Skill and Its Various Aspects*. (The Criterion Journal). 2013

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research, it can be concluded that the use of Popular Songs through YouTube Music has proven to be affective in improving the listening skills of 8th Grade students at SMPN 3 Palopo.

The descriptive analysis results show a significant increase in the average students score, from 58,6 on the pre-test to 82,1 on the post-test. This increase shows that the students' listening skills improved from fair to good to very good after being given treatment using popular songs.

From the results of the pre-test, post-test, and self-assessment, positive changes in students' perceptions were also found. Before the treatment, most students were in the neutral to disagree category regarding their ability to understand the main ideas, important details, and vocabulary in English songs. However, after the treatment was given, the most students agreed and strongly agreed that they were more motivated, able to understand the main ideas, gasps important details, and experience less difficulty in understanding the songs even with the singer's fast tempo.

Overall, this research shows that the use of Popular Songs through YouTube Music not only improves students' academic results in listening

skills but also has a positive impact on their motivation, confidence, and attitude towards learning English.

B. Suggestion

Based on the results of this research, the researcher offers the following suggestion:

1. For Teachers

Teachers are advised to utilise Popular Songs through YouTube Music as an alternative medium for listening skills. Song selection should be tailored to the students' ability level, with clear lyrics, a tempo that is not too fast, and positive messages appropriate for the students' age.

2. For Students

Students are expected to use English songs as a means of independent learning outside the classroom, particularly through the YouTube Music platform. By listening to songs regularly, students can improve their listening skills, enrich their vocabulary, and familiarise themselves with English pronunciation and intonation.

3. For Future Researcher

Future researchers are advised to expand their study of the use of Popular Songs through YouTube Music to other English language skills, such as vocabulary, pronunciation, and speaking. In addition, subsequent studies may consider variations in song genre, lyric difficulty level, and longer learning durations in order to obtain more in-depth and applicable results.

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Appendix 1: Surat Izin Meneliti



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Kampus 2 Jalan Bittu Kel. Balandi Kec. Bara Kota Palopo Sulawesi Selatan 91914
 Email: ftik@iainpalopo.ac.id <https://tik.iainpalopo.ac.id>

Nomor : B- 3016 /In.19/FTIK/HM.01/10/2025 Palopo, 16 Oktober 2025
 Lampiran : -
 Perihal : **Permohonan Surat Izin Penelitian**

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Kota Palopo
 di Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama : Ditha Ananda Pratiwi
 NIM : 2102020144
 Program Studi : Pendidikan Bahasa Inggris
 Semester : IX (Sembilan)
 Tahun Akademik : 2025/2026

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: **"Using Popular Songs Through Youtube Music to Improve Students' Listening Skill of the 8th Grade at SMPN 3 Palopo"**. Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Prof. Dr. H. Sukirman, S.S., M.Pd.
 NIP. 196705162000031002

Appendix 2: Surat Izin Penelitian



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax. : (0471) 326048, Email : dpmpstpp@palopokota.go.id, Website : <http://dpmpstpp.palopokota.go.id>

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2025.1289/IP/DPMPSTP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: DITHA ANANDA PRATIWI
Jenis Kelamin	: P
Alamat	: Jl. Cumi-Cumi, Kec. Barru, Kab Barru
Pekerjaan	: Mahasiswa
NIM	: 2102020012

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

USING POPULAR SONGS THROUGH YOUTUBE MUSIC TO IMPROVE STUDENTS' LISTENING SKILL OF THE 8TH GRADE AT SMPN 3 PALOPO

Lokasi Penelitian	: SMP NEGERI 3 PALOPO
Lamanya Penelitian	: 16 Oktober 2025 s.d. 31 Desember 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan- ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 16 Oktober 2025



Ditandatangani secara elektronik oleh :
Kepala DPMPSTP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tambahan Kepada Yth.

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Appendix 3: Surat Selesai Meneliti



**PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 3 PALOPO**



SURAT KETERANGAN TELAH MENELITI

Nomor : 0009/661/SMPN3

Yang bertanda tangan dibawah ini :

- a. Nama : Drs. H. BASRI M., M.Pd.
b. Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

- a. Nama : Ditha Ananda Pratiwi
b. Jenis Kelamin : P
c. NIM : 2102020012
d. Alamat : Jl. Cumi-Cumi, Kec. Barru, Kab Barru

Telah selesai melakukan penelitian di SMP Negeri 3 Palopo pada tanggal 22 Oktober 2025 s.d 10 November 2025 dengan Judul Penelitian **“USING POPULAR SONGS THROUGH YOUTUBE MUSIC TO IMPROVE STUDENTS’ LISTENING SKILL OF THE 8TH GRADE AT SMPN 3 PALOPO ”**

Demikian surat keterangan ini diberikan untuk digunakan sebagaimana mestinyam

Palopo, 11 November 2025
Kepala Sekolah



Drs. H. Basri M., M. Pd.
Pangkat: Pembina Utama Muda
NIP. 196712311995121017

Appendix 4: Halaman Persetujuan Pembimbing

HALAMAN PERSETUJUAN PEMBIMBING

Setelah menelaah dengan saksama skripsi berjudul:

Using Popular Song through YouTube Music to Improve Students' Listening Skill of the 8th Grade at SMPN 3 Palopo

yang ditulis oleh:

Nama : Ditha Ananda Pratiwi
NIM : 2102020012
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi tersebut telah memenuhi syarat-syarat akademik dan layak untuk diajukan pada ujian munaqasyah.

