



EFL STUDENTS' PERCEPTION TOWARDS THE USE OF ENGLISH SONGS AS LISTENING LEARNING MEDIA

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ABSTRACT

This article investigates students' perceptions and challenges of using English songs as their listening learning media. This study used a mixed method, namely the explanatory sequential mixed method, with two instruments: questionnaire and interview. The data in this study were obtained from 49 SMK Negeri 2 Batu students. This study reveals that students perceive the use of songs as media for listening learning. There are 87.8% of students use songs for listening practices, and 91.8% agree that they are more comfortable using songs to learn listening than other media. Besides, there were obstacles in the form of students' difficulties in quickly recognizing the words spoken in a song with a fast tempo. The overall findings of this study are that English songs are suitable for use as listening learning media in and outside the classroom by considering the selection of songs according to the level of English and student preferences.

Keywords: *EFL students, Listening, Songs, Perception,*

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INTRODUCTION

In education, English is one of the subjects that must be mastered at school to support future careers. There are four primary English skills: listening, speaking, reading, and writing. According to Gilakjani & Ahmadi (2013), listening is the most crucial skill to master. Listening is crucial since it can empower us to assemble all the information and knowledge, which leads to developing other English skills. Nevertheless, most people ignore listening skills and focus more on learning to speak or write (Nunan, 2002). Listening skills have long been regarded as "passive skills" that can be developed without assistance (Osada, 2004). Listening is a vital skill in language learning. In addition, listening is essential in the process of effective communication because with good listening ability, a person will more easily understand the information being said (Goss, 1982). Students may be unable to write or speak English accurately if they do not have practical listening input (Hasibuan et al., 2022). Listening skills are fundamental to support other English skills. Through the listening process, students can master the conversation of phonemes, vocabulary, phrases, and sentences better.

Although awareness of the importance of listening skills has increased in this era, many problems still occur when teaching listening in English as a Foreign Language (EFL) classrooms. This refers to learning media and strategies that are not paid attention to by teachers. Ginting (2018) states that nowadays, many teachers still use traditional strategies to teach students. In addition, many teachers use conventional media such as textbooks, so there is no interaction between students and teachers in the classroom (Wang, 2013). When teaching listening, the teachers only use ordinary audio, which causes students' absorption of spoken words to be nonoptimal. Students cannot fully engage in learning, making the learning experience passive and boring. Poor classroom conditions, boring topics, and inappropriate learning media can make English listening skills difficult to master (Lengkoan et al., 2022). Therefore, to overcome this, a solution is needed to use appropriate media in listening learning to increase student engagement and learning experience in the classroom. Several learning media can be used in listening learning, one of which is songs. According to Almutairi & Shruki (2016), a song is a work of art that can be expressed in words and accompanied by music. Songs offer language learning in an effective and fun way. In general, songs contain colloquial language with lots of repetition. The repetition of words or phrases in the song can facilitate students' language acquisition. When listening to songs, students unconsciously hear several phrases and sing simultaneously so that they can improve their English listening unconsciously (Jumadullayeva, 2020). Moreover, since songs often follow us wherever we are, using songs as listening media will not make us tense.

Numerous studies have been conducted in the area of learning listening using songs. One of the major studies was conducted by Teppa et al. (2022). The research was conducted at a high school in Melonguane to determine the effectiveness of using English songs in the classroom to improve students' listening skills. The result of the study revealed that the students' listening comprehension was improved after being exposed to the song in the classroom. However, this study does not explore students' perceptions of using the song in learning listening. With the perception, the researcher can find out whether students are happy with using the media in learning. The subsequent prominent study is conducted by Gavilánez & Sanchez (2020). The study explored students' perceptions of using songs to improve listening skills. The results of this study indicated that students have a positive perception of using songs in the classroom. Nevertheless, this research was conducted at the university level located in Ecuador.

It should be noted that the school level may affect students' perceptions. Therefore, the researcher needs to explore the perceptions of EFL students at the secondary level in Indonesia. The third study was conducted by Sekeon et al. (2022). This study used a survey method conducted at one of the Public Universities in Manado and focused on students' perceptions of using songs as listening learning media. The results showed that students responded positively to using songs as listening learning media. Although students' perceptions have been investigated in this study, this study does not explore the challenges faced by students. The challenges experienced by students are essential as feedback for the teachers to improve strategies or methods in teaching using English songs.

Those previous studies have paid attention to the use of English songs as listening learning media very stoutly. However, the amount of study on students' perception and the challenges faced in using English songs as listening learning media, especially at the secondary level, is still small. Hence, this article focuses on two research questions to fill the gap: i) What are students' perceptions of using English songs as listening learning media?; ii) What

challenges do students face when using English songs as their listening learning media? This study is expected to provide an overview of students' perceptions of using English songs as listening learning media. This will allow teachers to find obstacles and optimize the use of English songs to improve listening skills.

