

Students' Perception on the Use of Song to Enhance Their Motivation in Learning English

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Abstract

One of the keys to success in learning English is students motivation. It can be influenced by the way the teacher teaches in the classroom. The teacher must be able to make learning English fun to enhance students motivation. One of the ways is by using song. The use of song in learning English has many advantages. Therefore, this study aims to find out the students' perception on the use of song to enhance their motivation in learning English. This study was conducted at MTs Huffadh Al-Itqoniyyah. This study uses a descriptive qualitative method. The data is collected by using a questionnaire and an interview. To analyze the data, it is done through three steps: condensation, data display, and verification. The results of the study show that the students have a positive perception of using song in the process of learning English. The students responded positively to the following statements: the students became more enthusiastic about learning English; they are more happy, enjoyable, and active during the learning process; and they more focus and make them easier in learning English. All students agree that the use of song in learning English is very effective to enhance their motivation in learning English.

Keywords: *Students' perception; song; students motivation.*

INTRODUCTION

Nowadays in the global era, English has an important role in several aspects. English has become an international language which is used to communicate each other in the most countries in the world. Most of science and technology books are also written in English. According to Hasan (2012), the challenges that came from globalization and Information and Communication Technology (ICT) we can also find several information and scientific knowledge in English version available on our electronic media. Therefore, it is very important for us to learn English in order to be fluent in English both spoken and written.

In Indonesia, English is one of subjects being taught in the classroom as a foreign language. Unfortunately, students in Indonesia believe that English is a difficult subject. There are some factors that make English feel difficult for students, such as the different of our mother tongue and English itself, an environment that does not support to the use

of English in daily life, the lack of students' motivation or interest in learning English, lack of teaching method of the teacher or teaching monotone, etc. Therefore, the teacher must be able to make learning English fun in order to enhance the students' motivation in learning English. One of the teaching methods to make fun learning is teaching English is by using song.

There are some studies had been conducted that related to the use of song in learning English. The first study was conducted by Apriani et al (2021), entitle "Students Perception on Learning English Through Songs to Enhance Students' Speaking Ability". The study used qualitative study with case study design. To gain the data the researchers used questionnaire and interview. The results of the study showed that learning English through song is effective to improve students speaking English, students has a positive perception about it, and pronounce each words correctly and properly has known by students.

The second, Study was conducted by Wusqo et al (2024), entitled "Students' Perceptions of Using Songs for Listening Skill". The study used qualitative method. This study showed that the use of English song in English learning is enjoyable, not boring, effective learning media, engaging brain function, and students' listening skill also improved.

Other study was conducted by Pandey et al, entitled "Students' Perception Toward the Use of English Song for Speaking Skill". The study used descriptive method and used questionnaire to obtain the data. The results of this study showed that students have positive respond, the use of song is useful and effective. The researchers also suggest to improve the way of teaching for English teachers, monitoring the advancement of technology that can improved things.

Study was also conducted by Virtaza et al (2023), entitled "Students' Perception on the Use of English Songs for Vocabulary Development". The study used mix method design which is the study used questionnaire and interview to collect the data. The results of this study showed that the students enjoy English songs and have a positive perception of learning English used song to enrich their vocabulay. English song have a significant impact on vocabulary development. English song can keep students interested learning English.

Study was also conducted by Ningsih (2019), entitled "The Effect of Song in Teaching English". The study used pre-experimental method which used pre-test and post-test in speaking performance. The result showed that the students' achievement are significance different between before and after being taught .

Study was conducted by Maherni and Ratminingsih (2021), entitled "The Implementation of Song Technique in Teaching English for Junior High School Students". The study used qualitative research which employed case study design. The data were collected by note-taking, observation and interview. The result showed that there were various reasons why the observed teachers used song approach, including pleasurable, motivating, attractive, and vocabulary-enhancing elements.

Sekeon, et all (2020), entitled "Students' Perception Toward English Song As A Learning Media Of Listening Comprehension". The study was used a survey method assisted by a questionnaire instrument. The results showed that Students agreed that the music helped them learn. Students believe that listening to English songs has helped their listening skills because it familiarizes them with English words and makes it easier to

memorize new vocabulary in the lyrics. They also like listening to English songs since they provide a more comfortable learning environment.