Demikian persetujuan ini dibuat untuk proses selanjutnya.

Palopo, Januari 2026

Pembimbing I



H. Madehang, S.Ag., M.Pd
NIP 19670827 200112 2 001

Pembimbing II



Yuyun Ruqiyat Said, S.Pd., M.Pd
NIP 19870419 202321 2 030

Appendix 5: Nota Dinas Pembimbing 1 & 2

NOTA DINAS PEMBIMBING

Palopo, 29 Februari 2026

Lamp : _____

Hal : Skripsi an. Ditha Ananda Pratiwi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di

Palopo

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, Bahasa, maupun Teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini:

Nama : Ditha Ananda Pratiwi

NIM : 21 0202 0012

Program Studi : Pendidikan Bahasa Inggris


Judul Skripsi : **USING POPULAR SONG THROUGH YOUTUBE MUSIC TO IMPROVE STUDENTS' LISTENING SKILL OF THE 8TH GRADE AT SMPN 3 PALOPO**

Menyatakan bahwa skripsi tersebut sudah memenuhi syarat-syarat akademik dan layak diajukan untuk diujikan pada ujian/skripsi hasil penelitian.

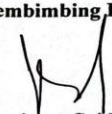
Demikian disampaikan untuk proses selanjutnya.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Pembimbing I


H. Madehang, S.Pd., M.Pd
 NIP. 19670827 200112 2 001
 Tanggal: 3 Februari 2026

Pembimbing II


Yuyun Ruqiyvat Said, S.Pd., M.Pd
 NIP. 19870419 202321 2 030
 Tanggal: 29 Februari 2026

Appendix 6: Lembar Validasi Instrumen Penelitian

LEMBAR VALIDASI INSTRUMENT LISTENING TEST

A. Data Validator

Nama : Dewi Furwana, S.Pd.I., M.Pd.
 Umur : 38
 Jenis Kelamin : Perempuan
 Pendidikan : S1 S2 S3 Professor
 Pengalaman Mengajar : 0-2 tahun 2-4 tahun 4-6 tahun \geq 6 tahun

B. Tabel Evaluasi

- Bapak /Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek berdasarkan kesesuaian, kejelasan, dan kelayakan instrument.
- Pengisian lembar ini dilakukan dengan memberi tanda (✓) pada kolom yang tersedia atau dengan angka yang dipilih sesuai dengan ketentuan sebagai berikut:
 - = Tidak
 - = Kurang Sesuai
 - = Sesuai
 - = Sangat Sesuai
- Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Kesesuaian Isi dengan Tujuan Tes				✓
2.	Kesesuaian Soal dengan Indikator Keterampilan Listening				✓
3.	Kejelasan Bahasa dalam Soal			✓	
4.	Kesesuaian Tingkat Kesulitan dengan Level Siswa				✓
5.	Kejelasan Instruksi Pengerjaan Soal			✓	
6.	Kelayakan Materi Audio (Kejelasan, Intonasi, Kecepatan Bicara)			✓	
7.	Variasi Jenis Soal untuk Mengukur Berbagai Aspek Listening				✓

Komentar dan Saran:

- Perbaiki beberapa kesalahan grammar minor pada bagian B dan D.
- Tambahkan petunjuk waktu dan media audio pada awal instrumen.
- Pastikan pernyataan negatif di bagian self-assessment (misalnya no. 22) dijelaskan agar interpretasi nilai tidak terbalik.
- Sertakan kunci jawaban dan rubrik penilaian untuk menjaga reliabilitas.

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- Layak
- Layak dengan perbaikan ✓
- Tidak layak

Palopo, 22 September 2025

Penilaian Kelayakan



Dewi Furwana, S.Pd.I., M.Pd

Appendix 7: Lesson Plan

1. Lesson Plan Meeting 1

PPP LESSON PLAN

CLASS/LEVEL	Junior High School
TOPIC	Listening through popular song
OBJECTIVES	Students are able to identify the main idea and specific information from a song
VOCABULARIES	Count on, friend, side, cry, sea, sail
MATERIALS	YT Music app, speaker, worksheet
TIME	2 x 40 minutes
POTENTIAL PROBLEM	Noisy student, lack of pronunciation

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<ul style="list-style-type: none"> Teacher greets the students and introduction the topic: Learning English through songs. Brief discussion: “Do you like Bruno Mars?” “Have you heard about the song Count on Me?” Teacher pre-teaches key vocabulary (count on, friend, side, cry, sea, sail, etc.) Displays the song title and plays a short snippet (30 seconds) to gain interest. 	<p>T</p> <p>T-SS</p> <p>T-SS</p> <p>T-SS</p>	<p>15 MINUTES</p>

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher divided the students into a small group. • Teacher distributes worksheets containing two parts of questions (before listening, while listening) • Teacher plays the song (Count on Me – Bruno Mars) three times: <ul style="list-style-type: none"> - First play: Students listen for the main idea (friendship theme) - Second play: Students fill in the blanks in the lyrics. - Third play: To make sure the students' answer • Teacher invites students to check their answer together using the YouTube Music app to see the correct lyrics. 	<p style="text-align: center;">T</p> <p style="text-align: center;">T</p> <p style="text-align: center;">T-SS</p> <p style="text-align: center;">SS</p> <p style="text-align: center;">SS</p> <p style="text-align: center;">SS</p> <p style="text-align: center;">T-SS</p>	<p style="text-align: center;">40</p> <p style="text-align: center;">MINUTES</p>

