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STUDENTS' PERCEPTION OF THE USE OF ENGLISH SONGS IN LISTENING SKILLS AT SMA IT FADILAH PEKANBARU

UIN SUSKA RIAU

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PEKANBARU

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By:

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A Thesis
Submitted to Fulfill part of the Requirements
To obtain a Bachelor's Degree in English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION

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Certify that this skripsi entitled **"Students' Perception of the Use of English Songs in Listening Skills at SMA IT Fadilah Pekanbaru"** is certainly my own work and it does not consist of other people work, I'm entirely responsible for the content of this *skripsi*. Other opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 14th 2025

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EXAMINER APPROVAL

The thesis entitled "Students' Perception of the Use of English Songs in Listening Skills at SMA IT Fadilah Pekanbaru" was written by Alya Azzahra, SIN. 12010427101. It has been examined and approved by the final examination committee of the Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Muharram 8th, 1447 H/July 04th, 2025 M. It is submitted as one of the requirements for Bachelor Degree (S.Pd) at Department of English Education.

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Pekanbaru, June 18th, 2025

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ABSTRACT

Alya Azzahra. (2025). Students' Perception of the Use of English Songs in Listening Skills

In the context of English as a Foreign Language (EFL) learning, listening comprehension remains a challenging skill for students to proficient. Traditional listening activities are often perceived as monotonous and cognitively demanding. To address this issue, English songs have been introduced as alternative listening materials that are both authentic and enjoyable. This study aims to investigate students' perceptions of the use of English songs to develop their listening skills, focusing on three key aspects: motivation, the practical use of songs in classroom activities, and the perceived advantages and disadvantages in comprehension development. This research employed a descriptive qualitative design. The sample consisted of 42 twelfth-grade students from SMA IT Fadhilah Pekanbaru, selected through total sampling. Data were collected using close-ended questionnaires distributed via Google Forms and followed by semi-structured interviews with five selected students. The data were analyzed using quantitative methods following the Miles and Huberman model, including tabulation data, scoring, and percentage calculation. The findings revealed that students hold a very high perception of English songs in enhancing their listening motivation, engaging them effectively in listening activities, and supporting their comprehension. Despite minor challenges such as fast lyrics, unfamiliar expressions, and accent variation, students consistently viewed English songs as a beneficial and motivating learning tool. English songs significantly contribute to students' listening development by fostering motivation, creating a relaxed yet focused learning atmosphere, and enabling authentic exposure to spoken English.

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ABSTRAK

Alya Azzahra. (2025). Persepsi Siswa terhadap Penggunaan Lagu Berbahasa Inggris dalam Keterampilan Menyimak

Dalam konteks pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), keterampilan menyimak masih menjadi salah satu aspek yang paling menantang untuk dikuasai oleh siswa. Kegiatan menyimak yang bersifat tradisional sering dianggap monoton dan menuntut secara kognitif. Untuk mengatasi permasalahan tersebut, lagu-lagu berbahasa Inggris diperkenalkan sebagai bahan ajar alternatif yang bersifat autentik dan menyenangkan. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan lagu berbahasa Inggris dalam mengembangkan keterampilan menyimak mereka, dengan fokus pada tiga aspek utama: motivasi, penggunaan lagu dalam kegiatan pembelajaran, serta kelebihan dan kekurangannya dalam pengembangan pemahaman menyimak. Penelitian ini menggunakan desain deskriptif kualitatif. Sampel penelitian berjumlah 42 siswa kelas XII SMA IT Fadhilah Pekanbaru yang diambil melalui teknik total sampling. Data dikumpulkan melalui angket tertutup yang dibagikan menggunakan Google Forms dan wawancara semi-terstruktur kepada lima siswa terpilih. Teknik analisis data menggunakan pendekatan Miles dan Huberman, yang mencakup tabulasi data, penilaian, dan perhitungan persentase. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi yang sangat tinggi terhadap penggunaan lagu berbahasa Inggris dalam meningkatkan motivasi menyimak, keterlibatan dalam kegiatan pembelajaran, dan penguatan pemahaman. Meskipun terdapat beberapa tantangan seperti kecepatan lirik, ungkapan yang tidak familiar, dan variasi aksen, siswa secara konsisten memandang lagu sebagai media belajar yang bermanfaat dan memotivasi. Lagu berbahasa Inggris berkontribusi secara signifikan dalam pengembangan keterampilan menyimak siswa dengan menumbuhkan motivasi, menciptakan suasana belajar yang santai namun fokus, serta memberikan paparan autentik terhadap bahasa lisan.

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ملخّص

عالية الزهراء، (٢٠٢٥): تصوّر التلاميذ حول استخدام الأغاني باللغة الإنجليزية لتنمية مهارة الاستماع في مدرسة فضيلة الثانوية الإسلامية المتكاملة بمدينة بكنبارو

في سياق تعلم اللغة الإنجليزية كلغة أجنبية، لا تزال مهارة الاستماع تُعد من أكثر الجوانب تحديا بالنسبة للتلاميذ. وغالبا ما تُعتبر أنشطة الاستماع التقليدية مملة وتتطلب جهدا معرفيا كبيرا. ولمعالجة هذه المشكلة، تم إدخال الأغاني باللغة الإنجليزية كمادة تعليمية بديلة ذات طابع أصيل وممتع. يهدف هذا البحث إلى معرفة تصوّر التلاميذ حول استخدام الأغاني الإنجليزية في تنمية مهارة الاستماع لديهم، مع التركيز على ثلاثة محاور رئيسية: الدافعية، واستخدام الأغاني في الأنشطة التعليمية، والإيجابيات والسلبيات في تطوير فهم المسموع. وقد اعتمد البحث على المنهج الوصفي الكيفي، وبلغ عدد عينة البحث ٢٤ تلميذا من الصف الثاني عشر في مدرسة فضيلة الثانوية الإسلامية المتكاملة بمدينة بكنبارو، تم اختيارهم باستخدام أسلوب العينة الشاملة. جُمعت البيانات باستخدام استبانة مغلقة تم توزيعها عبر نموذج استمارة جوجل، ومقابلات شبه منظمة أُجريت مع خمسة تلاميذ تم اختيارهم بشكل مقصود. واستُخدم في تحليل البيانات منهج مايلز وهوبرمان الذي يشمل تقليل البيانات، وعرض البيانات، واستخلاص الاستنتاجات، وتم تدعيم النتائج بتحليل النسب المئوية لبيانات الاستبيان. أظهرت نتائج البحث أن التلاميذ لديهم تصوّرات عالية جدا حول استخدام الأغاني الإنجليزية في ترقية الدافعية على الاستماع، والمشاركة الفاعلة في الأنشطة الصفية، وتقوية الفهم السمعي. وعلى الرغم من وجود بعض التحديات مثل سرعة الكلمات، والتعابير غير المألوفة، وتنوع اللهجات، فإن التلاميذ يرون الأغاني بشكل متسق كوسيلة تعليمية مفيدة ومحفزة. تُسهم الأغاني باللغة الإنجليزية بشكل كبير في تنمية مهارة الاستماع لدى التلاميذ من خلال تعزيز الدافعية، وخلق بيئة تعليمية مريحة ولكن مركّزة، وتوفير تعرّض أصيل للغة المحكية.

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TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY
SUPERVISOR APPROVAL ..... **i**
EXAMINER APPROVAL ..... **ii**
ACKNOWLEDGEMENT ..... **iii**
ABSTRACT ..... **vi**
ABSTRAK ..... **vii**
ملخص ..... **viii**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xi**
LIST OF CHARTS ..... **xii**
LIST OF FIGURES ..... **xiii**
LIST OF APPENDICES ..... **xiv**
CHAPTER I INTRODUCTION **1**
A. Background 1
B. Problem of the Research 6
1. Identification of the Problem 6
2. Limitation of the Problem 6
3. Formulation of the Problem 6
C. Objective and Significance of the Research 6
1. Objective of the research 6
2. Significance of the Study 7
D. Definition of Term 7
1. Students' Perception 7
2. English Song 8
3. Listening Skill 8
CHAPTER II LITERATURE REVIEW **9**
A. Theoretical Framework 9
1. Perception 12
2. Listening Skill 19
3. English Song 25

B. Relevant Research 27
C. Operational Concept 30
CHAPTER III RESEARCH METHOD 28
A. Research Design 28
B. Location and time of the Research 30
C. Participant and Sample 30
D. Technique of Collecting Data 32
1. Questionnaire 32
2. Interview 34
E. Technique of Data Analysis 36
1. Tabulation of Responses 36
2. Scoring 37
3. Percentage Calculation 37
CHAPTER IV RESEARCH FINDING AND DISCUSSION 38
A. Result 38
B. Discussion 70
CHAPTER V CONCLUSION AND SUGGESTION 73
A. Conclusion 73
B. Suggestion 74
REFERENCES 75

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LIST OF TABLES

Table III.1 Population of the Students of twelfth grade 30

Table III.2 Indicator Questionnaire 33

Table III.3 Likert Scale of Questionnaire 34

Table III.4 Blueprint Interview 35

Table IV.1 Calculation of Students' Perception on Motivation in Learning Listening Using English Songs 39

Table IV.2 Frequency of Analysis of Students' Motivation 42

Table IV.3 Calculation of Students' Perception on the Use of Songs in Listening Activities 49

Table IV.4 Frequency of Analysis of the Use of Songs 52

Table IV.5 Calculation of Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening 59

Table IV.6 Frequency of Analysis of Students' Advantages and Disadvantages 62

Table IV.7 Summary of Findings by Indicators 70

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LIST OF CHARTS

Chart IV.1 Students' Perception on Motivation in Learning Listening Using English Songs 41

Chart IV.2 Students' Perception on the Use of Songs in Listening Activities 50

Chart IV.3 Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening Comprehension 60

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LIST OF FIGURES

Figure II.1 Conceptual Framework 26

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LIST OF APPENDICES

Appendix 1. List of Questionnaire 79
Appendix 2. List of Interviews 85
Appendix 3. Tabulation Data of Results Questionnaire 88
Appendix 4. Transcript Interviews 90
Appendix 5. Thesis Guidance Activity 93
Appendix 6. Research Letters 104
Appendix 7. Documentation 110
Appendix 8. Curriculum Vitae 113

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CHAPTER I

INTRODUCTION

A. Background

In learning English as a foreign language, students are expected to develop four core areas: reading, listening, writing, and speaking. Listening constitutes one of the fundamental language competencies. It plays a pivotal role in the communication process and is considered essential for students to strengthen. Through listening, students are able to receive information and interpret the speaker's intent. Brown (2006) defines listening as a cognitive activity that involves processing auditory input. According to Kajiura (2021), the advancement of listening proficiency is crucial for EFL learners, as English is not their native language.