RESEARCH METHOD

To answer the research questions posed, the researchers used a mix-method as a design in this study. According to Sugiyono (2012), the mixed method is a research design that combines qualitative and quantitative data to obtain comprehensive, valid, reliable, and objective data. Remarkably, the type of mixed method used in this research is the explanatory sequential mixed method. The explanatory sequential mixed method is a data collection method that collects quantitative data first and then qualitative data afterward (Creswell, 2014). Therefore, in this study, the quantitative data was completed first and then followed by the second data collection. The explanatory sequential mixed method flowchart can be seen in figure 1 below.

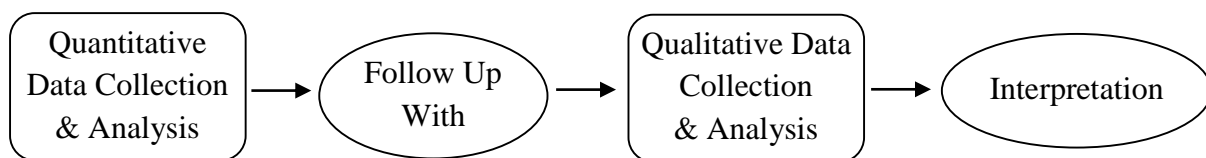


Figure 1. Explanatory Sequential Mixed Method, Creswell (2014)

In addition, the sampling technique used in this study was purposive sampling. Arikunto (2010) states that purposive sampling is selecting samples by taking subjects not based on level or region but based on specific goals and criteria. Two sample criteria are used in this study: 1) The sample is a grade X student of SMK Negeri 2 Batu; 2) Students use English songs as listening learning media in and outside the classroom. Based on these two criteria, 49 students from grades X-A and X-B majoring in Food Crops & Horticulture Agribusiness (ATPH) at SMK Negeri 2 Batu were selected as subjects in this study. There are two instruments used in this study, namely questionnaire and interview. The guided questionnaire is a collaboration from the questionnaire model by Sekeon et al. (2022); Afriyuninda and Oktaviani (2021), which consists of three dimensions, namely the students' perception of learning English through songs, students' perception of the benefit of using songs, and students' perception of using songs as listening learning media. In addition, the interview guide consists of three dimensions, namely motivation, benefits, and challenges which were adapted from the guidelines by Yuliyanto (2017).

The questionnaire consists of 17 statements, and the interview guideline consists of 10 questions. Before the data collection process, the questionnaire's validity and reliability score was tested first. The level of validity of the questionnaire was sought by testing the questionnaire, and it was found that 17 statement items were valid. Otherwise, the reliability level of the questionnaire was also tested by looking for the Cronbach alpha value, and it was found that the questionnaire instrument was reliable since the score was 0.821. The data from EFL students' perceptions towards the use of English songs as listening learning media were collected by distributing offline questionnaire. The questionnaire results will be the basis for creating an interview guide. Hence, interview was conducted to determine in more detail of

what benefits students received when using songs and the challenges students faced when using songs as listening learning media. Thus, the data from the questionnaire will be analyzed using SPSS ver. 24 to analyze the percentage of items selected by students for each statement. Meanwhile, interview data will be analyzed and interpreted descriptively.

FINDINGS AND DISCUSSION

Findings

1. Quantitative Data

To obtain students' perceptions of the use of English songs, the researchers used a questionnaire which was distributed to 49 students on September 19th, 2022. The questionnaire consisted of 17 valid closed-ended statements and divided into 3 dimensions: students' perception about learning English through songs, students' perception on the benefit of using songs, and students' perception of using songs as listening learning media. The type of questionnaire used in this study is a Likert-type survey with 5 points of agreement, namely Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The results of the data will be processed in the form of percentages.

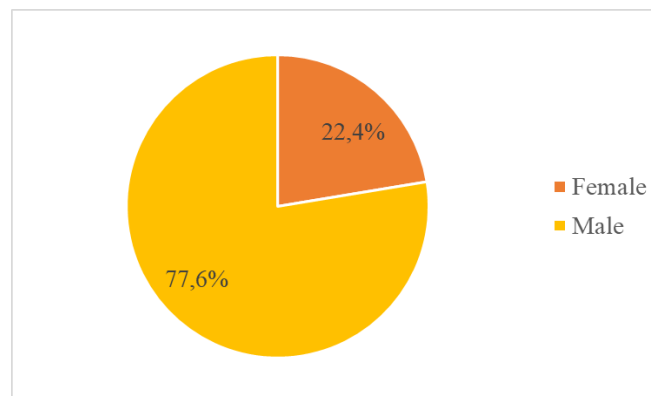


Figure 2. Demographic Information (Gender)