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher plays the song once. • Students discuss with their groups about: Part C “Song meaning” • The class sings the song together to reinforce pronunciation and rhythm. • Closing 	<p style="text-align: center;">SS</p> <p style="text-align: center;">T-SS</p> <p style="text-align: center;">T</p>	<p style="text-align: center;">25</p> <p style="text-align: center;">MINUTES</p>

2. Lesson Plan Meeting 2

PPP LESSON PLAN

CLASS/LEVEL	Junior High School
TOPIC	Understanding details and Sequence in a song
OBJECTIVES	Students are able to identify detailed information and sequence of events in the song.
VOCABULARIES	Hurt, broken, still, memory, keep, pocket, etc.
MATERIALS	YT Music app, speaker, marker
TIME	2 x 40 Minutes
POTENSIAL PROBLEM	Lack of pronunciation, noisy class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<ul style="list-style-type: none"> • Greeting and short review from previous meeting. • Teacher introduces the song Photograph and explains a few new words (hurt, broken, still, memory, keep, pocket, etc.) • Plays the chorus part one to raise curiosity. 	<p style="text-align: center;">T</p> <p style="text-align: center;">T-SS</p> <p style="text-align: center;">T-SS</p>	<p style="text-align: center;">15</p> <p style="text-align: center;">MINUTES</p>

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher divided the students into a small group. • Teacher distributes worksheets containing two parts (while listening, factual questions). • Teacher plays the song (Photograph – Ed Sheeran) three times, while students answer the questions. • Teacher checks the answer and gives feedback. 	<p style="text-align: center;">T</p> <p style="text-align: center;">T</p> <p style="text-align: center;">T-SS</p> <p style="text-align: center;">T-SS</p>	<p style="text-align: center;">40 MINUTES</p>

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher plays the song once • Students discuss to answer Part C: Sequencing activity. • Teacher invites students to check their answer together using the YouTube Music app to see the correct lyrics. • Closing. 	<p style="text-align: center;">SS</p>	<p style="text-align: center;">25 MINUTES</p>

3. Lesson Plan Meeting 3

PPP LESSON PLAN

CLASS/LEVEL	Junior High School
TOPIC	Listening for inference and meaning in song lyrics
OBJECTIVES	Students can identify the main and implied meaning from the song
VOCABULARIES	Story, Life, Ground, Inside, Walls, Memory, Broken, etc.
MATERIALS	YT Music app, speaker, marker
TIME	2 x 40 Minutes
POTENSIAL PROBLEM	Lack of pronunciation, noisy class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<ul style="list-style-type: none"> • Greeting and short review from previous meeting. • Teacher introduces the song “Story of my life” and explains its theme. • Plays the chorus part one to raise curiosity. 	<p>T</p> <p>T-SS</p> <p>T-SS</p>	<p>15</p> <p>MINUTES</p>

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher distributes worksheet containing inference and listening questions. • Students listen to the song twice. • After listening, students discuss their answer with a partner, then check as a class. • Teacher checks the answer and gives feedback. 	<p>T</p> <p>T</p> <p>S</p> <p>T-SS</p> <p>T-SS</p>	<p>40</p> <p>MINUTES</p>

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher plays the song once • Students discuss with their partner what message the singer wants to convey. • Teacher invites students to check their answer together using the YouTube Music app to see the correct lyrics. • Closing. 	<p>SS</p>	<p>25</p> <p>MINUTES</p>

4. Lesson Plan Meeting 4

PPP LESSON PLAN

CLASS/LEVEL	Junior High School
TOPIC	Comprehensive listening – combining main idea, details, inference, and vocabulary.
OBJECTIVES	Students can identify details, vocabulary, and implied meanings.
VOCABULARIES	Arms, Bond, Faith, Together, Protect, Destiny, etc.
MATERIALS	YT Music app, speaker, marker
TIME	2 x 40 Minutes
POTENSIAL PROBLEM	Lack of pronunciation, noisy class

Present: Get SS ready to discuss topic (activate background knowledge). Review language, if needed, teach new language.

Present Activities	Interaction	Time
<ul style="list-style-type: none"> • Greeting and short review from previous meeting. • Teacher introduces the song “You’ll be in my heart” and explains its background. • Students share their prediction about the song. 	<p style="text-align: center;">T</p> <p style="text-align: center;">T-SS</p> <p style="text-align: center;">T-SS</p>	<p>15</p> <p>MINUTES</p>

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher distributes worksheet with multiple questions. • Students listen to the song twice. • After listening, students discuss their answer with a partner, then check as a class. 	T T S	40 MINUTES

Produce: Production activities give student opportunity to use new vocabulary on their own to construct new dialogues and conversation.