Listening is often regarded as one of the most challenging aspects of language learning due to the high level of attention and concentration it demands to decode auditory input. Unlike the misconception that listening is a passive act, it is in fact a highly active and cognitively complex process that requires simultaneous operations in the brain, including decoding sounds, interpreting meaning, and retaining information. In practice, listening tends to be more difficult than learners might initially expect. Moreover, when students engage with listening activities based on their interests or personal motivation, the likelihood of the material being stored in long-term memory increases significantly. As Peterson (2001) emphasizes, learning materials should be engaging and distinct from routine content to stimulate attention and enhance retention.

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There are multiple factors contributing to the difficulty students experience in developing listening proficiency. For Indonesian learners in particular, the significant linguistic distance between English and their native language poses a major challenge. The structural and phonological differences often hinder their ability to process spoken English effectively. Furthermore, limited exposure to English vocabulary and unfamiliar lexical items exacerbates their listening difficulties. Overall, the level of communicative competence in English among Indonesian students remains relatively low, and this affects their confidence and performance in listening tasks. Although the specific challenges may vary among individuals, the general patterns and types of difficulties tend to be consistent across learners.

To overcome these problems the teacher should choose a method of teaching good listening in order to improve students' listening skills. In students' listening skills, many tools are used, one of which is using English songs. Listening to songs can help people let out or express what they are feeling. For others, listening to songs may also be a source of inspiration. Listening to songs has also been implemented for language teaching. The use of songs in English language teaching has great potential in helping language learners improve their listening skills. It is because listening is the receptive skill that is the most prevalent communication action in everyday life (Prasetyo, Vianty, & Jaya, 2014).

This learning process greatly causes students to feel bored and uninterested. On the other hand, the process of improving listening skills would feel more fun and not monotonous if we use songs as a media for improving these abilities. In

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addition, Listiyaningsih (2017) also states that one way to improve listening skills is by listening to English songs. From this statement, it can be seen that English songs can help improve listening skills for the better. With the advancement of media and the internet, which is getting easier, it helps students in accessing English songs, one of which is through YouTube and Spotify.

The researcher chose this topic because perception plays a key role in providing insights that can be analyzed. Perception also influences how students create a positive learning environment. Perception depends on how one interprets things that happen from someone's point of view. In human perception, there are different points of view in sensing. Some think that something is positive or negative perceptions that would affect humans. Additionally, English songs were selected as a tool because listening to them helps students train their ears to become familiar with English words. Songs have the power to motivate students, as they are engaging and often resonate with their personal experiences or feelings. This connection makes students more likely to put in extra effort when learning. When students are interested in the material, like songs, they are motivated to learn wouldingly, without feeling forced.

Several studies have explored the use of English songs to improve language learning. One of the studies was conducted by Nauval Chaidir Hilal Al Fauzan (2021), which aimed to understand students' perceptions of learning through English songs. The findings showed that using English songs had a positive impact on the students, proving to be highly beneficial for their learning process. The challenges students face in learning English, particularly in acquiring new

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vocabulary influence their perception of using English songs as a learning tool. This creates a gap between previous research and the current study. While previous studies primarily focused on the effect of English songs on students' vocabulary learning, the current research aims to explore not only the effects of songs but also students' perspectives on their use in the learning process as the main tool for revealing the results.

Concerning the purpose of this study, the writer intends to conduct this study at SMA IT Fadhilah Pekanbaru, an Islamic senior high school located on Soekarno Hatta Street. Based on the preliminary observation and interview with students they said they often feel bored and sometimes they find it difficult to understand what the teacher says. Researchers have also discovered that students often struggle to comprehend English through listening. Many students tend to rely more on visual learning rather than listening skills. In the classroom, students frequently feel confused when exposed to new audio material. In fact, most students are unable to grasp the meaning of the material after hearing a song for the first time.

In accordance with the *Kurikulum Merdeka*, which is implemented in many Indonesian senior high schools including SMA IT Fadhilah Pekanbaru, teachers are encouraged to utilize authentic, interest-based materials to create meaningful learning experiences. English songs are a relevant form of spoken text that align with this principle. They are commonly integrated into listening lessons, especially when aiming to improve students' language exposure and comprehension in a way that is enjoyable and contextual. Depending on the needs and pacing of the class, English songs may be used two to three times per semester as part of differentiated

instruction (Nation & Newton, 2009). This flexible approach reflects the Merdeka Curriculum's emphasis on student engagement, autonomy, and real-world language use.

At SMA IT Fadhilah Pekanbaru, the use of English songs in classroom instruction occurs approximately two times per semester, particularly within the context of listening activities. This practice is aligned with the flexible approach promoted by the *Kurikulum Merdeka*, which encourages the integration of authentic materials tailored to students' interests and learning styles. English songs are typically incorporated at various points in the semester: at the beginning as a warm-up or engagement tool, in the middle to reinforce vocabulary and pronunciation, and toward the end as part of a project-based or performance-based assessment. These activities not only help students improve their listening comprehension, but also increase their motivation, emotional connection to the material, and confidence in understanding spoken English. The selection of songs is often based on thematic relevance, linguistic appropriateness, and student familiarity with popular media, making the learning experience more enjoyable and contextually meaningful.

Therefore, based on explanations above the researcher is interested in doing this research. The researcher believes that many perceptions would emerge, such as the pro and contra of changing the listening learning system. So, in this study the researchers wanted to know the student's perception of the use of English songs in listening skills in SMA IT Fadhilah Pekanbaru.

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B. Problem of the Research

1. Identification of the Problem

Based on the background above, the researcher recognized that students have several difficulties in learning listening. They still rely on the eyes rather than the ears to learn English. Therefore, the teachers required to be able to pay more attention to students' interests and must also be good at making activities that make students use their English skills continuously so that students become more confident. One of which is the song method which would influence student's perception in learning listening.

2. Limitation of the Problem

Based on the identification of the problem, the researcher discovers there are some problems in this research, the researcher needs to limit the problems to pay more attention to the specific problem. So, the researcher would focus on students's Perceptions of the use of English songs to develop their listening skills.

3. Formulation of the Problem

Based on the limitation of the problem stated above, the researcher formulates the problem as follows: "How are the students' perceptions of the use of English to develop their listening skills SMA IT Fadhilah Pekanbaru?"

C. Objective and Significance of the Research

1. Objective of the research

Based on the formulation of the research above, the objective of the research was to know student's perception of the use of English songs in listening skill in SMA IT Fadhilah Pekanbaru.

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2. Significance of the Study

The writer believes that this study had been provide useful and meaningful contributions to the English teachers and students about the importance of understanding the support of songs implementation in the class, so the English teachers could give more attention and motivation to a new approach of teaching by considering incorporating English songs into their classroom activities. Then, the writer expects this study would provide students with a new learning resource to assist them improve their listening skills. The result of this study could give some information about the methods to support their learning process. Hopefully, the students also can increase their listening skills in learning English by listening to English songs. In addition, the writer hopes that the result of this study could inspire other people to keep on searching an alternative and interesting media to enhance students' listening skills in learning English and give more knowledge and precious information as a reference for further study.

D. Definition of Term

To avoid the readers' misunderstanding or interpretation, the researcher gives some definitions of the key terms. Definitions of key terms are the following:

1. Students' Perception

Students' perception is a psychological capacity to process and interpret an occurrence that has been or has occurred. According to Robins (2019), perception can be defined as the process by which an individual organizes and interprets sensory inputs and gives meaning to the environment. Students' perception about English songs is an opinions or views about the interest and influence of listening

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to English songs in their vocabulary learning. In this study, students' perception is shown in the response to the questionnaire given to the students of using English songs to learn listening skills.

2. English Song

Song is a short piece of music usually with words, combined with melody and vocals. The words of the song are called lyrics. According to Griffee (1992), the word song refers to pieces of music that have words, especially popular songs such as that one hears on the radio. Dzanic and Pejic (2016) mentioned that songs have immense potential as they are essential to growth and learning processes. The presence of a song during learning is highly beneficial thanks to the fun nature of it which keeps the students elevated during lessons.

3. Listening Skill

Listening is the activity of paying attention and trying to get the meaning of something heard. Listening is a complex problem-solving skill, and it is more than just perceiving sounds. Rost (2013) stated that listening refers to a complex process that allows people to comprehend spoken language. Listening includes comprehension of meaning-bearing words, phrases, clauses, sentences, and connected discourse.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. EFL Learning

a. Definition and Characteristics of EFL Learning

English as a Foreign Language (EFL) learning refers to the process of acquiring English in a country where it is not used as the primary medium of communication. It is distinguished from ESL (English as a Second Language), which is typically learned in English-speaking environments. In the Indonesian context, English is categorized as a foreign language and is taught as part of formal education rather than used in everyday social interactions (Richards & Schmidt, 2010).

EFL learners usually face limited exposure to English beyond the classroom. As noted by Nunan (2003), this makes EFL contexts more reliant on formal instruction and planned language input. Students do not naturally encounter English in social settings, so their acquisition is slower and often more form-focused.

One of the defining features of EFL learning is its dependency on teacher-provided materials and structured learning environments. Learners rarely interact with native speakers, so much of their proficiency must be developed through indirect, simulated, or mediated exposure to the language (Brown, 2007). Consequently, EFL classrooms must compensate by providing rich, varied, and engaging input.

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Furthermore, EFL instruction emphasizes communicative competence—the ability not only to use correct grammar, but also to function socially and strategically in English. Canale and Swain (1980) proposed that communicative competence includes grammatical, sociolinguistic, discourse, and strategic components, all of which are essential for EFL learners to succeed in both academic and professional settings.

b. Challenges and Factors Affecting EFL Learners

EFL learners often struggle with linguistic input due to a lack of meaningful interaction with the language outside the classroom. According to Krashen (1985), language acquisition occurs when learners receive comprehensible input—language that is slightly above their current level. In EFL settings, such input is often limited unless teachers design materials that mimic authentic, real-world communication.

Motivation is another key factor in EFL learning. Gardner (1985) classifies motivation into integrative motivation (wanting to connect with the language and culture) and instrumental motivation (aiming for practical benefits such as employment or academic success). In EFL settings like Indonesia, instrumental motivation is typically more prevalent, but both types can be fostered through creative instruction.