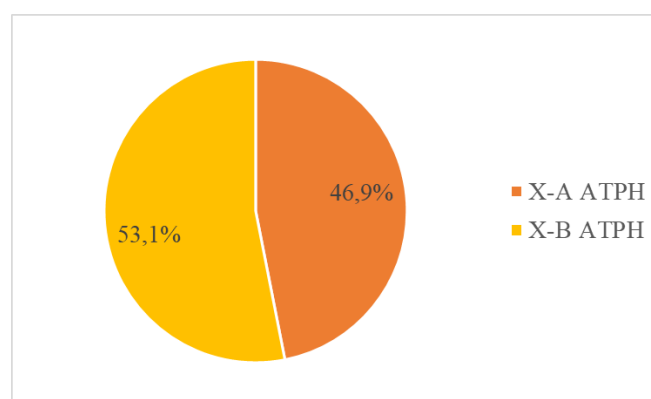


Figure 3. Demographic Information (Class)

Figure 2 and 3 showed that the participants in this study consisted of female students with a percentage of 22.4% and male students with a percentage of 77.6%. Furthermore, 46.9% are students from class X-A ATPH and 53.1% are from class X-B ATPH.

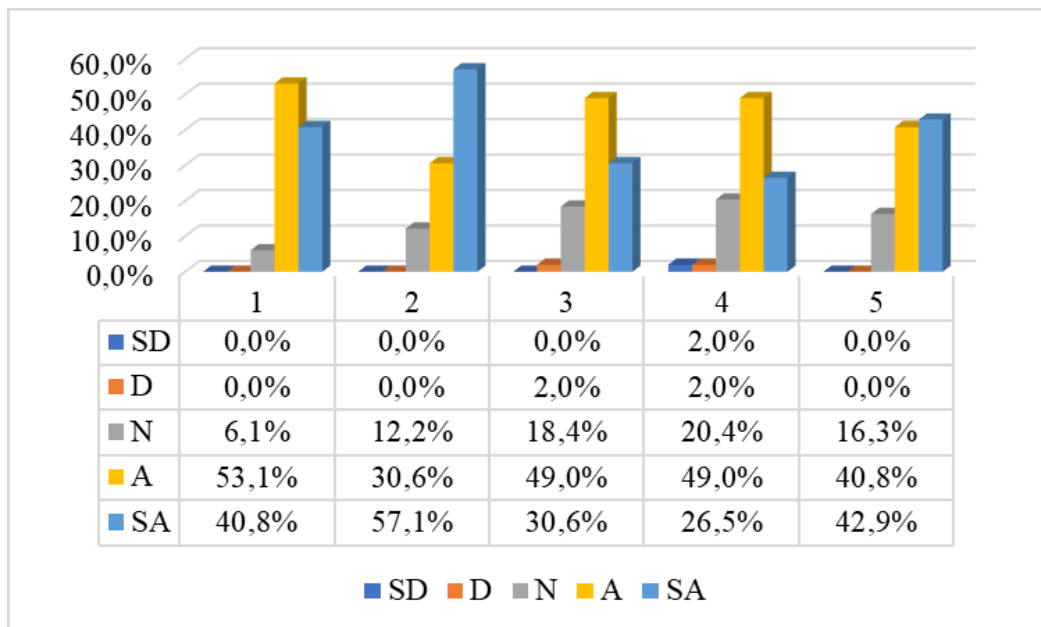


Figure 4. Students' Perception about Learning English through Songs

Figure 4 demonstrated students' perceptions of learning English using English songs. The first statement, "I listen to English songs to practice my English skills," dealt with students' experiences using songs to practice their English skills. The data showed that 0.0% chose strongly disagree or disagree, and 6.1% chose neutral. On the other hand, 53.1% chose agree, while the rest of the students (40.8%) strongly agreed. The results revealed that songs could help students to practice and develop their English skills.

The second statement, "Listening to English song never bores me because it is exciting," displayed one of the attractions of the song used in learning. Figure 4 showed that no students chose strongly disagree or disagree, and 12.2% chose neutral. On the other hand, 30.6% chose agree, and 57.1% chose strongly agree. The results showed that the song is exciting to use in learning, so it will not bore them.

The third statement, "English songs can increase my motivation to learn English," presented another advantage of using English songs to increase motivation. The data showed that no students chose strongly disagree, 2.0% chose disagree, and 18.4% chose neutral. In addition, 79.6% of students chose agree and strongly agree. From these data, it seemed that English songs often listened to by students can increase their motivation to learn English.