Production Activities	Interaction	Time
<ul style="list-style-type: none"> • Teacher plays the song once • Students in pairs, discuss “How does this song relate to family love and friendship?” • Each pair shares their opinions feedback on pronunciation and vocabulary use. • Closing. 	SS	25 MINUTES

Appendix 8: Pre-test Worksheet

Listening Skill Questionnaires (Pre-test)

Song : Perfect – Ed Sheeran **Name** :

Level : 8th Grade Junior High School **Class** :

Part A: Listening for Main Idea

(Choose the correct answer)

1. What is the song mainly about?

a. Friendship	c. Family relationship
b. Love and romance	d. School life
2. What is the singer's main feeling in the song?

a. Sadness	c. Love and happiness
b. Anger	d. Confusion
3. What is the overall message of the song?
 - a. Love can make people stronger
 - b. School is important for the future
 - c. Friends are more important for the future
 - d. Music can heal sadness

Part B: Listening for Specific Information

(Choose the correct answer)

4. Who does the singer say he found?

a. A teacher	c. A love
b. A best friend	d. A dream
5. Where are they dancing in the song?

a. In the classroom	c. In the morning
b. In the dark	d. At a concert
6. What are the girl whisper to the singer?

a. "I Love You"	c. "I'm tired"
b. "You look perfect"	d. "You're funny"
7. What is shining above them while dancing?

a. The stars	c. The sun
b. The moon	d. The lights
8. What are they listening to?

a. The radio	c. The television
b. A podcast	d. Their favourite song

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear)

9. I found the love, to _____ my secrets.
10. Barefoot on the grass, _____ to our favorite song.
11. I don't deserve this, _____ you look perfect tonight.
12. We are still kids, but we're so in _____.
13. Listening to our favorite song, when I saw you in that _____.

Part D: Listening for Inference

(Choose the correct answer)

14. The singer says "I don't deserve this." What does this show?

a. He feels angry	c. He feels bored
b. He feels lucky	d. He feels confused
15. Why does the singer repeat the line "You look perfect tonight"?

a. To complain she is late	c. To show his loves her beauty
b. To ask her to sing	d. To tell her she is funny
16. What can we infer about the relationship between the singer and the girl?

a. They are close and in love	c. They are brother and sister
b. They are just classmate	d. They are strangers

Part E: Attitude and Intonation

(Choose the correct answer)

17. What does the singer's tone in the song mostly express?

a. Anger	c. Jealousy
b. Love and admiration	d. Loneliness
18. When the singer uses the word "darling", how does he sound?

a. Polite and formal	c. Warm and caring
b. Cold and distant	d. Sad and worries

Part F: Self – Assessment

(Please give a ✓ mark in one column for each statement)

- | | |
|-----------------------|--------------------|
| 1 = Strongly Disagree | 3 = Agree |
| 2 = Disagree | 4 = Strongly Agree |

No	Statement	Likert Scale			
		1	2	3	4
19.	I can understand the main idea of a simple English song.				
20.	I can catch important details when listening to English audio.				
21.	I can guess the meaning of new words from the context.				
22.	I find it difficult to understand if the singer speaks too fast .				
23.	I can recognize the feelings or attitude of the singer from their voice.				
24.	Listening to songs makes me more interested and motivated in learning English.				

Appendix 9: Post-test Worksheet

Listening Skill Questionnaires (Post-Test)

Song: Best Day of My Life – American Authors **Name:**
Level: 8th Grade Junior High School **Class:**
Times: 40 Minutes

Part A: Listening for Main Idea

(Choose the correct answer)

1. What is the song mainly about?

a. a. Sadness and heartbreak	c. Missing someone special
b. b. Enjoying life and happiness	d. Studying hard at school

2. What is the main feeling expressed in the song?

a. a. Fear	c. Anger
b. b. Excitement	d. Loneliness

3. What message does the song want to give?

a. a. Every day is difficult and tiring serious	c. We should always be
b. b. Life is short, so enjoy it positively	d. Dreams never come true

Part B: Listening for Specific Information

(Choose the correct answer)

4. What animal appears in the singer's dream?

a. A dog	b. A cat	c. A bear	d. A horse
----------	----------	-----------	------------

5. What does the singer shout in the lyrics?
 - a. "This is gonna be the best day of my life!"
 - b. "I can't believe it's over!"
 - c. "Please don't go away!"
 - d. "Everything is terrible!"

6. Where is the singer running?

a. Down the stairs	b. Through the streets	c. Across the school	d. Inside a car
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7. What is shining while he sings?
a. The stars b. The moon c. The sun d. The city lights
8. What is the singer doing when he feels free?
a. Dancing b. Dreaming c. Singing d. Sleeping

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear, write down one or two word for each number)

9. I had a _____ so big and loud.
10. I jumped so _____ I touched the clouds.
11. I'm never gonna _____ this day.
12. Everything is looking up, _____ now.
13. This is gonna be the _____ day of my life.

Part D: Listening for Inference

(Choose the correct answer)

14. What can we infer about the singer's attitude toward life?
a. He is pessimistic.
b. He enjoys and appreciates every moment.
c. He feels tired of living.
d. He doesn't care about anything.
15. Why does the singer repeat the line "This is gonna be the best day of my life"?
a. To express his strong positive emotion.
b. To complain about a boring day.
c. To remind others to be serious.
d. To ask someone to help him.
16. What does the song encourage listeners to do?
a. Stay angry.
b. Follow their dreams and stay positive.
c. Sleep all day.
d. Stop believing in happiness.