Listening is considered one of the most difficult skills to develop in EFL contexts. Rost (2002) explains that listening is a foundational skill that supports all other language skills. Yet, many schools do not prioritize it, partly because listening

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input requires careful planning, appropriate technology, and teacher training. This contributes to students' poor performance in real-time language comprehension.

The social environment also plays a crucial role. According to Vygotsky's Sociocultural Theory (1978), language development is mediated through social interaction. Even in an EFL setting, learners benefit from group activities, peer correction, and teacher scaffolding. These forms of interaction create opportunities for meaningful language use, even in a non-native environment.

EFL students also face cultural barriers. Without being immersed in the culture of English-speaking countries, they often misunderstand idiomatic expressions, humor, or pragmatic cues. Teachers must therefore include cultural elements in instruction such as using songs, movies, or storytelling to bridge this gap (Gilmore, 2007).

c. Strategies and Innovations in EFL Instruction

To address the limitations of EFL settings, teachers have turned to authentic materials texts not created for educational purposes but for real-life communication. Gilmore (2007) emphasizes that authentic materials such as songs, podcasts, and interviews enhance learners' ability to decode real-world input and boost motivation.

One of the most effective strategies in recent years has been the integration of technology. Digital platforms such as YouTube, Spotify, and Duolingo provide learners with rich and varied exposure to English in context. These tools support self-directed learning, which is essential in environments where formal input is limited (Chen & Hsu, 2008).

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Listening to English songs, in particular, has become a practical and engaging method for improving listening comprehension. Songs provide repetitive exposure to vocabulary and natural rhythm, and they often carry cultural context, helping learners internalize not only language but also usage patterns (Harmer, 2007).

Another important consideration is the shift toward performance-based assessment. Brown and Abeywickrama (2010) argue that traditional grammar-based tests do not accurately reflect EFL learners' communicative abilities. More valid assessments include oral presentations, listening logs, or real-time response tasks.

Finally, effective EFL instruction involves fostering both fluency and accuracy. According to Harmer (2007), fluency-based tasks such as debates, role plays, or listening to lyrics help students produce language more naturally, while accuracy-focused tasks reinforce structure and form. Balancing these two goals is key in the EFL classroom.

2. Perception

a. Definition of Perception

Perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ. Suranto (2010) states that perception is an internal process that is recognized by individuals in selecting and regulating stimuli that come from outside. The stimulus is captured by the senses, and thoughts and feelings would spontaneously give meaning to these stimuli. Kotler (2012) states that perception is a process used by individuals to

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select, organize, and interpret information input to create a meaningful picture of the world.

Generally, perception is an opinion on how to define something. According to Walgito (2003), Perception is a process preceded by the sensation of individuals via brain receptors. The conclusion is that perception is an assumption about the viewed object. Huffman (2010) noted that perception is the process of selecting, organizing, and interpreting sensory information. Perception can be defined as people's recognition and interpretation of sensory information. Perception also includes how people respond to the information. Leavitt (2002) stated that the definition of perception in the narrow sense is right, how to see something. According to Angell (2015), perception is consciousness sense. In other words, perception is the way people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological processes to bring out perception. Perception is a process of recognizing information and it is compared with previous memory which is stored in a person's brain (Gibson, Ivancevich & Donnelly, 1973). From the definition above, the researcher concluded that perception is people's opinion based on their opinion and also, organizes their sensory impressions to give meaning to their environment in the final process of observation.

b. Process of Perception

Perception consists of certain processes. It starts by accepting the stimulation from an object through the sense of organ and then continues with the registers of stimuli to the nervous system called sensation. Furthermore, this process

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is ended by thinking, analyzing, and interpreting to achieve the meeting of the object. Concerning the process of perception, Walgito (2004) explained that perception is a complex process, as follows:

1) Physical process

It is the process when an object arouses stimuli caught by the receptor. This process is called sensation.

2) Physiological process

It is sending stimuli to the brain through the sense organ.

3) Psychological process

It is the process of changing the stimuli in the human brain to get a meaningful interpretation of stimuli.

c. The Factors Affecting Students' Perception

According to Slameto (2010), two factors influence someone's perception, those are as follows:

1) Internal factors

Internal factors that come from inside of an individual. It depends on psychological factors such as thoughts, feelings, wouldingness, need, sex, attention, and motivation. Every human being has different characteristics and temperaments shaped by an individual's family and environment.

2) External factors

The external factor is a factor that comes from outside of an individual. This factor stimuli and traits that stand out in the background environment of the object are being a difficult wholeness or unity separated, including teachers,

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learning methods, materials, facilities and infrastructure, environment, and friends.

According to Miftah Thoha (2003), the factors that affect student's perception are as follows:

1) Internal factors: learning process, feelings, attitudes, individual personalities, expectations, attention, physical condition, mental disorders, values, and needs as well as interests and motivations.
2) External factors: intensity, size, opposition, movement, repetition, new and familiar things, family background, relevant information acquired, knowledge, and the surrounding culture.

In general, the factors that can be written affect perception according to Fatah Syukur (2022) include:

1) Internal factors, namely from perceived behavior include biological/physical factors and psychological factors. Psychological factors include attention, attitude, interests, experiences, and education.
2) External factors are factors that come from outside the individual/behavior perception which includes the target object and the situation/environment in which perception takes place. Meanwhile, according to Dalyono (2015),The environment includes all materials and stimuli inside and outside the individual, both physiological, psychological, and socio-cultural. So, the school environment is a conducive situation that contains all the materials for the continuation of the learning process and influences individual learning activities both inside and outside the classroom.

3) In addition to the above, which is important for the formation of someone's perception is information.

Based on the views of these experts, it can be concluded that differences in perception arise from both internal and external factors. Internal factors include a person's attitude, focus, interests, and motivation, while external factors involve the object being perceived and the surrounding environment. From these factors, a person can perceive the same object, but the results of perceiving would be different. The factors that influence perceptions of the use of English songs in teaching listening can be identified as a stimulus that affects the outcome of students' perceptions of the use of English popular songs in learning listening.

d. Types of Perception

In perceptual language, everyone would have different judgments or views on something. Perception here can be divided into two parts, namely positive and negative depending on what influences their thinking. According to Irwanto (2002), there are two types of perceptions: perceptions that are negative and positive.

1) Positive perception

A positive perception entails all the knowledge and responses that continue to develop as the effort to use it continues. This would continue by supporting or activating the perceived object (Irwanto, 2002). According to Ahmadi (1999), Positive response is a form of response, action, or attitude that demonstrates, accepts, acknowledges, approves of, and implements the norms that apply to the individual's location.

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2) Negative perception

Positive perception depicts all knowledge in a positive light, whether it is understood or not. In addition, positive perception is a favorable interpretation that encourages people to notice things around them. In this situation, if someone has positive perceptions, they would benefit from and use the objects that were so positively perceived.

Therefore, we can know the difference between positive perception and negative perception They are two types of perception. First, the Positive Perception is the perception that describes all information knowledge positively. Second, the Negative Perception is the perception that describes all information negatively or not suitable for the perceived object.

e. Principles of Perception

In relation to the definition of perception, Slameto (2010, p:103-105) has divided the principles of perception into four, which are as follows:

1) Perception is relative, not absolute

In relation to the relative perception, the first stimulus would have a bigger impact than the next one.

2) Perception is selective

A person's ability to catch a stimulus is restrictive because the human brain only catches the stimulus based on the attractive thing.

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3) Perception has an arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups.

4) People perceptions may be different

The different perceptions can be explored in differences individually, behavior, attitude, and motivation.

f. Students Perception

Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009, p:2). In education, the perception of the pupils is critical for educators as they need to take into consideration the preferences of their students to come up with teaching material and lesson. According to Kaur et al. (2004) students' perceptions are their opinions or interpretations of events that occur during the teaching and learning process in the classroom. These perceptions are formed through discussions and arguments with classmates or teachers to enhance the learning experience. It can be concluded that students develop their own beliefs based on what they grasp from the teaching and learning process and how they build upon it.

Based on the definition of student perception above, student perception refers to their views or beliefs formed through what they feel, see, hear, or experience. These perceptions play a significant role in motivating and guiding students in their actions, particularly when it comes to their learning process and academic achievements. The use of songs is believed to improve students' English

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learning. There are several aspects of learning that can be developed using songs, one of which is the ability to listen.

Nushi and Orouji (2020) states that listening is a routine practice that is essential for getting information. Students benefit much from listening as it can improve their social skills and introduce them to new vocabulary. Nurani, (2021) stated that songs have functions and benefits such as creating one's creativity. Songs have an important role in language learning, especially when it comes to English. Songs have various benefits and have many functions in the learning process. One is that it can help improve students' listening skills, allowing them to better understand spoken English in a variety of contexts.

3. Listening Skill

a. Definition of Listening

Listening is a key focus in language studies and discourse analysis. It's a fundamental part of processing spoken language after all, there can be no spoken communication without listening. According to Rost (2004), listening is intertwined with many other fields of research and development. When we engage in conversation, our listening skills are crucial for accurately receiving information. These skills are vital for building professional relationships. Effective listening allows you to understand news better, interpret messages more precisely, and make your conversations and communications more efficient.

According to Nunan (2003), listening is not only a receptive skill but also requires a person to receive and understand incoming information. Because of this reason, listening is an active process because when people listen, they combine

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what they hear with their own ideas or experiences. In other words, the listeners are "creating meaning" in their minds. In conclusions, listening requires an active process to comprehend what is being said by the speaker.

Besides, listening required the listener to combine some components during the listening performance. Rost (1994) outlines several key components that learners need to develop in order to enhance their listening competence, including:

1) Discriminating between sound
2) Recognizing words
3) Identifying stressed words and grouping of words.
4) Identifying function (such as apologizing) in conversation
5) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to nonlinguistic cues (gestures and relevant object in the situation) in order to construct meaning.
6) Using background knowledge and context to predict and then to confirm meaning
7) Remembering important words, topics, and ideas
8) Giving appropriate feed back to the speaker
9) Reformulate what the speaker has said

Successful listening involves combining various component skills. In other words, listening brings together all these skills, which make up a person's listening ability. Therefore, listening skill can be defined as the listener's ability to receive and understand the meaning of spoken language by using these components in the listening process.

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b. Types of Listening

There are various types of listening ability. Brown (2004, p:120) divided listening into four common types as follows:

1) Intensive Listening

Intensive listening refers to listening closely. It focuses on component of discourse; such as phonemes, sounds, words, intonation, grammatical structures and components of spoken language. In intensive listening, an accurate perception is involved in higher level comprehension and listening.