The fourth statement, "Listening to English songs while learning can make me more focused," exhibited the use of English songs in the learning process. The data showed that 4.0% of students chose strongly disagree and disagree, and 20.4% chose neutral. Most students (49.0%) agreed with the statement regardless of strongly disagree, disagree, and neutral (24.4%). Therefore, from the data, it can be inferred that listening to English songs while studying can make students' minds become more apparent and focus on learning.

The last statement in this dimension, "Using English songs while learning English can make the learning atmosphere more relaxed," portrayed the support of English songs in learning. The data in figure 4 displayed that 0.0% of students chose strongly disagree and disagree, and 16.3% chose neutral. In contrast, 40.8% chose agree, and 42.9% chose strongly agree. From these results, it was evident that songs can make the learning atmosphere relaxing. This finding positively impacts students, so they will not be stressed while studying.

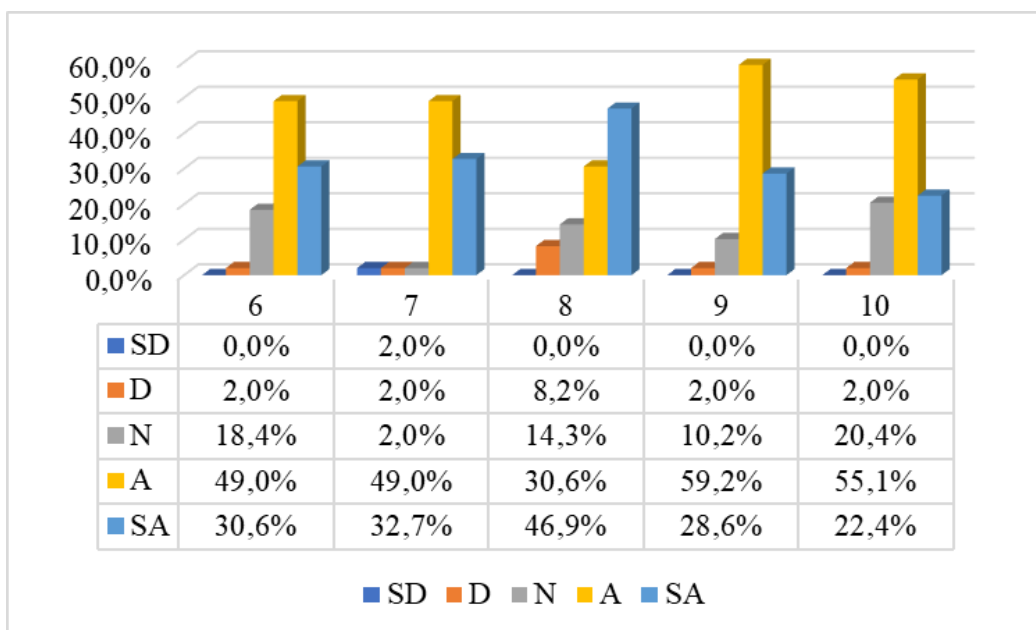


Figure 5. Students' Perception on the Benefit of Using English Songs

Figure 5 presented data on students' perceptions of the benefits of using songs in learning English. This dimension contains 5 item statements. Statement number nine dealt with the role of English songs on students' attitudes in the classroom, while the rest discussed the role of songs used in learning to support their English skills.

Sixth statement, "Listening to English songs makes me more familiar with the English words," showed the benefits of using English songs for word recognition. The data in figure 5 showed that none of the students chose strongly disagree, 2.0% chose disagree, and 18.4% chose neutral. On the other hand, 49.0% chose agree, and 30.6% chose strongly agree. From the data, it could be assumed that listening to English songs can make the students more familiar with English words.

The seventh statement, "Listening to English song make me easy to memorize a new vocabulary," dealt with English songs for increasing students' vocabulary. The data revealed that 2.0% of students each chose strongly disagree, agree, and neutral. Meanwhile, 49.0% of students decided to agree, and 32.7% chose strongly agree. The results of these data indicated that listening to English songs in learning can make it easier for students to remember new vocabularies they have heard. So, students' vocabulary bank can be enriched by listening to songs regularly.

The eighth statement, "English songs help me to speak like a native speaker," presented English songs to sharpen students' pronunciation. The data showed that 0.0% of students chose strongly disagree, 8.2% chose to disagree, and 14.3% chose neutral. Furthermore, there was an excellent agreement of 77.5% by students. From these results, it was clear that songs can help students to practice their pronunciation and speaking skills like the native speakers of the songs they listen to.