Part E: Attitude and Intonation

(Choose the correct answer)

17. What kind of tone does the singer use in this song?
 a. Sad and slow b. Energetic and joyful c. Calm and serious d. Tired and lazy
18. When the singer shouts “This is gonna be the best day of my life!”, how does he sound?
 a. Excited and confident b. Angry and loud c. Nervous and shy d. Worried and upset

Part F: Self-Assessment

(Please give a ✓ mark in one column for each statement)

- 1= Strongly Disagree 3= Agree
 2= Disagree 4= Strongly Agree

No.	Statement	Likert Scale				Description (Optional)
		1	2	3	4	
19.	Listening to songs makes me more interested and motivated in learning English					
20.	I can recognize the feelings or attitude of the singer from their voice					
21.	I find it difficult to understand if the singer sings too fast					
22.	I can understand the main idea of a simple English song					
23.	I can catch important details when listening to English audio					

Appendix 10: Pre-test Results

Listening Skill Questionnaires (Pre-test)

Song : Perfect – Ed Sheeran

Name : Viki Rowan

Level : 8th Grade Junior High School

Class : VIII B E

Viki

Part A: Listening for Main Idea

(Choose the correct answer)

$$\frac{16}{24} \times 100 = 67$$

- What is the song mainly about?
 - Friendship
 - Love and romance
 - Family relationship
 - School life
- What is the singer's main feeling in the song?
 - Sadness
 - Anger
 - Love and happiness
 - Confusion
- What is the overall message of the song?
 - Love can make people stronger
 - School is important for the future
 - Friends are more important for the future
 - Music can heal sadness

Part B: Listening for Specific Information

(Choose the correct answer)

- Who does the singer say he found?
 - A teacher
 - A best friend
 - A love
 - A dream
- Where are they dancing in the song?
 - In the classroom
 - In the dark
 - In the morning
 - At a concert
- What are the girl whisper to the singer?
 - "I Love You"
 - "You look perfect"
 - "I'm tired"
 - "You're funny"
- What is shining above them while dancing?
 - The stars
 - The moon
 - The sun
 - The lights
- What are they listening to?
 - The radio
 - A podcast
 - The television
 - Their favourite song

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear)

9. I found the love, to caring more and my secrets. ✓
10. Barefoot on the grass, listening to our favorite song. ✓
11. I don't deserve this, AND you look perfect tonight. ✓
12. We are still kids, but we're so in love. ✓
13. Listening to our favorite song, when I saw you in that tres. ✓

Part D: Listening for Inference

(Choose the correct answer)

14. The singer says "I don't deserve this." What does this show?
 a. He feels angry
 b. He feels lucky
 c. He feels bored
 d. He feels confused ✓
15. Why does the singer repeat the line "You look perfect tonight"?
 a. To complain she is late
 b. To ask her to sing
 c. To show his loves her beauty ✓
 d. To tell her she is funny
16. What can we infer about the relationship between the singer and the girl?
 a. They are close and in love ✓
 b. They are just classmate
 c. They are brother and sister
 d. They are strangers

Part E: Attitude and Intonation

(Choose the correct answer)

17. What does the singer's tone in the song mostly express?
 a. Anger
 b. Love and admiration ✓
 c. Jealousy
 d. Loneliness
18. When the singer uses the word "darling", how does he sound?
 a. Polite and formal
 b. Cold and distant ✓
 c. Warm and caring
 d. Sad and worries

Part F: Self – Assessment

(Please give a ✓ mark in one column for each statement)

1 = Strongly Disagree 3 = Neutral 5 = Strongly Agree
 2 = Disagree 4 = Agree

No	Statement	Likert Scale					
		1	2	3	4	5	
19.	I can understand the main idea of a simple English song.				✓		✓
20.	I can catch important details when listening to English audio.		✓				✓
21.	I can guess the meaning of new words from the context.			✓			✓
22.	I find it difficult to understand if the singer speaks too fast .		✓		1		✓
23.	I can recognize the feelings or attitude of the singer from their voice.				✓		✓
24.	Listening to songs makes me more interested and motivated in learning English.		✓				✓

Listening Skill Questionnaires (Pre-test)

Song : Perfect - Ed Sheeran

Name : RAFKAL FIRANSYAHLevel : 8th Grade Junior High SchoolClass : VIII E13 Benar $\times 100 = 54$

Part A: Listening for Main Idea

24

(Choose the correct answer)

- What is the song mainly about?

a. Friendship	<input checked="" type="checkbox"/> Family relationship	<input checked="" type="checkbox"/>
b. Love and romance	d. School life	
- What is the singer's main feeling in the song?

a. Sadness	c. Love and happiness	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Anger	d. Confusion	
- What is the overall message of the song?

a. Love can make people stronger	
b. School is important for the future	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Friends are more important for the future	
d. Music can heal sadness	

Part B: Listening for Specific Information

(Choose the correct answer)

- Who does the singer say he found?

a. A teacher	<input checked="" type="checkbox"/> A love	<input checked="" type="checkbox"/>
b. A best friend	d. A dream	
- Where are they dancing in the song?

a. In the classroom	c. In the morning	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> In the dark	d. At a concert	
- What are the girl whisper to the singer?