2) Responsive Listening

Responsive listening is a type of listening where the goal is for the listener to respond. In this kind of listening, the response is 'affective,' meaning it expresses an opinion or viewpoint, rather than 'informational,' which would involve repeating facts from what was heard (Rost, 2011, p: 189). Responsive listening involves paying attention to short pieces of language, like greetings, questions, or commands, in order to make a brief response.

3) Extensive Listening

Extensive listening aims to develop a broad understanding of spoken language. This involves listening to long lectures and conversations, focusing on meaning over an extended period. Extensive listening includes academic listening, also known as listening for academic purposes, and sheltered language instruction. It also encompasses extended periods of listening to the target language outside the classroom.

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4) Selective Listening

Selective listening involves listening to short monologues for several minutes to "scan" for specific information. The goal is to understand selected details within longer pieces of spoken language, such as classroom instructions from a teacher, news items on TV or radio, and stories. Assessment tasks for selective listening might include identifying names, numbers, grammatical categories, directions, or specific facts and events. To help students develop their selective listening skills, instructors might set requirements for note-taking, such as writing down particular words or phrases, copying material from the board into the correct sections of their notes, listing topics, or labeling parts of their notes.

c. Listening Difficulty

Listening is frequently regarded as one of the most demanding language skills for students to acquire proficiency in. According to Brown and Yule, there are four major factors which can affect the difficulties in listening activity. They are:

1) The speaker. It is related to the number of speakers, how quickly they speak and what types of accent they have.
2) The listener. The listener response and the interest in the topic would affect the difficulties in listening. It also includes the listener‟s role whether they become participant or they just eavesdropper.
3) The content. It is related to the grammar, vocabulary and information structure.

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4) The support. It means that whether there are pictures, diagrams, or other visual aids to support materials in listening task.

d. Strategies in Listening

Listening strategies refer to the skills or methods listeners use to effectively achieve their listening goals. These strategies support learners in developing their listening proficiency. When faced with a task, learners set their own objectives, systematically organize certain strategies, and use them to achieve their learning goals (Bandura, 2001). O'Malley and Chamot as cited in Yulisa (2018) claimed three types of learning strategy in listening, there are: metacognitive, cognitive, and social strategies.

1) Metacognitive Strategy

Metacognitive strategy is a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise and evaluated.

2) Cognitive Strategy

Cognitive strategies related to comprehending and storing input in working memory or long term memory for later retrieval. They are invested from the aspect of bottom-up strategies, top-down strategies. According to Cahyono & Widiyati (2009), successful listener are those who able to use bottom-up and top-down which is process by combining new information and the knowledge that listener already know.

3) Social-affective strategy

According to Vandergrift (2003), social-affective strategies are the techniques listeners use to work together with others, to verify

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understanding or to lower anxiety. The language learning process is considered a social activity rather than an individual in which the learner can develop language skills by sharing ideas and asking questions. Habte-Gabr (2006) defines social-affective strategies as those that are informal and involve creating a connection between the teacher and learner, fostering empathy. It's crucial for listeners to learn how to manage anxiety, feel confident in their listening abilities, and stay motivated to improve their listening skills (Vandergrift, 1997).

e. Aspect of Listening

There are many factors that affect hearing. The listening process needs the ability to handle multiple listening tasks simultaneously in order to be a good listener. In this case, there are four aspects of him that you should know in order to become a good listener and understand the content of the topic. According to DeVito (2000) in listening learning there are several aspects that must be comprehended by someone, namely:

1) Paying Attention

Paying Attention The process of paying attention is the process of filtering out the information that one wants to hear and gets attention. Needs, desires, concerns, passions, and interests would determine what information would be the focus of our attention in filtering the information we hear.

2) Understanding

Understanding is knowing the information the sender wants to convey. Many factors make a person understand the information heard, but the

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similarity of language is a major factor in understanding the message conveyed.

3) Remembering

Remembering in this case is a person's ability to recall the information they have received.

4) Giving Response

Giving a response is the most important thing in the communication process and is very decisive to find out whether the communication process has been running effectively as expected. In the listening process, responding is the main indicator of whether someone is listening well or not. The response given would determine the outcome of the overall communication process.

4. English Song

Dzanic and Pejic (2016) stated that songs are incredibly valuable in the growth and learning process. Using songs during lessons is very beneficial because their fun nature keeps students engaged. The repetitive nature of songs helps improve listening skills and pronunciation while maintaining a fun atmosphere. Additionally, there are many ways to use songs in lessons. Repetition helps students remember what they've learned, and singing out loud allows them to practice new vocabulary (Israel, 2013).

Songs can also motivate students. Popular songs today often reflect people's experiences and cover common themes like friendship, dreams, and love, which resonate with many. Since young people are interested in various cultural forms outside of school, songs can be a highly motivating and unique teaching tool. As

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explained by Attwood, Deeb, and Danz-Reece (2004), music can help reduce boredom and fatigue at work. Thompson, Schellenberg, and Husain (2001) found that music boosts stimulation and mood, which benefits attention and focus. This suggests that having enjoyable background music can make studying more engaging, thereby increasing students' motivation (Muro & Murray, 2012). Additionally, incorporating music into the school curriculum has been shown to improve self-esteem and attitudes towards school (Gojmerac, 2018). Not only that, song can bring positive atmosphere. The use of songs is believed to improve students' English learning. There are several aspects of learning that can be developed using songs, namely:

1) Vocabulary

   To improve vocabulary mastery, students can use song lyrics. Nurkhaeni (2010) states that using English songs in teaching vocabulary helps students easily understand and remember new words. Similarly, Burhayani (2013: 69) argues that songs make the learning process enjoyable and help students remember new vocabulary effortlessly. By singing songs and engaging with the lyrics, students can learn the meanings of new words without needing to ask others or look them up in a dictionary.

2) Phonetics

   Phonetics is a branch of linguistics that focuses on studying the sounds humans produce when speaking, without considering how these sounds differentiate meanings in a language. It examines speech sounds (parole) rather than their functional roles in language (langue). Phonetics is part of

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phonology, which deals with the understanding of language sounds (phonemes) and how they are distributed. In linguistics, the smallest unit of language is the sound, while a phoneme is the abstract representation of these sounds.

3) Grammar

The grammar of a language includes the sounds and sound patterns, the basic units of meaning like words, and the rules for combining them to form sentences with the intended meaning. Grammar represents linguistic competence. To understand the nature of language, we need to understand grammar, especially the internalized, unconscious set of rules that exists in every language's grammar.

B. Relevant Research

The first relevant research by Adelia Yusmita and Nike Angraine (2017), entitled "The Effect of English Songs on the Seventh Grade Student's Pronunciation Achievement in SMP Srijaya Negara Palembang". In their study's the central question is "Was there any significant improvement of students' pronunciation achievement after being taught by using English songs?". The primary objective of this study is to determine the Effects of English Songs on the seventh-grade students' Pronunciation Achievement in SMP Srijaya Negara Palembang based on the questionnaire provided. This study's participants were all the seventh-grade students in SMP Srijaya Negara Palembang. As a sample, there were 30 samples for the experimental group and 30 samples for the control group. This study utilized a quasi-experimental research design. The information was

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collected by using t-test (Paired Samples t-test and Independent Samples t-test). According to the results of the data analysis, the English song strategy significantly improves the students' pronunciation achievement. It is found that the use of English songs in teaching English is effective to improve the students' pronunciation and very beneficial for the students in order to facilitate them in learning English.

Based on the research conducted by Nurhasanah and Suryaman (2022), entitled "Students' Perception on The Use of English Songs In Auditory Learning: Listening Skill," this research investigated the perception of using English songs in auditory learning. The purpose was to take a look at how the use of English songs affect students who have an auditory learning style and their perception on the effects. The results of the analysis indicate that the helpfulness of an English song in auditory learning is proven. Although each student has their own methods and it is the educator's job to take into consideration the preferences of their students in order to create a healthy and successful learning environment.

Meanwhile according to Mutia Mutmainah (2014) entitled "The Correlation between Students' Habit in Listening Songs and their Listening Ability". Although the form of the research does not similar both studies share common ground in utilizing songs and basic skills. The researcher had a specific goal of exploring a potential correlation between variables, and her study yielded positive results in this regard. In contrast, my research focused solely on enhancing students' listening abilities through the use of English songs.

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Meanwhile according to Saun Lolong (2019) entitled "Student's Perception Towards the Use of English Songs for English Language Learning". Research was conducted with students at Sam Ratulangi University to identify, classify, and describe their perceptions of learning English through songs. The study also aimed to analyze and describe how learning through English songs can enhance students' English skills. Using a descriptive method, data was collected through interviews. The findings indicate that using English songs for learning is enjoyable, engaging, effective, entertaining, culturally informative, motivational, and beneficial for cognitive development. The research also found improvements in students' vocabulary, pronunciation, listening, and speaking skills.

The last research conducted by Nurul Ilmi Amalia, Baso Jabu, and Amirullah Abduh (2024), The The goal of this study is to determine students' perceptions on the use of English songs in learning listening for students of English Education, Universitas Negeri Makassar. This study employed mixed methods, namely quantitative and qualitative to achieve the objectives of the research. This study's population consists of the 2019 English Education Study Program. The sample from the questionnaire consisted of 40 students and interviews with 8 students who were taken using a voluntary sampling technique. According to the results of the data analysis, students have a positive perception on the use of English songs in learning Listening.

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C. Operational Concept

To clarify the variables of this study and ensure consistency in data collection and analysis, the following operational concepts are defined:

1. Students' Perception refers to the students' cognitive and affective responses toward the use of English songs in listening activities. It includes how students feel, think, and behave regarding the role of English songs in developing their listening skill. This perception is measured through a structured questionnaire consisting of indicators related to motivation, implementation, and the perceived impact of songs in listening activities (Pitaloka, 2019).
2. English Songs in this study are defined as recorded English-language musical texts used as learning media. These songs are selected based on clarity, thematic relevance, vocabulary richness, and appeal to students. They serve as input material for listening activities to support comprehension, vocabulary recognition, and pronunciation awareness (Gilmore, 2007; Harmer, 2007).
3. Listening Skill is defined as the students' ability to understand spoken English, including identifying general ideas, specific details, and inferred meaning. In this study, listening skill is not measured through performance-based tests but through students' perceived improvement and engagement during song-based activities (Rost, 2002).

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The operationalization of these concepts is reflected in the construction of the research instruments, particularly the student questionnaire and interview guide, both of which align with the three major indicators of perception.