The ninth statement, "English songs can make me more active in learning English in the classroom," dealt with the role of songs in students' activity in the classroom. The data in figure 5 portrayed 0.0% who chose strongly disagree, 2.0% chose to disagree, and 10.2% chose neutral. On the other hand, most students chose to agree and strongly agree, with a total of

87.8%. The data implied that songs could make students more active in learning English in the classroom.

The tenth statement, "Using English songs as learning media in class can help me to understand the material better," stated the use of songs to support learning English in the classroom. As in the previous statement, none chose strongly disagree, 2,0% chose to disagree, followed by 20.4% who chose neutral. Meanwhile, 55.1% chose agree, and 22.4% chose strongly agree. Despite some students choosing disagree and neutral (22.4%), most agreed with this statement. Furthermore, the data above showed that integrating English songs as media for learning in the classroom can make students more aware of the material taught by educators.

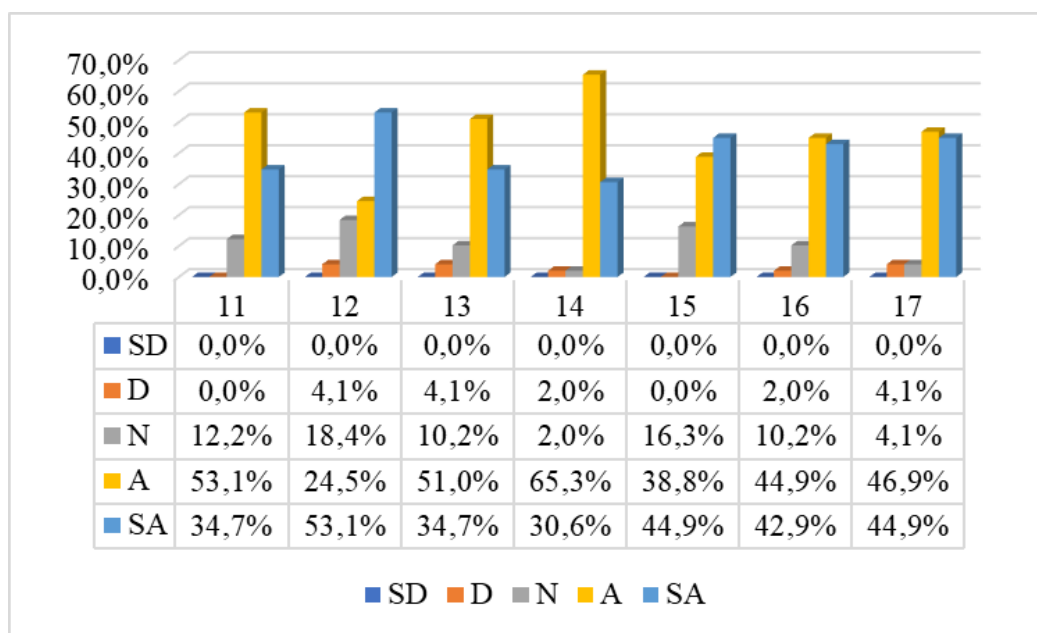


Figure 6. Students' Perception of Using English Songs as Listening Learning Media

Figure 6 conveyed students' experiences of applying English songs as listening to learning media. The eleventh statement, "I usually practice my listening skill using English songs," was about the frequency of the use of English songs by the students. The data showed that 0.0% of students chose strongly disagree and disagree, but 12.2% chose neutral. Otherwise, 53.1% chose agree, and 34.7% chose strongly agree. From the data collected, it can be seen that the majority of students usually hone their listening skills by listening to English songs.

The twelfth statement, "English songs can be efficient listening learning media because I can access them anywhere and anytime," discussed the efficiency of using English songs as listening learning media. Statement twelve showed that 0.0% chose strongly disagree, 4.1% chose to disagree, and 18.4% chose neutral. There are 24.5% who chose to agree and 53.1% chose strongly agree. The results of these data indicated that English songs are efficient listening learning media because students can use them anytime and anywhere.

The thirteenth statement, "I enjoy using English songs as my listening learning media," portrayed students' attitudes towards using English songs for learning to listen. As in the prior statement, 0.0% chose strongly disagree, 4.1% chose to disagree, with 10.2% chose neutral. In addition, 51.0% decided to agree, and 34.7% chose strongly agree. The results of these data indicated that most students like and enjoy using English songs as listening learning media.

The fourteenth statement, "English songs are good media to support listening activities," showed the support of English songs in learning activities. The data from figure 6 revealed that 0.0% strongly disagree with each 2.0% of students chose to disagree and neutral. On the other hand, 65.3% chose to agree, and 30.6% chose strongly agree. From the results of these data, it was evident that English songs are media that support learning and listening activities.