<input checked="" type="checkbox"/> "I Love You"	c. "I'm tired"	<input checked="" type="checkbox"/>
b. "You look perfect"	d. "You're funny"	<input checked="" type="checkbox"/>
- What is shining above them while dancing?

a. The stars	c. The sun	
b. The moon	<input checked="" type="checkbox"/> The lights	<input checked="" type="checkbox"/>
- What are they listening to?

a. The radio	c. The television	
<input checked="" type="checkbox"/> A podcast	d. Their favourite song	<input checked="" type="checkbox"/>

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear)

9. I found the love, to downside my secrets. ✓
10. Barefoot on the grass, Listening to our favorite song. ✓ ✓
11. I don't deserve this, the song you look perfect tonight. ✓
12. We are still kids, but we're so in I LOVE ✓
13. Listening to our favorite song, when I saw you in that area. ✓

Part D: Listening for Inference

(Choose the correct answer)

14. The singer says "I don't deserve this." What does this show?
 a. He feels angry
 ✗ He feels lucky
 c. He feels bored ✓
 d. He feels confused
15. Why does the singer repeat the line "You look perfect tonight"?
 a. To complain she is late
 b. To ask her to sing
 c. To show his loves her beauty ✓
 ✗ To tell her she is funny
16. What can we infer about the relationship between the singer and the girl?
 ✗ They are close and in love
 b. They are just classmate
 c. They are brother and sister ✓
 d. They are strangers

Part E: Attitude and Intonation

(Choose the correct answer)

17. What does the singer's tone in the song mostly express?
 ✗ Anger
 b. Love and admiration
 c. Jealousy ✓
 d. Loneliness
18. When the singer uses the word "darling", how does he sound?
 a. Polite and formal
 b. Cold and distant
 ✗ Warm and caring ✓
 d. Sad and worries

Part F: Self – Assessment

(Please give a ✓ mark in one column for each statement)

1 = Strongly Disagree 3 = Neutral 5 = Strongly Agree
 2 = Disagree 4 = Agree

No	Statement	Likert Scale				
		1	2	3	4	5
19.	I can understand the main idea of a simple English song.				✓	
20.	I can catch important details when listening to English audio.					✓
21.	I can guess the meaning of new words from the context.			✓		
22.	I find it difficult to understand if the singer speaks too fast .					
23.	I can recognize the feelings or attitude of the singer from their voice.				✓	
24.	Listening to songs makes me more interested and motivated in learning English.			✓		



Appendix 11: Post-test Results

Listening Skill Questionnaires (Post-Test)

Song: Best Day of My Life – American Authors **Name:** Viki i Rawan
Level: 8th Grade Junior High School **Class:** VIII 8E
Times: 40 Minutes

Part A: Listening for Main Idea
(Choose the correct answer)

91

- What is the song mainly about?

a. Sadness and heartbreak <input checked="" type="checkbox"/> b. Enjoying life and happiness	c. Missing someone special ✓ d. Studying hard at school
---	--
- What is the main feeling expressed in the song?

a. Fear <input checked="" type="checkbox"/> b. Excitement	c. Anger ✓ d. Loneliness
--	-----------------------------
- What message does the song want to give?

a. Every day is difficult and tiring <input checked="" type="checkbox"/> b. Life is short, so enjoy it positively	c. We should always be serious ✓ d. Dreams never come true
--	---

Part B: Listening for Specific Information
(Choose the correct answer)

- What animal appears in the singer's dream?

a. A dog <input checked="" type="checkbox"/> b. A cat	c. A bear d. A horse
--	-------------------------
- What does the singer shout in the lyrics?

<input checked="" type="checkbox"/> a. "This is gonna be the best day of my life!" b. "I can't believe it's over!" c. "Please don't go away!" d. "Everything is terrible!"	✓
---	---
- Where is the singer running?

a. Down the stairs <input checked="" type="checkbox"/> b. Through the streets	c. Across the school d. Inside a car ✓
--	---
- What is shining while he sings?

<input checked="" type="checkbox"/> a. The stars b. The moon c. The sun	d. The city lights ✓
---	----------------------

CS Dipindai dengan CamScanner

8. What is the singer doing when he feels free?

- a. Dancing b. Dreaming c. Singing d. Sleeping ✓

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear, write down one or two word for each number)

9. I had a dream so big and loud. ✓

10. I jumped so high I touched the clouds. ✓

11. I'm never gonna look back this day. ✓

12. Everything is looking up, up now. ✓

13. This is gonna be the best day of my life. ✓

Part D: Listening for Inference

(Choose the correct answer)

14. What can we infer about the singer's attitude toward life?

- a. He is pessimistic.
b. He enjoys and appreciates every moment. ✓
c. He feels tired of living.
d. He doesn't care about anything.

15. Why does the singer repeat the line "This is gonna be the best day of my life"?

- a. To express his strong positive emotion. ✓
b. To complain about a boring day.
c. To remind others to be serious.
d. To ask someone to help him.

16. What does the song encourage listeners to do?

- a. Stay angry.
b. Follow their dreams and stay positive. ✓
c. Sleep all day.
d. Stop believing in happiness.

Part E: Attitude and Intonation

(Choose the correct answer)

17. What kind of tone does the singer use in this song?

- a. Sad and slow Energetic and joyful c. Calm and serious d. Tired and lazy ✓

18. When the singer shouts "This is gonna be the best day of my life!", how does he sound?

- Excited and confident b. Angry and loud c. Nervous and shy d. Worried and upset ✓

Part F: Self-Assessment

(Please give a ✓ mark in one column for each statement)

1= Strongly Disagree

3= Neutral

5= Strongly Agree

2= Disagree

4= Agree

No.	Statement	Likert Scale					Description (Optional)
		1	2	3	4	5	
19.	Listening to songs makes me more interested and motivated in learning English			✓			✓
20.	I can recognize the feelings or attitude of the singer from their voice				✓		✓
21.	I find it difficult to understand if the singer sings too fast		✓				✓
22.	I can understand the main idea of a simple English song				✓		✓
23.	I can catch important details when listening to English audio					✓	✓

Listening Skill Questionnaires (Post-Test)