D. Assumptions and Hypothesis

1. Assumptions

This study was based on the assumption that: “Students are more motivated and cognitively engaged in listening activities when English songs are used, which in turn enhances their perception of listening as an enjoyable and beneficial skill.”

2. Hypothesis

This study is guided by the following working hypothesis: “Students perceive the use of English songs in listening instruction positively, particularly in terms of motivation, classroom engagement, and listening comprehension.” This working hypothesis provides a conceptual guide to explore and interpret students’ responses through both quantitative questionnaire data.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a quantitative descriptive research design. According to Creswell (2014), quantitative research is a method used to test objective theories by examining the relationship among measurable variables. In descriptive quantitative research, the aim is to describe characteristics of a population or phenomenon being studied, without attempting to influence or manipulate variables.

The design of this study was descriptive because it aimed to describe students' perceptions regarding the use of English songs in improving their listening skills, without involving any intervention or experimental treatment. As stated by Creswell (2012), descriptive research design refers to the process of collecting quantitative data from a specific population or sample to identify patterns in opinions, behavior, or attitudes.

In this study, the researcher collected data using a structured questionnaire with close-ended items, which was distributed to the participants. The data were then quantified and analyzed using statistical techniques to describe the overall perception of students. The quantitative results provided insight into how English songs were perceived in relation to their effectiveness in supporting students' listening skills.

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The use of English songs as listening material in this research was aligned with the Merdeka Curriculum implemented at SMA IT Fadhilah Pekanbaru. This curriculum emphasizes authentic learning resources, differentiated instruction, and the integration of student-centered, meaningful content in English language teaching. According to the Modul Ajar Bahasa Inggris Fase F (SMA) published by the Ministry of Education (Pusat Kurikulum dan Pembelajaran, 2021), English songs are categorized as examples of authentic spoken texts, which are suitable for developing listening comprehension, vocabulary, and pronunciation.

In the classroom setting, English songs are typically used two to three times per semester as part of the listening activity cycle. Teachers are encouraged to utilize materials that are relevant to students' interests and cultural exposure to increase motivation and listening engagement. The songs selected in this study reflected the criteria outlined in the syllabus: clear pronunciation, age-appropriate themes, and pedagogical relevance. The integration of songs is also in line with the learning objectives in the listening domain, which target students' ability to:

1. Identify the main idea and specific information from spoken texts.
2. Interpret meaning from context.
3. Respond to spoken English with appropriate understanding.

Therefore, this study not only explored students' perception of song-based listening but also responded directly to the national instructional goals for English listening skills.

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B. Location and time of the Research

The research was conducted from October until November 2024 at SMA IT Fadhilah Pekanbaru.

C. Participant and Sample

1. Population of the research

According to Creswell (2012), population refers to a group of individuals who share a common characteristic. The population of this research was twelve grade students at SMA IT Fadilah Pekanbaru. The total of class is 3 classes and consists of 82 students.

Table III.1
Population of the Students of twelfth grade

No	Classes	Total of Students
1.	XII.Bilingual	26
2.	XII. Multimedia	29
3.	XII. Tahfidz	27
	Total of Students	82

2. Sample of the research

In this research, researcher used Proportionate Stratified Random Sampling. Sugiyono (2019: 129) stated that proportionate stratified random sampling is used when the population has members or elements that are not homogeneous and stratified proportionally.

The total of sample that the researcher used on this study is 42 students. It is shown at the table below:

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Table III.2
Sample of the Students of twelfth grade

No	Classes	Total of Students
1.	XII.Bilingual	14
2.	XII. Multimedia	14
3.	XII. Tahfidz	14
	Total of Students	42

In this study, the researcher used proportionate stratified random sampling to determine the sample. According to Sugiyono (2019), proportionate stratified random sampling is a sampling technique used when the population has heterogeneous characteristics and is grouped proportionally based on certain strata. In the context of this research, the population consisted of 82 twelfth-grade students from three different classes: XII Bilingual, XII Multimedia, and XII Tahfidz.

To ensure fair representation from each stratum (class), the researcher selected 14 students from each class, making a total of 42 participants. This number was chosen for practical and statistical considerations:

1. Proportionality of each class contributed an equal number of students to avoid dominance of one group over another and to maintain balanced representation across different learning backgrounds.
2. Feasibility is limiting the sample to 14 students per class allowed the researcher to manage data collection effectively, especially when administering questionnaires and conducting follow-up interviews.
3. Minimum sufficient sample size consist of 42 respondents were considered adequate to represent the perceptions of the total population, as the study

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employed a descriptive quantitative approach without inferential generalization.

Each participant was selected randomly within their respective class to avoid selection bias and to ensure that every student had an equal chance of being included in the sample.

D. Technique of Collecting Data

There were two kinds of techniques that researcher would be used for collecting data. They are in the following:

1. Questionnaire

In this research, the researcher used a questionnaire to collect data about students' perceptions of the use of English songs to develop their listening skills. A questionnaire is a data collection technique conducted by giving a set of written questions or statements to respondents to answer (Sugiyono, 2005). In this study, the researcher used a close-ended questionnaire. The questionnaire was distributed to students using Google Forms. It was developed based on the questionnaire used by Ester Sekeon, which contained 17 closed-ended questions with five answer choices. The answer choices were Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

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Table III.3
Indicator Questionnaire

No	Indicators	Number Questions
1.	Students' Perception on Motivation in Learning Listening Using English Songs	1, 2, 3, 4
2.	Students' Perception on the Use of Songs in Listening Activities	5, 6, 7, 8, 9
3.	Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening Comprehension	10, 11, 12, 13, 14, 15, 16, 17

Table III.4
Blueprint Questionnaire

No	Indicator	Item Number(s)	Explanation
1	Students' Perception on Motivation in Learning Listening Using English Songs	1, 2, 3, 4	To explore how English songs affect students' motivation and engagement
2	Students' Perception on the Use of Songs in Listening Activities	5, 6, 7, 8, 9	To assess how songs are perceived when implemented during classroom listening
3	Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening Comprehension	10, 11, 12, 13, 14, 15, 16, 17	To evaluate students' views on the effectiveness and challenges of using songs

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Table III.5
Likert Scale of Questionnaire

Option	Score for Positive Statement	Score for Negative Statement
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

The participants' responses to the questionnaire aimed to understand students' perceptions of using English songs to improve listening skills. The researcher distributed the questionnaire via Google Forms. Initially, the collected information described the characteristics of their responses. All the data collected were analyzed and reported using a qualitative approach.

2. Interview

To clarify and enhance the data gathered from the questionnaire, the researcher conducted open-ended interviews. The interviews obtained more specific information regarding the students' perspectives on the use of songs in listening activities and the challenges they faced when listening to English songs—information that was not fully captured by the questionnaire results.

Five students from the twelfth grade at SMA IT Fadilah Pekanbaru participated in the interview sessions. The interviews consisted of six questions, categorized into three parts: the first and second questions focused on students' perceptions of motivation in learning listening through English songs; the third and fourth questions addressed their perceptions of using songs in listening activities; and the fifth and sixth questions explored their views on the advantages and

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disadvantages of using English songs to enhance listening skills. The interviews were conducted in December 2024. The procedures followed by the researcher were as follows:

a. The researcher prepared a set of questions to be asked to the selected students.
b. The researcher organized a recorder and note-taking materials to document the responses.
c. The researcher asked the questions and conducted the interviews in a friendly and conversational manner.
d. The researcher recorded the responses and took notes when necessary.

Table III.6
Blueprint Interview

Indicator	Question	Code
Students' Perception on Motivation in Learning Listening Using English Songs	1) How do you feel about using English songs as a way to improve your motivation in listening?	
	2) In what ways do English songs help you feel more motivated to practice listening?	
Students' Perception on the Use of Songs in Listening Activities	3) How do you find the use of English songs in listening activities compared to other methods, such as lectures or textbook exercises?	
	4) What specific aspects of English songs (e.g., melody, lyrics, artist) make listening activities enjoyable or challenging for you?	

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Indicator	Question	Code
Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening Comprehension	5) In your opinion, what are the main benefits of using English songs for improving listening comprehension? 6) Are there any challenges or disadvantages based on your experience when using English songs to practice listening? If yes, please explain.	

E. Technique of Data Analysis

This research applied a quantitative descriptive method to analyze the data collected through a closed-ended questionnaire. The data were processed to describe students' perceptions regarding the use of English songs in listening activities.

The researcher used the following steps in data analysis:

1. Tabulation of Responses

   Each student's responses were recorded and tabulated according to the corresponding item number. The Likert scale was used to assign numerical values to each response:

   - Strongly Agree (5)
   - Agree (4)
   - Neutral (3)
   - Disagree (2)
   - Strongly Disagree (1)

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2. Scoring

The scores for each item were calculated by multiplying the number of respondents for each scale point with its corresponding score. The total score for each indicator was then computed.

3. Percentage Calculation

The percentage of students' responses for each indicator was calculated using the formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency of the data

N = The total number of the data

4. Category Interpretation

The final percentage results were interpreted using the following classification scale (Riduwan, 2013):

Table III.7
Interpretation Criteria for Questionnaire Results

Percentage Range (%)	Category	Interpretation
81% – 100%	Very High	Students showed a very strong positive perception
61% – 80%	High	Students demonstrated a positive perception
41% – 60%	Moderate	Students showed a neutral or average perception
21% – 40%	Low	Students demonstrated a negative perception
0% – 20%	Very Low	Students showed a very low or strongly negative perception

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aimed to determine students' perceptions on using English songs in listening skills. Based on the findings, the researcher concludes the study as follows :

1. This study concluded that the use of English songs in listening activities is "**highly effective"** in enhancing students' language learning experience. Students perceived English songs not only as enjoyable and engaging but also as a powerful tool that increases motivation, supports listening comprehension, and strengthens language exposure.
2. Songs helped create a more relaxed and emotionally meaningful classroom atmosphere, enabling students to participate actively and confidently. By providing authentic and repetitive input, English songs facilitated the internalization of pronunciation, vocabulary, and context-based expressions. While some challenges such as unfamiliar accents or abstract lyrics existed, students generally viewed them as manageable and even motivating. Overall, the integration of English songs bridged the gap between formal instruction and informal learning, transforming listening practice into an engaging and valuable component of their language development.

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B. Suggestion

The following suggestions are proposed to help both teachers and students maximize the potential of English songs as a listening tool in the classroom and beyond.