The fifteenth statement, "English songs can help me to improve my listening skill," was about using English songs to improve students' English skills. Figure 6 showed that 0.0% chose strongly disagree and disagree, with 16.3% of students choosing neutral. Meanwhile, 38.8% decided to agree, and 44.9% chose strongly agree. From the results of these data, it is noticeable that English songs can help students to improve their listening skills.

The sixteenth statement, "English songs can help me enhance my listening skill and pronunciation in a fun way," discussed another use of English songs in improving students' English skills. The data showed that none chose strongly disagree, 2.0% chose to disagree, and 10.2% chose neutral. Besides, 44.9% chose to agree, and 42.9% chose strongly agree. The data shows that students can improve their listening and pronunciation skills with joy by using English songs.

The last statement in this dimension, "I feel more comfortable learning listening skills using English songs rather than using other media," displayed about students' listening learning media preferences. The data showed that still 0.0% chose strongly disagree, with each 4.1% of students chose to disagree and neutral. Contrariwise, almost all students (91.8%) agreed with this statement. From the data above, it is evident that students feel more comfortable using English songs as listening learning media and prefer English songs to other media.

Based on questionnaire results, it appears that EFL students from SMK Negeri 2 Batu have a positive perception of using English songs as listening learning media. The three dimensions used in the questionnaire show that students agree with the existing statements with a high percentage of agreement. However, to support the questionnaire results, the researchers conducted interviews to get more profound answers.

2. Qualitative Data

This section contains qualitative data from 3 students who were selected based on these criteria, namely: S1 (high achiever student), S2 (mid achiever student), and S3 (low achiever student). The data was obtained by conducting interviews on September 22nd, 2022. This section has three dimensions of data: motivations, advantages, and challenges.

2.1 Enhance Students' Motivation in Learning Listening

Most of the students use songs in learning English. English songs motivate students to be more active in learning English, significantly improving listening skills. In addition, students also have reasons that make them like English songs as listening to learning media. According to S1, she enjoyed listening to English songs because of the catchy lyrics and tone of the song. Moreover, she can focus more on learning English songs while listening to them. S1 enjoys using English songs in learning because she can improve her listening skills and better understand the learning material.

"...I like listening to English songs because the lyrics are good, and the song's tone is nice. I also became more focused when studying while listening to English songs. Um... My teacher also often uses English songs in class. We listen to songs, sing together, and identify tenses in the song. I am happy because I can improve my listening skills and understand the material better." (S1/motivation)

In addition, S2 said that English songs, especially songs from her favourite singer, could motivate her to learn listening skills. When listening to songs from her favourite singer, S2 tried to listen to all the words. It also encouraged her to be able to pronounce English words as spoken by her favourite singer. She added that English songs could also make her more enthusiastic about learning listening skills since they can make the classroom atmosphere more fun.

"...English songs can motivate me to learn listening; for example, when I listen to English songs, I try a lot to listen what my favourite singer is saying. It also motivates me to mimic the pronunciation. The use of songs in the classroom also motivates me to learn because the atmosphere in the classroom becomes more fun when I use songs to understand the material." (S2/motivation)

Furthermore, S3 said he was pretty happy while listening to English songs. S3 was initially not enthusiastic about improving his listening skills, but because English songs were used as learning media, he became more motivated to improve his listening skills. In addition, the tones in the song, which are pleasant to listen to, can make learning English more comfortable, whether in or outside of class.

"...I quite enjoy listening to English songs. In my opinion, learning English with English songs is quite fun. At first, I was not too enthusiastic about sharpening my listening skills, but I became more enthusiastic about it since I use English songs as my learning media. The song's tone and lyrics are pleasant to listen to and make me comfortable studying in and outside of class." (S3/motivation)

From the results of the interviews above, it could be seen that using English songs as learning media can motivate students to learn and improve their listening skills. Using English songs according to students' preferences can make students more excited to listen to all the words spoken by the singer. English songs that are pleasant to listen to can make the class atmosphere more comfortable and fun. The students also became more enthusiastic about learning the pronunciation of English words from the singer. In addition, by using English songs as learning media, students can understand the learning material better, especially when learning about tenses.

2.2 Advantages of Using Songs to Improve English Skills

Apart from the aspect that can motivate students to learn English, English songs can also improve students' English skills. S1 said that by listening to English songs, she could get used to listening to the words spoken by the other person, especially native speakers. Like S1, S2 said that English songs could improve her listening skills because they can become more familiar with spoken English words. Moreover, according to S3, English songs can improve

his listening ability, even though he felt that there was only a slight improvement. Overall, students perceive that using English songs can sharpen their listening skills.