Song: Best Day of My Life – American Authors
 Level: 8th Grade Junior High School
 Times: 40 Minutes

Name: RAHKAL Fiansyah
 Class: VII E

Part A: Listening for Main Idea

(Choose the correct answer)

1. What is the song mainly about?
 a. a. Sadness and heartbreak
 b. b. Enjoying life and happiness
 c. Missing someone special
 d. Studying hard at school
2. What is the main feeling expressed in the song?
 a. a. Fear
 b. b. Excitement
 c. Anger
 d. Loneliness
3. What message does the song want to give?
 a. a. Every day is difficult and tiring
 b. b. Life is short, so enjoy it positively
 c. We should always be serious
 d. Dreams never come true

Part B: Listening for Specific Information

(Choose the correct answer)

4. What animal appears in the singer's dream?
 a. A dog b. A cat c. A bear d. A horse
5. What does the singer shout in the lyrics?
 a. "This is gonna be the best day of my life!"
 b. "I can't believe it's over!"
 c. "Please don't go away!"
 d. "Everything is terrible!"
6. Where is the singer running?
 a. Down the stairs b. Through the streets c. Across the school d. Inside a car
7. What is shining while he sings?
 a. The stars b. The moon c. The sun d. The city lights

8. What is the singer doing when he feels free?
 a. Dancing b. Dreaming c. Singing d. Sleeping

Part C: Listening for Detail

(Fill in the blanks with the missing words from the lyrics you hear, write down one or two word for each number)

9. I had a Dreams so big and loud.
 10. I jumped so High I touched the clouds.
 11. I'm never gonna Look back this day.
 12. Everything is looking up, Give up now.
 13. This is gonna be the best day of my life.

Part D: Listening for Inference

(Choose the correct answer)

14. What can we infer about the singer's attitude toward life?
 a. He is pessimistic.
 b. He enjoys and appreciates every moment.
 c. He feels tired of living.
 d. He doesn't care about anything.
15. Why does the singer repeat the line "This is gonna be the best day of my life"?
 a. To express his strong positive emotion.
 b. To complain about a boring day.
 c. To remind others to be serious.
 d. To ask someone to help him.
16. What does the song encourage listeners to do?
 a. Stay angry.
 b. Follow their dreams and stay positive.
 c. Sleep all day.
 d. Stop believing in happiness.

Part E: Attitude and Intonation

(Choose the correct answer)

17. What kind of tone does the singer use in this song?

- a. Sad and slow b. Energetic and joyful c. Calm and serious d. Tired and lazy

18. When the singer shouts "This is gonna be the best day of my life!", how does he sound?

- a. Excited and confident b. Angry and loud c. Nervous and shy d. Worried and upset

Part F: Self-Assessment

(Please give a ✓ mark in one column for each statement)

1= Strongly Disagree

3= Neutral

5= Strongly Agree

2= Disagree

4= Agree

No.	Statement	Likert Scale					Description (Optional)
		1	2	3	4	5	
19.	Listening to songs makes me more interested and motivated in learning English		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
20.	I can recognize the feelings or attitude of the singer from their voice			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
21.	I find it difficult to understand if the singer sings too fast			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
22.	I can understand the main idea of a simple English song				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
23.	I can catch important details when listening to English audio		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>

Appendix 12: Treatment

1. Meeting 1

Worksheet – Meeting 1

Song: Count On Me – Bruno Mars

Skill Focus: Listening for Main Idea and Missing Word

Level: 8th Grade Junior High School

A. Before Listening

1. Look at the title “Count on Me”. What do you think the song is about?

2. What word come to your mind when you hear “friendship”?

B. While Listening

If you ever find yourself _____ in the dark and you can't see.

I'll be the _____ to guide you.

Find out what we're _____ of, when we are called to help our friends in need.

You can _____ on me like one, two, three, I'll be there.

And I know when I need it, I can count on you like _____ three, two, you'll be there.

Cause that's what friends are _____.

C. Song Message

1. What message can we learn from this song?

2. Meeting 2

Worksheet – Meeting 2

Song: Photograph – Ed Sheeran

Skill Focus: Listening for Details

Level: 8th Grade Junior High School

A. While Listening

1. What is the main theme of the song?
 - a. Friendship
 - b. Love and memories
 - c. A happy party
2. What feeling do you get from the song's melody?
 - a. Sad but beautiful
 - b. Angry and fast
 - c. Excited and funny

B. Factual Questions

1. What does the singer keep in a photograph?

2. What can love do according to the song?

3. What body part is mentioned in the line “Holding me close until our eyes meet”?

C. Sequencing Activity

No	Lyrics Lines	Order
A	We make these memories for ourselves	
B	Hearts are never broken	
C	We keep this love in a photograph	
D	And time's forever frozen still	
E	Where our eyes are never closing	

3. Meeting 3

Worksheet – Meeting 3

Song: Story of My Life

Skill Focus: Listening for Main Idea and Lyrics Gap - Fill

Level: 8th Grade Junior High School

D. Main Idea

1. What is the main theme of the song?

a. Friendship	c. Travel
b. Family and memories	d. School life
2. What emotion mostly expressed in the song?

a. Anger	c. Nostalgia
b. Happiness	d. Surprise

E. Lyric Gap - Fill

The story of my _____, I take her home

I spend the night to keep her _____ and time is frozen

The story of my _____, I her hope

I spend her love until she's _____ inside

The story of my _____.