1. Teachers are encouraged to select songs that are age-appropriate, linguistically accessible, and thematically relevant to students' interests. Songs should be paired with guided tasks such as lyric analysis, vocabulary exercises, or reflective discussions to maximize both comprehension and engagement. This approach helps turn passive listening into an active learning process.
2. Building the habit of listening to English songs regularly whether while commuting, studying, or relaxing can enhance vocabulary acquisition and listening fluency over time. Teachers can support this by recommending playlists or creating mini-projects where students reflect on lyrics or present songs they relate to.
3. Teachers can provide scaffolding by pre-teaching difficult expressions or using slowed-down versions of songs. Meanwhile, students should be encouraged to pause, replay, and research unclear phrases rather than avoid them. Creating an open space to discuss difficulties helps normalize struggle and fosters resilience in listening development.

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APPENDIX 1

List of Questionnaire

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QUESTIONNAIRE

STUDENTS' PERCEPTION OF THE USE OF ENGLISH SONG TO DEVELOP THEIR LISTENING SKILL

(PERSEPSI SISWA TERHADAP PENGGUNAAN LAGU BAHASA INGGRIS UNTUK MENGEMBANGKAN KETERAMPILAN MENDENGARNYA)

Angket ini bertujuan untuk mengumpulkan pendapat kamu mengenai penggunaan lagu Bahasa Inggris dalam pembelajaran untuk meningkatkan keterampilan mendengarkan. Kami berharap kamu dapat memberikan jawaban yang jujur dan sesuai dengan pengalamanmu.

Istruksi umum:

1. Bacalah setiap pertanyaan dengan cermat dan pahami maksudnya.
2. Pilih jawaban yang paling menggambarkan pendapat atau pengalaman kamu dalam belajar dengan menggunakan lagu Bahasa Inggris.
3. Pastikan semua kolom pilihan sudah diisi sebelum angket diserahkan.
4. Semua jawaban kamu akan dijaga kerahasiaannya dan tidak akan mempengaruhi nilai atau evaluasi apapun.
5. Tidak ada jawaban yang benar atau salah, jadi jawab dengan jujur berdasarkan pengalaman pribadi kamu.

Instruksi Khusus:

Harap tandai (√) pada salah soatu jawaban yang sesuai dengan pendapat, perasaan, dan keadaan Anda yang sebenarnya.

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SA = Strongly Agree (5); A = Agree (4); N = Neutral (3);
D = Disagree (2); SD = Strongly Disagree (1)

No	STATEMENTS	SA	A	N	D	SD
1.	I practice listening using English songs every day. (Saya berlatih listening menggunakan lagu bahasa Inggris setiap hari.)					
2.	Listening to English songs can help me to improve my English (mendengarkan lagu berbahasa Inggris dapat membantu saya meningkatkan kemampuan bahasa Inggris saya.)					
3.	I enjoy using English songs as my learning media in learning English. (Saya menikmati menggunakan lagu berbahasa Inggris sebagai media pembelajaran dalam mempelajari bahasa Inggris.)					
4.	English song could be media of learning English especially listening because I can access it anytime and anywhere. (Lagu berbahasa Inggris bisa menjadi media pembelajaran bahasa Inggris, khususnya untuk listening, karena dapat diakses kapan saja dan di mana saja.)					
5.	Hearing English songs never get me bored because it is very interesting and relaxing. (Mendengarkan lagu-lagu berbahasa Inggris tidak pernah membuat saya bosan karena menyenangkan dan menenangkan.)					
6.	The English song help me to adapt to a native speaker's pronounciation. (Lagu-lagu berbahasa Inggris membantu saya untuk beradaptasi dengan pengucapan penutur asli.)					
7.	My listening skill has improved because of hear an English Song. (Kemampuan mendengarkan saya telah meningkat karena sering mendengarkan lagu berbahasa Inggris.)					

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No	STATEMENTS	SA	A	N	D	SD
	I am feeling more comfortable learning listening skill on English Song rather than common teaching-learning prosess. (Saya merasa lebih nyaman belajar listening melalui lagu berbahasa Inggris daripada melalui proses pembelajaran biasa.)					
9.	Listening to English songs can be a very effective strategy as it helps the students to improve their listening skill. (Mendengarkan lagu berbahasa Inggris dapat menjadi strategi yang sangat efektif karena membantu siswa meningkatkan keterampilan mendengarkan mereka.)					
10.	My communication skill has improve because of listening to English songs. (Keterampilan komunikasi saya telah meningkat karena mendengarkan lagu berbahasa Inggris.)					
11.	Playing English song while doing other task could make me think clearer. (Mendengarkan lagu berbahasa Inggris sambil mengerjakan tugas lain dapat membantu saya berpikir lebih jernih.)					
12.	When using English songs, the atmosphere of learning become more relaxing. (Saat menggunakan lagu berbahasa Inggris, suasana pembelajaran menjadi lebih santai.)					
13.	The English songs are a great media in supporting speaking and listening activities. (Lagu berbahasa Inggris adalah media yang sangat baik dalam mendukung aktivitas berbicara dan mendengarkan.)					

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No	STATEMENTS	SA	A	N	D	SD
4.	Spending time with listen to English songs make me more familiar with the English word. (Menghabiskan waktu dengan mendengarkan lagu berbahasa Inggris membuat saya lebih familiar dengan kosakata bahasa Inggris.)					
5.	Listen to English songs make it easier to memorize a new vocabulary in the lyrics. (Mendengarkan lagu berbahasa Inggris membuat saya lebih mudah mengingat kosakata baru yang ada dalam liriknya.)					
6.	With the support of English song, I could improve my skill quicker than before. (Dengan bantuan lagu berbahasa Inggris, saya dapat meningkatkan kemampuan saya lebih cepat dibandingkan sebelumnya.)					
7.	Singing English songs helps me to learn to speak like native speaker. (Menyanyi lagu berbahasa Inggris membantu saya belajar berbicara seperti penutur asli.)					

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APPENDIX 2

List of Interview

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INTERVIEWS

STUDENTS' PERCEPTION OF THE USE OF ENGLISH SONG TO DEVELOP THEIR LISTENING SKILL

(PERSEPSI SISWA TERHADAP PENGGUNAAN LAGU BAHASA INGGRIS UNTUK MENGEMBANGKAN KETERAMPILAN MENDENGARNYA)

Part 1: Students' Perception on Motivation in Learning Listening Using English Songs

1. How do you feel about using English songs as a way to improve your motivation in listening?
2. In what ways do English songs help you feel more motivated to practice listening?

Part 2: Students' Perception on the Use of Songs in Listening Activities

3. How do you find the use of English songs in listening activities compared to other methods, such as lectures or textbook exercises?
4. What specific aspects of English songs (e.g., melody, lyrics, artist) make listening activities enjoyable or challenging for you?

Part 3: Students' Perception on the Advantages and Disadvantages of Using English Songs for Listening Comprehension

5. In your opinion, what are the main benefits of using English songs for improving listening comprehension?
6. Are there any challenges or disadvantages based on your experience when using English songs to practice listening? If yes, please explain!

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Translates:

Bagian 1: Persepsi Siswa tentang Motivasi dalam Pembelajaran Mendengarkan Menggunakan Lagu Berbahasa Inggris

1. Bagaimana pendapat Anda tentang penggunaan lagu berbahasa Inggris sebagai cara untuk meningkatkan motivasi dalam mendengarkan?
2. Dalam hal apa saja lagu berbahasa Inggris membantu Anda merasa lebih termotivasi untuk berlatih mendengarkan?

Bagian 2: Persepsi Siswa tentang Penggunaan Lagu dalam Aktivitas Mendengarkan

3. Bagaimana menurut Anda penggunaan lagu berbahasa Inggris dalam aktivitas mendengarkan dibandingkan dengan metode lain, seperti ceramah atau latihan dari buku teks?
4. Aspek apa dari lagu berbahasa Inggris (misalnya, melodi, lirik, penyanyi) yang membuat aktivitas mendengarkan menjadi menyenangkan atau menantang bagi Anda?

Bagian 3: Persepsi Siswa tentang Keuntungan dan Kerugian Menggunakan Lagu Berbahasa Inggris untuk Pemahaman Mendengarkan

5. Menurut Anda, apa saja manfaat utama dari menggunakan lagu berbahasa Inggris untuk meningkatkan pemahaman mendengarkan?
6. Apakah ada tantangan atau kekurangan yang Anda alami saat menggunakan lagu berbahasa Inggris untuk berlatih mendengarkan? Jika ada, mohon jelaskan.

APPENDIX 3

Tabulation Data of Results Questionnaire

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No.	Motivation (X1)					the Use of English Songs (X2)						Challenges (X3)								
	X1.1	X.1.2	X1.3	X1.4	TOTAL X1	X2.1	X2.2	X2.3	X2.4	X2.5	TOTAL X2	X.3 1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	TOTAL X3
1	4	3	3	4	14	4	3	4	3	3	17	4	4	4	4	3	4	4	4	31
2	5	5	3	4	17	4	4	5	3	4	20	4	3	4	4	4	4	4	4	31
3	3	4	4	3	14	3	4	2	2	3	14	3	3	3	3	2	4	4	3	25
4	3	3	3	3	12	4	3	4	3	3	17	4	3	3	3	3	3	3	3	25
5	5	5	4	4	18	4	4	3	5	4	20	5	5	3	5	5	3	3	5	34
6	3	3	3	2	11	3	4	5	3	3	18	4	3	3	3	2	4	3	3	25
7	4	5	4	3	16	4	4	4	4	4	20	4	4	2	2	4	3	3	4	26
8	5	4	4	4	17	5	4	4	4	4	21	5	3	4	3	3	4	4	3	29
9	4	5	5	4	18	4	4	5	4	4	21	5	4	5	4	5	4	5	5	37
10	5	4	5	4	18	5	5	5	4	5	24	5	5	4	4	5	5	5	5	38
11	3	3	4	4	14	4	3	4	3	4	18	4	4	4	4	4	4	5	3	32
12	5	4	5	5	19	4	5	5	4	4	22	5	5	5	4	4	5	5	5	38
13	4	4	4	4	16	4	4	5	4	4	21	5	5	4	4	4	4	4	4	34
14	4	3	3	3	13	5	5	4	3	4	21	5	4	3	4	3	3	3	3	28
15	5	5	5	5	20	5	5	5	5	5	25	5	5	5	5	5	5	5	5	40
16	4	3	3	4	14	4	5	4	4	3	20	5	5	4	3	3	3	4	4	31
17	5	5	4	4	18	5	5	4	4	5	23	5	5	5	3	3	5	5	5	36
18	4	4	4	4	16	3	4	4	5	3	19	4	4	4	4	3	4	4	4	31
19	4	3	4	4	15	4	4	3	3	5	19	4	3	3	3	5	5	4	4	31
20	3	4	4	4	15	3	4	4	4	4	19	4	4	4	4	4	4	4	4	32