"...In my opinion, English songs can improve listening skills because when we listen to English songs, we get used to hearing the words spoken by native speakers."
(S1/advantages)

"...Yes, English songs can improve my listening skills. It is because I am used to listening to English songs, so I am more familiar with the spoken words."
(S2/advantages)

"...English songs can help me improve my listening skills, even if the improvement is only a little." **(S3/advantages)**

Besides improving listening skills, using English songs as media of listening and learning can indirectly help students improve other English skills. According to S1, English songs can improve pronunciation. Previously, she did not know much about pronouncing some English words. Eventually, she knows how to pronounce these words because of listening to the songs. With pronunciation that has improved, S1 becomes more confident in speaking English.

On the other hand, S2 said that English songs could make her understand more about tenses. This is related to using songs to improve understanding of English grammar. In this case, S2 can finally know how to use words with proper grammar in everyday conversation. Additionally, S3 states that English songs can improve his vocabulary knowledge. S3 can discover many previously unknown English words by listening to English songs.

"...Listening to English songs often hones our listening skills and other skills. Songs help improve pronunciation because there are usually many words that I did not know how to pronounce, and I finally know how to pronounce them thanks to listening to songs, so I am more confident in speaking and saying English words." **(S1/advantages)**

"...English songs can improve pronunciation because I usually sing along with the lyrics apart from listening to music. Besides that, coincidentally, the material lately is about past tense, so I know the difference between V1 and V2 and how to use it in everyday conversation because of English songs." **(S2/advantages)**

"...Besides listening skills, my pronunciation skills were also improved. In addition, my vocabulary knowledge has also increased. Back then, I did not know many English words, but ever since I started listening to English songs, I learned a lot of new words."
(S3/advantages)

From the results of the interviews above, it can be concluded that using English songs as media for learning listening can improve listening skills and other English skills. English songs help improve students' pronunciation and speaking skills. In addition, by listening to English songs, students can develop an understanding of grammar and increase their vocabulary knowledge.

2.3 *The Challenges of Using Songs in Learning Listening*

Positive perspectives from students on using songs indicate that English songs are suitable media that can be used as listening learning media, both inside and outside the classroom. However, the students have their challenges when learning using English songs. According to S1, the challenge she faced when listening to English songs was the lack of clarity of pronunciation. Each singer has a different background which allows them to have different accents. S1 also stated that English songs sung with a British accent were challenging to listen to. This resulted in her taking a long time to find out what words the singer was saying.

"...The challenge I faced was when I listened to songs from native speakers whose pronunciation was unclear. Some singers sing with accents, for example, British accents, so I had a hard time knowing the words those singers are saying." (S1/challenges)

In line with the opinion of S1, S2 also found it difficult to hear the words spoken by the singer when listening to English songs. In addition, the song with a fast tempo also makes it difficult for S2 to recognize the words spoken by the singer.

"...When listening to songs, I usually find it difficult to hear what the singer is saying. Sometimes, the songs used have a fast tempo, making it difficult for me to recognize the words spoken by the singer." (S2/challenges)

Furthermore, S3 also had difficulty identifying the words spoken by the singer when he listened to the song. Due to this difficulty, S3 struggled to understand the meaning of the song being heard. S3 added that sometimes he was not familiar with the songs used by the teacher in the classroom. As a result, it became difficult to understand the material taught by the teacher in the classroom.

"...My main obstacle is that I do not understand the song's meaning. In addition, sometimes I cannot hear clearly what the singer is saying, and sometimes, I am not familiar with the songs played in the class, so I cannot understand the material." (S3/challenges)

The results from the interviews above show that behind the positive perceptions and benefits of using songs as learning media, the students face challenges and difficulties. When listening to English songs, students have difficulty finding out what the singer is saying, mainly if the singer uses different accents. Another challenge faced by the students is when they listen to a fast-tempo song that takes them a long time to find out what words are spoken in the song. Moreover, the last challenges the students face is when the teacher uses songs that they do not know in the classroom. This resulted in a lack of understanding of the songs' meaning and the material taught in class.

Discussion

This mixed methods study investigated EFL students' perceptions of using English songs as media for learning listening, with complementary qualitative, quantitative, and related theories. The findings in this study indicated that English songs gathered positive perceptions from students with high overall agreement on each available dimension. Response analysis of

qualitative data also showed that students positively perceive the use of songs in learning listening and faced challenges using the media. Regarding media usage preferences, most of the students use English songs to be listened to and improve their English skills. This is supported by the students' assumption that English songs never bore them. One of the students said that English songs are enjoyable to listen to because the lyrics and tones in the songs never bore them. Simple language and repetition in the song also make the songs more exciting (Dzanic & Pejic, 2016). This encourages students to listen to the English songs and take advantage of them quite often since the song is an inseparable part of human life. Another aspect that also supports the excellence of the song is motivation. Motivation is essential to make students interested and enthusiastic in learning; it can be found by using songs as media of learning (Vibulphol, 2016). Furthermore, most of the students agree that English songs can make learning more relaxed. It is following Pratiwi (2018) that the song's melody and rhythm can also make the classroom atmosphere more comfortable and harmonious so that the anxiety experienced by students can be reduced.