F. Song Message

1. What message can we learn from this song?

4. Meeting 4

Worksheet – Meeting 4

Song: You'll Be In My Heart - NIKI

Skill Focus: Listening for Details

Level: 8th Grade Junior High School

D. Main Idea

3. What is the song mainly about?
 - d. Romance
 - e. Family love and protection
 - f. Dreams
4. What feeling does the song try to express?
 - d. Comfort and care
 - e. Excitement
 - f. Fear

E. Lyric Gap – Fill

For one so _____ you seem so strong
 My arms will hold you, keep you _____ and warm
 This bond between us can't be broken
 I will be here don't you _____

Cause you'll be in my _____
 Yes, you'll be in my _____
 From this day on, now and _____
 You'll be in my _____ always.

F. Song Meaning

Do you think the message of this song fits better for **family love** or **friendship**?

Appendix 13: Table Score Pre-test and Post-test

1. Pre-test

No	Pre-test Score	Classification
S1	56	Fair
S2	40	Very Poor
S3	64	Fair
S4	50	Poor
S5	45	Poor
S6	68	Fair
S7	40	Very Poor
S8	68	Fair
S9	66	Fair
S10	55	Poor
S11	65	Fair
S12	66	Fair
S13	58	Fair
S14	60	Fair
S15	67	Fair
S16	58	Fair
S17	68	Fair
S18	54	Poor
S19	55	Poor
S20	50	Poor
S21	60	Fair
S22	53	Poor
S23	68	Fair
S24	60	Fair
S25	65	Fair
S26	68	Fair
Total	1526	Mean : 58.69

2. Post-test

No	Pre-test Score	Classification
S1	78	Good
S2	65	Fair
S3	86	Very Good
S4	70	Fair
S5	67	Fair
S6	90	Very Good
S7	63	Fair
S8	91	Very Good
S9	89	Very Good
S10	78	Good
S11	90	Very Good
S12	90	Very Good
S13	80	Good
S14	88	Very Good
S15	91	Very Good
S16	83	Good
S17	90	Very Good
S18	78	Good
S19	78	Good
S20	74	Good
S21	90	Very Good
S22	80	Good
S23	90	Very Good
S24	80	Good
S25	90	Very Good
S26	91	Very Good
Total	2157	Mean : 82.96

Appendix 14: Table Score Quisionnaires

1. Pre-test

No	Q1	Q2	Q3	Q4	Q5	Q6	Total
S1	2	1	3	4	3	3	16
S2	1	2	2	4	3	3	15
S3	2	1	2	4	3	3	15
S4	4	3	3	3	4	3	20
S5	2	2	3	2	3	2	14
S6	2	2	2	3	3	3	15
S7	4	3	2	3	3	3	18
S8	3	2	2	4	3	3	17
S9	2	2	3	4	3	3	17
S10	3	2	3	3	3	3	17
S11	3	3	3	3	3	3	18
S12	3	2	3	2	3	3	16
S13	2	2	3	3	3	3	16
S14	3	3	2	4	2	3	17
S15	2	2	3	3	3	3	16
S16	2	3	2	2	3	3	15
S17	2	2	3	3	3	2	15
S18	3	3	3	3	3	3	18
S19	2	3	3	3	3	3	17
S20	3	3	3	3	2	3	17
S21	3	3	2	3	2	3	16
S22	2	3	3	4	2	3	17
S23	2	2	2	4	2	3	15
S24	3	3	3	4	3	3	19
S25	1	3	2	4	3	3	16
S26	3	2	3	3	2	3	16
Total							428
Mean	2,46	2,38	2,62	3,27	2,81	2,92	16,46

2. Post-test

No	Q1	Q2	Q3	Q4	Q5	Total
S1	4	3	4	3	4	18
S2	4	3	3	3	3	16
S3	3	3	3	4	3	16
S4	4	3	2	3	4	16
S5	3	3	1	3	3	13
S6	3	3	2	3	3	14
S7	4	3	2	3	3	15
S8	3	3	3	3	3	15
S9	4	3	3	3	3	16
S10	4	3	2	3	3	15
S11	4	3	2	3	3	15
S12	4	3	1	3	2	13
S13	3	3	2	3	3	14
S14	4	3	3	3	3	16
S15	4	4	2	2	3	15
S16	4	4	1	3	4	16
S17	3	3	2	3	4	15
S18	4	3	2	4	4	17
S19	4	4	2	3	4	17
S20	4	3	2	3	3	15
S21	4	3	2	3	3	15
S22	4	3	2	3	4	16
S23	4	3	2	3	3	15
S24	4	4	3	4	4	19
S25	4	4	3	2	4	17
S26	4	3	2	4	3	16
Total						405
Mean	3,77	3,19	2,23	3,08	3,31	15,58

Appendix 15: Documentations







BIOGRAPHY



Ditha Ananda Pratiwi, was born in Barru Regency, South Sulawesi on September 02, 2002. She is the youngest daughter from a father named Irham SM and her mother's name is Mas'ati A. Currently, she lives at Songka, Palopo City. The researcher completed her Elementary School in 2015 at SDN 03 Sumpang Binangae, Barru Regency. Then, in the same year, she continued her education at MTsN Barru, until 2018, then continued her education at MAN 1 Barru in natural science major. After graduated from high school in 2021, the researcher continued her education in the English language education study program, education and teacher training faculty, State Islamic University (UIN) of Palopo.

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