

**ENHANCING LISTENING SKILLS THROUGH SONG:
THE IMPLEMENTATION OF SONG IN TEACHING LISTENING
AT SMPN 5 BANGKALAN**

THESIS



By

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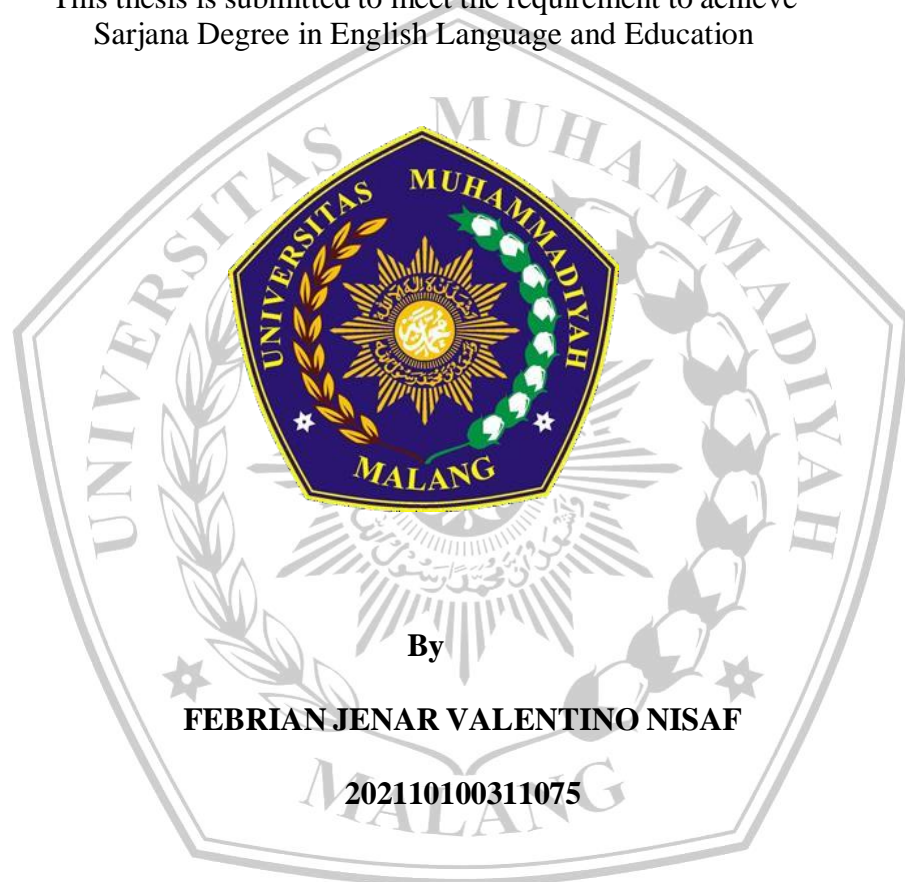
**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG**

2025

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THESIS

This thesis is submitted to meet the requirement to achieve
Sarjana Degree in English Language and Education