The last study was conducted by Guzel and Altay (2023), entitled “EFL Learners’ Perceptions of Song Based Classes Integrated into English Language Preparatory Program”. The study used qualitative study that interview as instrument that used to obtain the data. The results showed that song-based classes increase motivation and engagement of students.

Based on the several previous studies were conducted by the researchers, some studies focused on improving English skill by song such as, speaking and listening skills. Other focused on enriching vocabulary, and another focused on students’ achievement. Most of the studies used qualitative method. To obtain the data most of the researchers used interview and questionnaire. Others used observation, documentation and also pre-test post-test data.

Based on the results of the studies, most the researchers only focused on the students improvement in English skills and students achievement. Therefore, the researcher conducted the study related to the use of song that focus on enhancing students’ motivation. This study aims to find out students’ perception on the use of song to enhance their motivation. This study used descriptive qualitative method. To collect the data the researcher used questionnaire and interview.

LITERATUR REVIEW

1. Students’ Motivation

As explained before, motivation is very important in learning English. Students motivation is one of the keys to success learning English.

According to Purnama et al (2019) in Damayanti state that motivation is an important aspect in learning process, without motivation, learning goals are difficult to reach since students’ effort and desire influence their capacity to achieve the learning goals.

Based on Moradi and Jamili (2021) motivation is an important component to keep EFL (English as a Foreign Language) students interested in their learning process. It showed that students’ motivation has important role to keep students interested in learning process and also to achieve the learning goals.

When subjects have a favorable attitude toward the target culture and English-speaking individuals, they will enjoy learning English as much as possible, it as a vital aspect of learning, and students will work hard to learn. As a result, their language skills will develop as well (Siregar & Siregar 2020).

(Ismiyati & Dinata 2022) In the teaching and learning process, motivation can be defined as the overall driving force for students that encourages learning activities, ensures the flexibility of the learning process, and directs learning activities so that the learning objectives of the lessons of learning can be met.

It can be concluded that students’ motivation has important role in learning English. When students’ motivation improved, they will enjoy, keep interested and work hard in learning English and the result is the language skills will develop and the learning goals will achieve.

Some researchers also conducted studies that investigate the correlation between the use of song with the students' motivation. Study was conducted by Smadi (2020), entitle "The Effect of Using Song on Young English Learner's Motivation in Jordan". The results of the study showed that teaching English by using song for young learners was effective to improve their motivation to learn English.

The study also was conducted by Damayanti (2023), entitled "Students Perception of Using English Song to Increase Their Motivation on Learning English at SMA N 1 Kopang". The study used qualitative method and used observation, interview, and documentation to collect the data. The results of the study showed that the students have a positive perception of using English songs as learning media. They became more focus, know new vocabulary, and students became easier in learning English.

Another study was conducted by Adara and Taufik (2020). "Enhancing EFL Learners' Motivation Through Songs". This study used an experimental method by dividing the respondents into two groups: the experimental and control classes. The result showed that Songs appear to have a good impact on EFL learners' motivation. Furthermore, employing songs in EFL classes helps students acquire new vocabulary and makes English teaching more enjoyable. Thus, English teachers may consider employing English songs in their classes to boost student motivation. Nonetheless, songs must be appropriate for the learners' English ability, age, and the peculiarities of the classes.

It can be concluded that the use of song is effective to improve students' motivation in learning English and the students has positive perception about that.

2. Song

Since long ago, song has been used in human life, we can find song everywhere easily. In the development of technology, song also has been used in educational uses easily. Song became one of effective medium in teaching learning process especially in language learning. By using song teaching learning process became interesting and fun. Besides that, learning by using song has several advantages for students.

According to Shen and Gongshang(2009) state that music and song can be used to stimulate emotional learning. Using song in EFL classroom can effectively promote effective learning by creating a peaceful classroom environment, lowering students' fear, stimulating their interest, and motivating them to learn the target language.

According to Ningsih (2019) foreign language teachers find that using song and music is useful because songs are viewed as motivational sources, which is beneficial in language learning.

According to Moto et al (2021) in Damayanti, song can enhance students' academic performance by creating healthy balance between their emotional and intellectual abilities. The meaning of song can encourage the development of memory functions as well as the learning of vocabulary, language, listening, motivation, and speaking ability.