English songs in the classroom are not only used as learning media. There are various considerations, one of which is the accessibility of media that can ultimately support learning listening inside and outside the classroom. According to Simamora & Oktaviani (2020), many media can be used to hone listening skills, one of which is songs. From quantitative data, a large amount of students agree that English songs are suitable media for listening learning because they can access them anywhere and anytime. This indicates that English songs are a very supportive medium for learning, especially for developing students' listening skills. Ocak (2012) stated that English songs are essential media of learning in EFL classes since many teachers argue that most students like to listen to music in English classes. Often, students have strong views about songs and music; initially, inactive students become active in discussing songs. In this case, the teacher can use English songs to attract students' interest in learning listening. A large number of students agree that English songs can support the development of their listening skills. Students also become more accustomed and familiar with the English words spoken by the other person. Additionally, English songs can certainly support meaningful listening activities in the classroom. Solihat and Utami (2014) mentioned that using songs in class is a great way to bring listening to life. It can work in the process of making listening activities more effective. Students will perceive listening to English songs as a part of entertainment rather than complex learning; thus, sharpening listening skills through songs proves to be very fun and relaxing.

Using English songs in learning listening improves not only listening skills and other English skills and elements. According to Razak & Yunus (2016), by using songs as learning media, students can improve language skills, such as listening, speaking, pronunciation, vocabulary, and grammar. Usually, when students listen to a song, they will sing the lyrics of the song simultaneously. This will indirectly encourage students to pronounce English words like the singer does, which can eventually affect students' confidence in speaking. In addition, based on quantitative and qualitative data analysis, English songs can help improve students' understanding of grammar and vocabulary; it can make them understand tenses and their use in everyday conversation. By paying attention to improving the knowledge of grammar, the researchers used an example of a song by students in learning: *Someone Like You* from Adele. The example of the song is the song used by students in learning listening. Besides improving listening accuracy, students also used the song to learn about tenses and sentence structures used in everyday conversation. In the same way, songs can also help students to develop

vocabulary knowledge. Most students agree that English songs make remembering new vocabularies easier. Moreover, English songs can make students learn various new vocabularies that they did not know before. Vocabulary is as vital as any other element because, with the help of rich vocabulary, students can receive information well and express the ideas that are in their minds.

Although the use of English songs has received many positive responses from students, they face several challenges in using it. Based on the results of the interviews, students found it difficult to listen to singers who used certain accents. Students who are not used to hearing accents from native speakers have to take a long time to recognize the words spoken by the singer. The unclear pronunciation in some songs can also make it difficult for them to hear clearly what the singer is saying. In addition, another challenge faced by the students is when they have to listen to songs with a fast tempo. The fast tempo of the song can make the song difficult to listen to and understand. Likewise, less well-known songs can also be challenging for students to use as learning media. This can also lead to a decrease in students' motivation to learn English. Through the various challenges faced by the students, it can be seen that many aspects that must be considered when choosing English songs as listening learning media for students. Apart from all that, a large number of students decided to use English songs as media for learning English rather than other media. Therefore, it is a task for teachers to be able to implement songs as listening learning media in the classroom, adapt them to preferences levels, and consider the difficulties that students will face later.

CONCLUSION

EFL students' perceptions of the use of English songs in learning listening are classified as very positive perceptions. This indicates that students strongly agree to use English songs in learning listening. All dimensions contained in this study also display a positive perception. Students enjoy using English songs that are integrated into learning. Using English songs in learning listening can sharpen their listening skills and improve other English skills such as speaking, grammar, vocabulary, and pronunciation. In addition, there are also challenges and difficulties for students when using English songs, especially when learning listening. Students find it challenging to listen to words in English songs with a fast tempo. In addition, students also find it challenging when listening to unfamiliar songs. However, most of the students liked and chose to use songs as media for learning listening.

To improve students' language skills, whether it be listening or other English skills and elements, selecting the suitable media to be applied in a learning process is necessary. It is hoped that students' listening, and other language skills can be improved by using songs as learning media. The application of songs in learning will be more effective and optimal if educators can consider students' abilities, preferences, and other aspects of song selection. Proper strategies and methods for using English songs can also create a more memorable learning experience. This study focuses on students' perceptions of using English songs in learning listening. Still, additional studies are required to determine the effectiveness of songs and the correlation between their use on improving students' English skills in a larger population.

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