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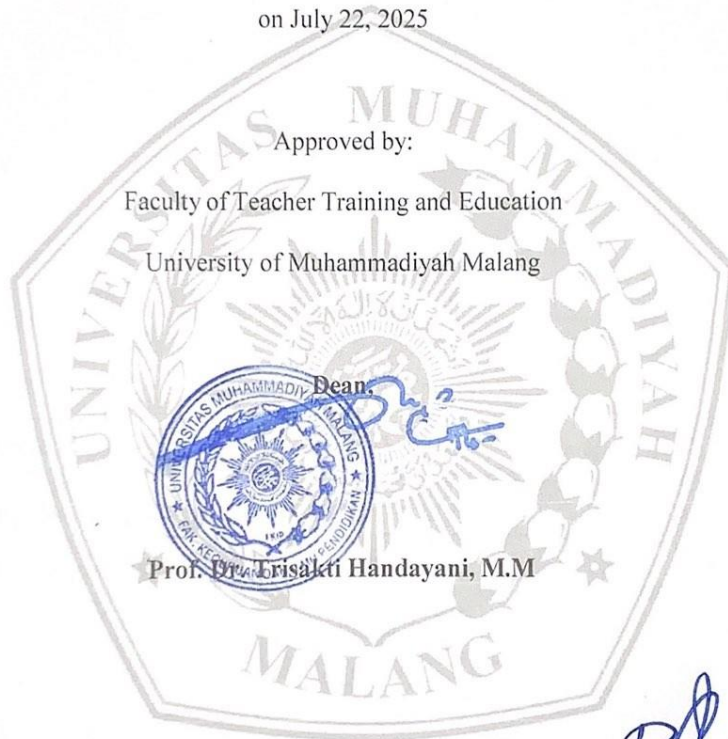
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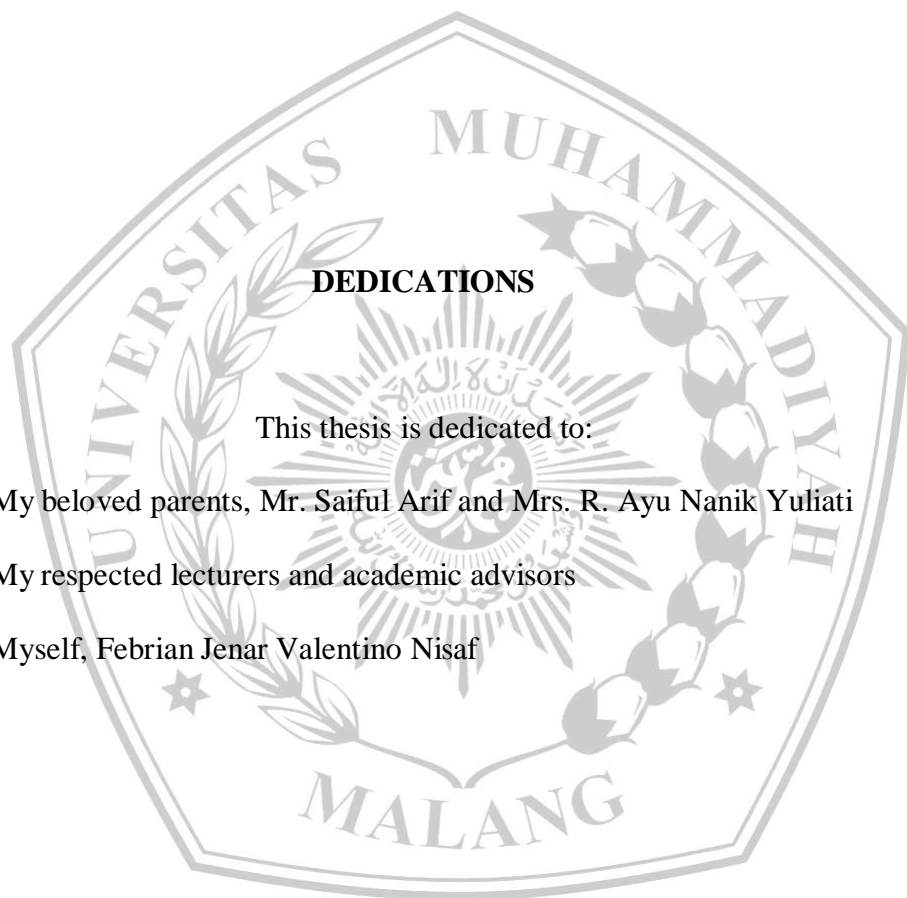
Fortis Fortuna Adiuvat

(Fortune favors the brave)

DEDICATIONS

This thesis is dedicated to:

1. My beloved parents, Mr. Saiful Arif and Mrs. R. Ayu Nanik Yuliati
2. My respected lecturers and academic advisors
3. Myself, Febrian Jenar Valentino Nisaf



AUTHOR'S DECLARATION OF ORIGINALITY

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Malang, July 18, 2025



Febrian Jenar Valentino Nisaf

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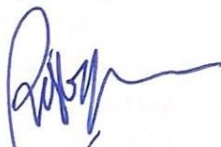
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ABSTRACT

This study explores the integration of songs in enhancing listening skills in English language instruction at SMPN 5 Bangkalan. The objectives of this research are twofold: to investigate the implementation of songs in teaching listening skills and to identify the challenges faced by students during this process. A quasi-experimental design with a one-group pre-test and post-test framework was employed, and data were collected through pre-test, post-test, and student questionnaires. The findings indicate a significant improvement in students' listening comprehension, as reflected by an increase in post-test scores, with a mean difference of 30.20 points ($p < 0.05$). The integration of songs into lessons fostered increased student engagement and motivation, particularly through interactive activities like group discussions and comprehension exercises. However, challenges were identified, including difficulties with song tempo, vocabulary complexity, and song relevance to students' interests. Despite these challenges, students generally perceived the use of songs as an engaging and effective tool for enhancing their listening skills. The study highlights the importance of song selection based on tempo, complexity, and relevance to student interests to maximize effectiveness. These results contribute to the growing body of literature on song-based language learning and provide practical implications for educators aiming to incorporate songs into their teaching practices. Recommendations for future research include exploring the long-term effects of song-based listening activities and examining the influence of song types from diverse genres on student engagement and listening comprehension.

Keywords: songs, listening skills, junior high school, language learning

Advisor,



Kharisma Naidi Warnanda S., M.Pd.

The Researcher,



Febrian Jenar Valentino Nisaf

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