Hadi (2019) said that learning by using song is very important to language learner it because the song can gain the students attention to increase their curiosity and language skills in fun method.

Nurani (2021) in Wusqo (2024) Songs serve a range of purposes and provide numerous benefits, including the development of creativity. In that circumstance, songs can be utilized to educate and inform. Other, a song to keep the audience entertained. Song is one of the most effective techniques to affect students' emotional behaviors. Because students may believe that listening to music in class is a game or activity designed to calm their brains rather than a learning experience.

According to Etty Pratiwi (2018), employing song in the classroom has the following advantages:

1. Songs typically use true, natural language.
2. Students can learn new language through songs.
3. Songs are frequently easily accessible.
4. Students can select songs based on their requirements and preferences.
5. Time length is easily adjustable.
6. Students can hear a variety of accents.
7. Song lyrics can relate to real-world problems.
8. Students find songs natural and enjoyable.

It has shown that there are many advantages learning language by using song, it can improve student's motivation, stimulate emotional, create enjoyment environment, gain students attention, and many more that all of them can achieve the learning goals.

METHOD

This study used a descriptive qualitative method. The researcher used descriptive qualitative in order to explore and find out the students' perception on the use of song to enhance their motivation in learning English. This study was conducted at MTs Huffadh Al-Itqoniyyah, located at sersan sayun street Rt 03/Rw 09 Majapura Bobotsari Purbalingga. The data was collected by using interview and questionnaire. The researcher took randomly seventh and eighth grade students to answer the questionnaire and took 3 students randomly in each grade to be interviewed. To analysis the data, the researcher used analysis techniques, there were data condensation, data display, and verification.

Based on Miles and Huberman in Damayanti, data condensation means the process of choosing, concentrating, streamlining, abstracting, and changing the data that are included in the entire corpus (body) of written field notes, interview transcripts, documents, and other employment materials. Meanwhile, data display is an information collection that has been sorted, divided, and organized in accordance with the information gathering process that results in a conclusion. The last technique is verification, in this step the researcher drew the conclusion.

FINDINGS AND DISCUSSION

a. Results of questionnaire

Below are the results of the questionnaire which shows the percentage in every statements.

No	Statements	Result	Percentage
1.	My English teacher use song as one of methods in teaching English	Yes = 42	100%
		No = 0	0%
2.	By using song makes teaching and learning situations become interesting	Yes = 42	100%
		No = 0	0%
3.	I become interested learning English by using song	Yes = 42	100%
		No = 0	0%
4.		Yes = 39	93%

	Song never makes me bored learning English	No = 3	7%
5.	Song makes me more enthusiastic and active in learning English	Yes = 40	95%
		No = 2	5%
6.	By using song I enjoy and happy in learning English	Yes = 40	95%
		No = 2	5%
7.	By using song my motivation to learn English has improved	Yes = 37	88%
		No = 5	12%
8.	By using song makes me more focus in learning English	Yes = 36	86%
		No = 6	14%
9.	By using song makes me easier to learn English	Yes = 35	83%
		No = 7	17%
10.	By using song makes me not afraid to learn English	Yes = 41	98%
		No = 1	2%

Table 1. Result and percentage of questionnaire

Based on the results of the questionnaire, it was found percentage of agreement statements which indicates that they have positive perception. But it was also found some percentage of disagreement. The results are explained below based on each statements.

1. My English teacher uses song as one of methods in teaching English

The result showed that 100% of students agree and no one disagree with the statement. It means that the English teacher really uses song as one of methods in teaching English.

2. By using song makes teaching and learning situations become interesting

The results showed that 100% of students agree and no one disagree with the statement. It means that all the students agree that using song makes teaching and learning situations become interesting.

3. I become interested learning English by using song

The results showed that 100% of students agree and no one disagree with the statement. It means that all the students become interested learning English by using song.

4. Song never makes me bored learning English

The results showed that there are 93% of students agree with the statement. It means that most of students are not bored learning English by using song. There are 7% of students disagree with the statement. It means that there are some students still bored learning English even though by using song.

5. Song makes me more enthusiastic and active in learning English

The results showed that there are 95% of students agree with the statement. It means that most students more enthusiastic and active in learning English by using song. There are 5% of students disagree with the statement. It means that there are some students are not enthusiastic and active in learning English even though by using song.