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No.	Motivation (X1)					the Use of English Songs (X2)						Challenges (X3)								
	X1.1	X.1.2	X1.3	X1.4	**TOTAL X1**	X2.1	X2.2	X2.3	X2.4	X2.5	**TOTAL X2**	X.3 1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	**TOTAL X3**
21	5	5	5	5	20	5	5	5	5	5	25	5	5	5	5	5	5	5	5	40
22	3	3	3	3	12	4	4	5	3	3	19	4	4	3	3	3	3	3	3	26
23	4	3	4	4	15	4	4	4	4	4	20	4	3	3	3	4	4	4	4	29
24	5	2	3	5	15	3	3	3	3	2	14	4	3	4	1	1	5	5	5	28
25	3	3	3	3	12	3	3	3	3	3	15	4	3	3	2	2	2	4	3	23
26	5	4	4	4	17	4	4	5	3	4	20	4	4	4	4	4	4	4	4	32
27	3	4	4	4	15	4	4	5	4	4	21	4	4	3	4	4	4	4	4	31
28	4	5	5	5	19	4	4	4	4	5	21	5	5	4	5	5	5	5	5	39
29	5	5	4	5	19	5	5	5	5	5	25	5	5	5	5	4	5	5	5	39
30	3	4	5	4	16	5	5	5	4	5	24	4	4	3	3	5	5	5	4	33
31	5	5	5	5	20	5	5	5	5	5	25	5	5	5	5	4	5	5	5	39
32	5	2	2	4	13	5	3	5	3	3	19	3	3	3	3	3	4	4	3	26
33	4	4	4	4	16	4	4	4	4	4	20	4	4	4	4	4	4	4	4	32
34	4	5	5	5	19	5	5	5	5	4	24	5	5	5	5	4	5	5	4	38
35	5	5	5	5	20	5	5	5	5	5	25	5	5	5	5	5	5	5	5	40
36	3	5	5	5	18	5	5	2	3	3	18	5	5	4	4	4	5	5	5	37
37	5	5	5	5	20	5	5	5	5	5	25	5	5	5	5	5	5	5	5	40
38	4	5	4	5	18	4	5	5	4	4	22	4	5	4	4	3	5	5	5	35
39	4	5	5	5	19	5	5	5	5	5	25	5	5	5	5	5	5	5	5	40
40	5	4	5	4	18	3	5	5	3	5	21	5	5	4	5	3	5	5	5	37
41	3	3	2	2	10	3	4	3	2	2	14	4	3	3	3	2	2	3	3	23
42	3	5	4	4	16	5	4	5	5	4	23	4	4	4	4	4	4	4	4	32

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No.	Motivation (X1)					the Use of English Songs (X2)						Challenges (X3)								
	X1.1	X.1.2	X1.3	X1.4	TOTAL X1	X2.1	X2.2	X2.3	X2.4	X2.5	TOTAL X2	X.3 1	X3.2	X3.3	X3.4	X3.5	X3.6	X3.7	X3.8	TOTAL X3
SA	16	17	14	13		16	17	22	11	13		20	18	11	11	11	18	19	17	
A	14	12	17	21		18	19	13	15	17		20	13	17	16	15	16	16	15	
N	12	11	9	6		8	6	5	14	10		2	11	13	12	11	6	7	10	
D	0	2	2	2		0	0	2	2	2		0	0	1	2	4	2	0	0	
SD	0	0	0	0		0	0	0	0	0		0	0	0	1	1	0	0	0	
Total Score	60	300	S x F		Total Score	79	395	S x F			Total Score	125	625	S x F (Score x Frequency)						
	64	256				82	328					128	512							
	38	114				43	129					72	216							
	6	12				6	12					9	18							
	0	0				0	0					2	2							
	168	682				210	864					336	1373							

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APPENDIX 4

Transcript Interviews

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Student	Statement	Keyword	Category	Reason	Factor Category
2	*Songs make it easier to catch words. Because the lyrics get repeated, I memorize vocabulary without trying.*	Memorize vocabulary, repetition	Positive	Lyrics repetition supports passive memorization	Motivational
	Sometimes the singer sings too fast, I can't catch the words.	Fast tempo	Negative	Speed of lyrics causes difficulty in understanding	Technical
	I enjoy using songs in class more than textbook activities. It's more fun and keeps me focused.	Enjoyable, focused	Positive	Songs make listening more engaging than traditional tasks	Affective
	English songs are fun to use in class, but if I don't get the lyrics, I can feel left out.	Can't follow lyrics	Negative	Missing lyrics reduces learning satisfaction	Comprehension Barrier
	Listening to songs has helped me improve how I talk and speak in English.	Improve speaking	Positive	Pronunciation mimicking supports speaking fluency	Oral Skill
	Lyrics often talk about daily life. So I understand better how to use the words.	Real-life context, understanding usage	Positive	Relatable lyrics enhance contextual learning	Cognitive
	There are many slang words. I don't get the meaning even if I know the words.	Slang, unclear meaning	Negative	Slang and idioms create comprehension gaps	Linguistic
	Using songs makes me want to listen more. I feel like I'm not studying, just enjoying.	Not studying, enjoying	Positive	Perceived informality increases learning engagement	Motivational
	Sometimes the song has meaning that's too deep, I get confused and lose interest.	Deep meaning, confusion	Negative	Abstract lyrics hinder comprehension and motivation	Semantic

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Student	Statement	Keyword	Category	Reason	Factor Category
3	*Listening to English songs while doing homework makes my brain feel calmer.*	Calm, multitask	Positive	Songs support relaxed cognitive multitasking	Affective
	I feel like my listening has gotten sharper. I understand faster now.	Sharper listening, faster comprehension	Positive	Frequent exposure improves processing speed	Cognitive
	I like the song but the accent is hard to follow.	Unfamiliar accent	Negative	Pronunciation differences affect understanding	Phonological
	It's easier to understand native speakers through songs than through boring recordings.	Native speaker, easier	Positive	Authentic song input enhances real-world listening exposure	Authenticity
	I like songs with clear singers, but not all songs are like that, so I sometimes skip them.	Clear singer preference	Negative	Learner preference limits exposure to diverse accents	Selective Learning
	English songs help me get used to new words without even realizing it.	Subconscious learning	Positive	Incidental exposure builds vocabulary retention	Lexical
4	*With songs, I learn in a relaxed way but the knowledge still sticks.*	Relaxed learning, retention	Positive	Low-pressure environment aids retention	Affective
	I get too focused on melody and forget to listen to the words.	Melody distraction	Negative	Enjoyment sometimes distracts from the learning goal	Affective Disruption
	Songs help me stay alert in class. I don't get sleepy like I usually do.	Alert, not sleepy	Positive	Music sustains attention better than lecture-based input	Cognitive
	Some songs are too repetitive, I get bored and stop paying attention.	Repetitive, boredom	Negative	Overuse of repetitive patterns reduces engagement	Fatigue

Student	Statement	Keyword	Category	Reason	Factor Category
S7	*Sometimes lyrics help me remember phrases I hear in real conversations.*	Real phrases, recall	Positive	Authentic expressions in songs aid real-life communication	Functional
	When I understand a song without reading lyrics, I feel satisfied and want to keep learning.	Satisfaction, motivation	Positive	Achievement builds intrinsic motivation	Motivational
	Some lyrics are abstract or poetic, I get confused about the meaning.	Abstract lyrics, confusion	Negative	Figurative language complicates interpretation	Semantic
	I actually look forward to listening lessons when songs are involved.	Look forward, interested	Positive	Anticipation and enjoyment raise motivation	Affective
	Sometimes I focus on the rhythm and forget to listen to the words clearly.	Rhythm-focused, missed input	Negative	Musical elements overpower language content	Affective Disruption
	Singing along helps me speak more fluently, especially with pronunciation.	Singing, pronunciation	Positive	Active vocalization supports speaking fluency	Productive Skill

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Appendix 5

Thesis Guidance Activity

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/4789/2024 Pekanbaru,22 Februari 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:ALYA AZZAHRA
NIM	:12010427101
Jurusan	:Pendidikan Bahasa Inggris
Judul	:THE EFFECTIVENESS OF USING PECHAKUCHA TECHNIQUE TO PROMOTE STUDENTS' SPEAKING FLUENCY AT SENIOR HIGH SCHOOL PEKANBARU
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

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Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/25329/2024 Pekanbaru,31 Desember 2024
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth.
1. Harum Natasha, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Alya Azzahra
Nim : 12010427101
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effectiveness Of Using Pechakucha Technique To Promote Students' Speaking Fluency At Senior High School Pekanbaru
Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

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Wakil Dekan I

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Pekanbaru, 30 April 2024

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama	: Alya Azzahra
NIM / HP	: 12010427101/082283845708
Tempat / tanggal lahir	: Pekanbaru /12 November 2001
Semester / Tahun	: VIII / 2024
Jurusan	: Pendidikan Bahasa Inggris
Dosen Pembimbing	: Harum Natsha, M. Pd

Berdasarkan Rekomendasi Dosen Pembimbing, Dengan Ini Saya Mengajukan Kepada Bapak/ Ibu Permohonan Pergantian Judul Dari **"The Effect of Using Pechakucha Technique to Promote Students Speaking Ability at Fadhilah Senior High School Pekanbaru"** Menjadi **" Students Perception on the Use of English Song to Their Speaking Skills"** Dengan Demikian Surat Permohonan Ini Saya Sampaikan Sekiranya Bapak/ Ibu Dapat Mempertimbangkan, Atas Perhatian Saya Ucapkan Terima Kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Alya Azzahra
NIM.12010427101

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Pekanbaru, 13 Desember 2024

Hal : Permohonan perpanjangan SK pembimbing

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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Alya Azzahra

NIM / HP : 12010427101 / 082283845708

Tempat / tanggal lahir : Pekanbaru / 12 November 2001

Semester / Tahun : IX / 2024

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan perpanjangan SK pembimbing dengan judul **"STUDENTS' PERCEPTION OF THE USE OF ENGLISH SONG TO DEVELOP THEIR LISTENING SKILL"**
Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Faurina Anastasia, S.S., M.Hum.
Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy SK pembimbing sebelumnya
5. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,