6. By using song I enjoy and happy in learning English

The results showed that there are 95% of students agree with the statement. It means that most the students enjoy and they are happy in learning English by using song.

There are 5% of students disagree with the statement. It means that there are some students did not enjoy and unhappy in learning English even though by using song.

7. By using song my motivation to learn English has improved

The results showed that there are 88% of students agree with the statement. It means that their motivation to learn English has improved by using song. There are 12% of students disagree with the statement. It means that there are some students who their motivation to learn English has not improved yet.

8. By using song makes me more focus in learning English

The results showed that there are 86% of students agree with the statement. It means that most of the students be more focus in learning English by using song. There are 14% of students disagree with the statement. It means that there are some students are not focus yet in learning English by using English.

9. By using song makes me easier to learn English

The results showed that there are 83% of students agree with the statement. It means that by using song makes them easier to learn English. There are 17% of students disagree with the statement. It means that there are some students still feel difficult to learn English.

10. By using song makes me not be afraid to learn English

The results showed that there are 98% of students agree with the statement. It means that most of the students are not afraid to learn English by using song. There are only 2% of students disagree with the statement. It means that there is little students are not afraid to learn English by using song.

b. Results of Interview

Besides using questionnaire the researcher also conducted interview with six students to strengthen and obtain additional information.

1. The English teacher uses song in the teaching learning English

Students' opinion regarding teacher's teaching method by using song in teaching English can be showed in the data of questionnaire that is presented that all the students choose agree and no one choose disagree. Then, the data was strengthen by the answers of interview. In the interview section, this data was obtained through interview question number 1. Does your English teacher use song in teaching English?

S1 : "iya" ("yes"). (

S2 : "pakai". ("Uses").

S3 : "iya". ("Yes")

S4 : "iya, kadang guru bahasa Inggris ku mengajarkan beberapa lagu". ("Yes, sometimes my English teacher teaches some songs").

S5 : "pakai". ("Uses").

S6 : "iya". ("Yes").

Based on the answers of questionnaire and interview, all the students answer agree it means that their English teacher uses song in teaching English. It can be concluded that the teacher uses song in teaching English.

2. The learning situation become interesting and students become interested to learn English.

Students' opinion regarding to the situation in the classroom when learning English by using song makes learning situation become interesting and they become

interested to learn English can be showed in the data of questionnaire that is presented that 100% of students agree and no one disagree. Then the data was also obtained by the answers of interview. In the interview section, this data was obtained through interview question number 2. What is your opinion about learning situation in the classroom when learning English by using song?

S1 : “menjadi menarik, asyik”. (“To be interesting, enjoyable”).

S2 : “menjadi menarik”. (“To be interesting”)

S3 : “menarik dan aku jadinya tertarik untuk belajar English Miss”. (“interesting and I become interested to learn English Miss”).

S4 : “karena kita belajar menggunakan lagu, belajar menjadi tidak monoton, lebih semangat dan tidak mengantuk”. (“Because we learn by using song, learning process becomes less monotonous, more enthusiastic, and less sleepy”).

S5 : “seru, kalo pakai lagu kaya seneng aja gitu”. (“It’s fun, if using song, it makes me happy”).

S6 : “belajar menjadi menarik Miss”. (“Learning becomes interesting”).

Based on the answer of interview, it can be showed that most of students’ answer that the learning situation when using song become interesting, other students answer learning process less monotonous, more enthusiastic, less sleepy, and makes them happy.

Based on the results, it can be concluded that students’ perception about the use of song in learning English is it makes the situation of learning English become interesting.

3. Students’ feelings towards the use of song in learning English

Students’ feelings regarding to the use of song in learning English can be showed in the data of questionnaire that is presented that there are 93% of students agree that song never makes them bored in learning English and 7% disagree with that statement. There are 95% of students agree that learning English by using song makes them more enthusiastic, active, enjoy, and happy 5% of students disagree with the statement. Then the data was also obtained by the answers of interview. In the interview section, this data was obtained through interview question number 3. What do you feel learning English by using song?

S1 : “Senang, asik, gurunya juga asik”. (“Happy, fun, the teacher is also fun”).

S2 : “Suka, menjadi lebih mudah belajar bahasa Inggris, lebih mudah mengetahui bahasa Inggris”. (“I like learning English by using song, it becomes easier to learn, and know about English”).

S3 : “Belajarnya jadi lebih seru”. (“Learning becomes more exciting”).

S4 : “Sangat bagus, karena kalau tidak pakai lagu belajarnya jadi monoton, kalau pakai lagu jadi pada lebih bersemangat soalnya pada gerak, jadi serasa kelasnya jadi lebih hidup”. (“It’s very good, because if we don’t use song the learning becomes monotonous, if we use song, we become more enthusiastic because we move, so the learning process be more active”).

S5 : “Kalau pakai lagu kan diartikan semua, jadi lebih tahu arti semuanya yang belum tahu”. (“If using song, it is translated, so I will know all the meaning I don’t know yet”).

S6 : “Lebih membuat suasana belajar jadi tidak bosan, jadi happy, tidak sepaneng”. (“It makes the learning atmosphere not bored, happy, and not bored”).

Based on the answer of the interview, it can be showed that all the students respond positively about what they feel in learning English by using song.

Based on the results, it can be concluded that students' perception about the use of song in learning English is they are happy, more enthusiastic, easier to learn, not bored, fun, more active, and many more.

4. By using song students' motivation has improved

The students' perception to the use of song to improve their motivation in learning English can be showed in the data of questionnaire that is presented that there are 88% of students agree that learning English by using song has improved their motivation and 12% of students disagree with the statement. Then the data was also obtained by the answers of interview. In the interview section, this data was obtained through interview question number 4. Do your motivation become improve in learning English by using song?

S1 : "Iya, pengen belajar lebih dalam sama Miss Evi". ("Yes, I want to learn deeper with Miss Evi").

S2 : "Iya". ("Yes").

S3 : "Iya". ("Yes").

S4 : "Iya menjadi lebih meningkat untuk belajar Bahasa Inggris dan lebih tertarik lagi dengan bahasa Inggris". ("Yes. It becomes improve to learn English and be more interested with English").

S5 : "Iya meningkat". ("Yes improved").

S6 : "Iya". ("Yes").

Based on the answer of the interview, it can be showed that most of the students agree that their motivation has improved in learning English by using song.

Based on the results it can be concluded that the learning English by using song can improve students' motivation.

5. By using song makes students easier in learning English

The students' perception to the use of song makes them easier in learning English can be showed in the data of questionnaire that is presented that there are 86% of students agree that learning English by using song makes them more focus and 14% of students disagree with the statement. There are 83% of students agree that learning English by using song makes them easier in learning English and 17% of students disagree with the statement. Then the data was also obtained by the answers of interview. In the interview section, this data was obtained through interview question number 5. Do learning English by using song makes you easier?

S1 : "Iya". ("Yes").

S2 : "Iya lebih mudah belajar Bahasa Inggris, lebih mudah mengetahui tentang Bahasa Inggris". ("Yes, it makes me easier in learning English, easier to know English").

S3 : "Iya". ("Yes").

S4 : "Iya soalnya mood kita jadi lebih tinggi buat belajar, jadi focus dalam belajar, jadi lebih mudah menerima pelajaran". ("Yes, it because our mood is higher to learn, more focus in learning, so it makes easier to get the lesson").

S5 : "Iya jadi mudah". ("Yes, it makes easier").

S6 : "Sangat mudah". ("Very easy").

Based on the answer of the interview, it can be showed that all the students agree that their learning English by using song makes them easier and more focus.

Based on the results it can be concluded that learning English by using song makes students more focus and easier.

CONCLUSION

The objective of this study is to find out the students' perception on the use of song to enhance their motivation in learning English. Based on the finding and discussion above it can be concluded that all the students have positive perception on the use of song in learning English. It can be showed in the results of the questionnaire that more than 50% of students agree in every statements and it is also strengthen by the answers of interview. It can be explained that their English teacher uses song in teaching English and they also agree it makes the situations in teaching learning English more interesting and it is the reason they are more interested to learn English. Most of students are not bored in learning English by using song. They more enthusiastic, active and focus in learning English. They also feel happy and enjoy. Their motivation to learn English has improved, they are not afraid to learn English and it makes them easier to learn English.

In conclusion, the results' statements are indicate that the students have positive perception on the use of song in learning English to enhance their motivation. Their motivation has improved. Using song in the learning process is very effective to enhance students' motivation to learn English

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