Alya Azzahra
NIM. 12010427101

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Research Proposal
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha, M.Pd.
   a. Nomor Induk Pegawai (NIP) : 198203012009012009
3. Nama Mahasiswa : Alya Azzahra
4. Nomor Induk Mahasiswa : 12010427101
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	24 Maret 2023	Judul awal, background, etc.		
2.	14 September 2023	Revisi bab 1-2		
3.	17 Maret 2024	Bimbingan bab 3		
4.	25 April 2024	Pergantian judul, bimbingan bab 1-3		
5.	8 Mei 2024	Bimbingan bab 1-3		
6.	25 Juni 2024	Acc Seminar Proposal		

Pekanbaru, 25 Juni 2024
Pembimbing,

Harum Natasha, M.Pd.
NIP. 198203012009012009

Kasim Riau

STUDENTS' PERCEPTION OF THE USE OF ENGLISH SONGS TO DEVELOP THEIR LISTENING SKILL AT FADHILAH SENIOR HIGH SCHOOL PEKANBARU

UIN SUSKA RIAU

Acc Proposal Seminar
26/06-2024

ALYA AZZAHRA
12010427101

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1445 H/2024 M

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Alya Azadira
Nomor Induk Mahasiswa : 12010427101
Hari/ Tanggal : Senin / 1 Juli 2024
Judul Proposal Penelitian :

NO	URAIAN PERBAIKAN
1.	No explanation of students' perception at the background.
2.	Add the preliminary study information at the background.
3.	Add the students' opinion at the preliminary study.
4.	Add also at the preliminary study relating to the process of using English songs to develop their listening skills.
5.	Revise the second formulation of problem.
6.	Specify the perception into Learning students' Learning perception.
7.	Elaborate the discussing of students' perception
8.	Revise the conceptual framework.
9.	Add the indicators of perception at the theoritical framework and eg conceptual framework.
10.	Revise the blueprint of questionaire.
dst.	

Pekanbaru, 1 Juli 2024

Penguji I

Cut Raudhatul Miski, M.Pd.

Penguji II

Murdiana, M.Pd.

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Alya Azzahra
Nomor Induk Mahasiswa : 12010427101
Hari/Tanggal Ujian : 1 Juli 2024
Judul Proposal Ujian : Students' Perception of the Use of English Song to Develop their Listening Skill at SMA IT Fadilah Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski, S.Pd., M.Pd.	PENGUJI I		
2.	Nurdiana, S.Pd.I., M.Pd.	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru,2 Oktober 2024
Peserta Ujian Proposal

Alya Azzahra
NIM. 12010427101

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INSTRUMENT APPROVAL

This is to certify that the interview and questioner instrument regarding students' perception on using English songs, in research entitled *"Students' Perception of the Use of English Songs to Develop Their Listening Skills at SMA IT Fadhilah Pekanbaru"* has been consulted and approved by the supervisor.

Pekanbaru, 2nd May, 2025

Student,

Alya Azzahra
NIM.12010427101

Supevisor,

Harum Natasha, M.Pd
NIP.198203012009012009

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Alamat : Jl. H. R. Soebrantas Km 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp (0761) 7077307 Fax (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : Bimbingan bab 4 dan 5
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Harum Natasha, M.Pd
   a. Nomor Induk Pegawai (NIP) : 198203012009012009
3. Nama Mahasiswa : Alya Azzahra
4. Nomor Induk Mahasiswa : 12010427101
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	5/12/2024	Instrument		
	9/12/2024	Instrument		
	14/12/2024	Acc Instrument		
	17/3/2025	Bab IV		
	28/4/2025	Bab IV, V		
	30/4/2025	Bab IV, V		
	2/5/2025	Acc Munaqasyah		

Pekanbaru, 2nd May 2025
Pembimbing,

HARUM NATASHA, M.Pd.
NIP.198203012009012009

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APPENDIX 6

Research Letters

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/19142/2024 Pekanbaru, 26 Agustus 2024
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA IT- Fadilah Pekanbaru
di
Tempat

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Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Alya Azzahra
NIM	: 12010427101
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

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SMA IT FADHILAH PEKANBARU
AKREDITASI : A / UNGGUL
Alamat : Jl. Muhajirin, Kel. Sidomulyo Barat, Kec. Tuah Madhani, Kota Pekanbaru Prov. Riau Kode Pos : 28294
Wa : 085265494136 IG : @smait_fadhilah_pku FB : SMA Islam Terpadu Fadhilah Pekanbaru
Email : smaitfadhilahpku@gmail.com Website: https://smaitfadhilahpku.sch.id

Nomor : 007/422/SMA.IT.F/VIII/2024 27 Agustus 2024
Lamp : -
Hal : Balasan Permohonan Izin Melakukan Prariset

Yth.
Dekan Fakultas Tarbiyahdan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau
di
tempat

Assalamu'alaikum, Wr. Wb.

Menindak lanjuti surat dengan Nomor : Un.04./F.II.3/PP.00.9/20244/2023 Perihal permohonan izin melakukan PraRiset dari bapak. Melalui dengan surat ini, kami bersedia memberikan izin PraRiset kepada mahasiswa :

Nama	: Alya Azzahra
NIM	: 12010427101
Semester/tahun	: IX (Sembilan)/2024
Program studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Judul Penelitian	: Students' Perception of the Use of English Song to Develop their Listening Skills

Demikian surat ini kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Kepala SMA IT Fadhilah

MAIDIA SAPUTRA, M.Pd
NIP.-

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Nomor : B-22240/Un.04/F.II/PP.00.9/10/2024 Pekanbaru,11 Oktober 2024 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Alya Azzahra
NIM	: 12010427101
Semester/Tahun	: IX (Sembilan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Students' Perception On The Use Of English Song To Develop Their Listening Skill
Lokasi Penelitian : SMA IT Fadhilah Pekanbaru
Waktu Penelitian : 3 Bulan (11 Oktober 2024 s.d 11 Januari 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

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Wassalam
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Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

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Pekanbaru, 06 NOV 2024

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Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Yth. Kepala SMA IT Fadhilah Pekanbaru

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/69630 Tanggal 23 Oktober 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	: **ALYA AZZAHRA**
NIM/KTP	: 12010427101
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S1
Alamat	: PEKANBARU
Judul Penelitian	: **STUDENTS&RSQUO; PERCEPTION OF THE USE OF ENGLISH SONGS TO DEVELOP THEIR LISTENING SKILLS AT SMA IT FADHILAH PEKANBARU**
Lokasi Penelitian	: SMA IT FADHILAH PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

Plt.KEPALA DINAS PENDIDIKAN
PROVINSI RIAU

EDI RUSMA DINATA, S.Pd,M.Pd
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru

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Alamat : Jl. Muhajirin, Kel. Sidomulyo Barat, Kec. Tampan, Kota Pekanbaru Prov. Riau Kode Pos : 28294
Wa : 085265494136 IG : smait_fadhilah FB : SMA IT Fadhilah Pekanbaru Email : smaitfadhilahpku@gmail.com

KETERANGAN RISET

Nomor : 022/422/SMA.IT.F/XII/2025

Yang bertanda tangan dibawah ini Kepala Sekolah SMA IT Fadilah Pekanbaru dengan ini menerangkan bahwa:

Nama	: Alya Azzahra
NIM	: 12010427101
Mahasiswa	: S1 Pendidikan Bahasa Inggris
Judul Penelitian	: **STUDENTS' PERCEPTION OF ERNGLISH SONG TO DEVELOP THEIR LISTENING SKILLS AT SMA IT FADILAH PEKANBARU**

Berdasarkan surat dari UIN Suska Riau Nomor Un.04/F.II/PP.00.9/10/2024 tanggal 09 Oktober 2024 perihal : Izin Riset/ penelitian, maka yang bersangkutan telah selesai melakasanakan Riset/ Penelitian di SMA IT Fadilah Pekanbaru sesuai dengan judul penelitian tersebut.

Demikian keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Pekanbaru, 6 Rajab 1446 H
6 Januari 2024

Kepala Sekolah,

MAIDIA SAPUTRA, M.Pd

Sultan Syarif Kasim Riau

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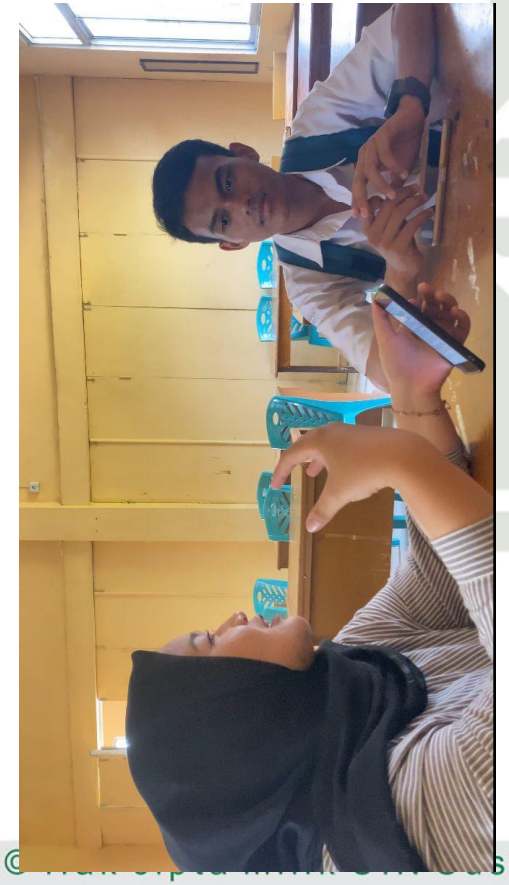

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CURRICULUM VITAE

Alya Azzahra, was born on November 12nd 2001 in Pekanbaru. She is the eldest daughter of Mr. Dafrizal and Mrs. Yesi Fitrina. In 2013 she graduated from SDN 01 Mungka, Payakumbuh, Sumatra Barat. She completed her studies at SMP IT Al-Bayyinah, Pekanbaru, in 2016, and at SMA IT Al-Bayyinah, Pekanbaru, in 2019.

In 2020, she was accepted as an English student Department of Education, Faculty of Teacher Training and Education, UIN Suska Riau. On August 2023, she was doing KKN (Kuliah Kerja Nyata) in Desa Bono Tapung, Rokan Hulu. She was also doing Pre-Service Teacher Practice at SMA IT Fadilah Pekanbaru. Finally, she followed a thesis examination entitled ‘Students’ Perception on the Use of English Songs to Develop their Listening Skills at SMA IT Fadilah Pekanbaru’.

UIN SUSKA RIAU