

**IMPROVING STUDENTS LISTENING SKILLS BY USING POPULAR
ENGLISH SONGS OF MAHER ZAIN**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

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ENGLISH SONGS OF MAHER ZAIN**

THESIS

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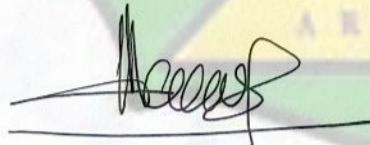
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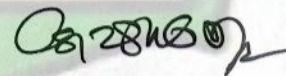
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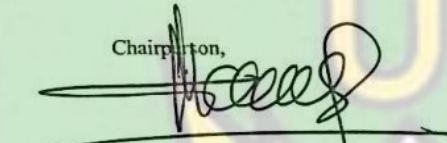
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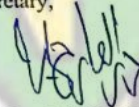
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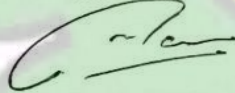
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STATEMENT OF ACADEMIC INTEGRITY OF SCIENTIFIC THESIS

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Hereby declare that in writing this thesis, I:

1. Did not use the ideas of others without being able to develop and be accountable for them;
2. Did not plagiarize the work of others;
3. Did not use others' works without proper citation or permission;
4. Did not manipulate or falsify data;
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If at any point in the future, a party raises a legitimate concern and proves that I have violated this declaration, I am willing to accept the sanctions in accordance with the prevailing regulations of the Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University Banda Aceh.

This statement is made truthfully and without coercion from any party.

Banda Aceh, 12 January 2026

Declarant,



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises and gratitude are due to Allah, the Lord of the universe, for His countless blessings of faith, health, and strength that have enabled the writer to complete this thesis. May peace and blessings always be upon Prophet Muhammad ﷺ, along with his family and companions until the end of time.

For the first time I would like to express sincere gratitude to Prof. Dr. Muhammad AR, M. Ed., as the supervisor, who with full dedication has guided the writer through constructive directions, suggestions, and corrections from the initial stage to the final stage of the thesis. Furthermore, the writer expresses gratitude to Ms. Syarifah Dahliana, S.Ag., SE., M.Ag., M.Ed., Ph.D. as the Head of Study Program, for the support, direction, and policies provided so that this thesis could be completed in accordance with the applicable academic regulations.

With deep respect and sincere gratitude, I wish to offer my most heartfelt appreciation to my beloved mother, the late Cut Nurlaila. Although she is no longer physically present, her love, prayers, and the life lessons she instilled continue to guide and strengthen me. May she rest in peace in the presence of the Almighty. I also wish to convey my deepest thanks to my beloved father, Muhammad, for his infinite love, ceaseless prayers, patience, and sincere sacrifices. His strength and devotion have been my greatest source of motivation in completing my education and this thesis.

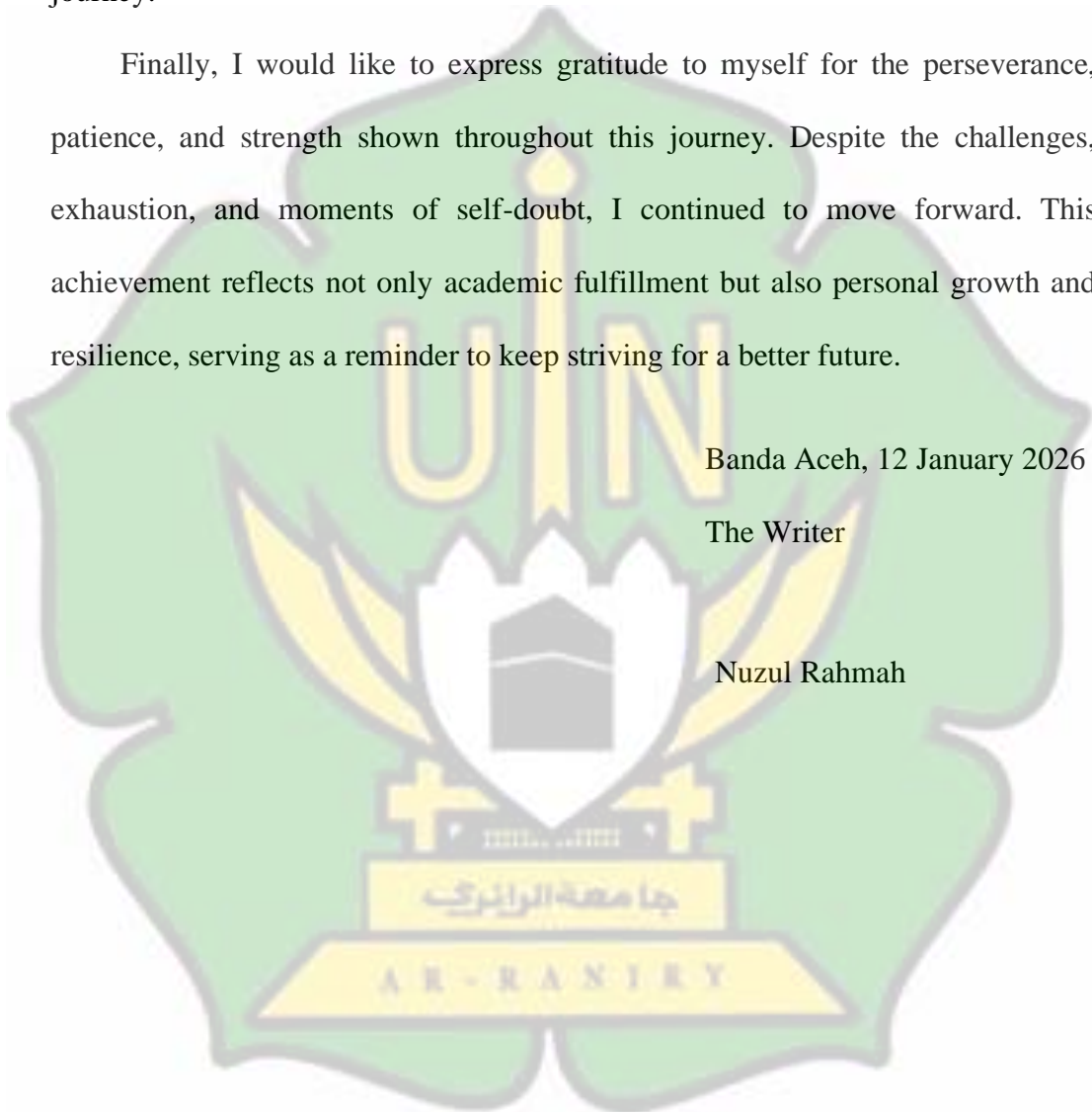
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Finally, I would like to express gratitude to myself for the perseverance, patience, and strength shown throughout this journey. Despite the challenges, exhaustion, and moments of self-doubt, I continued to move forward. This achievement reflects not only academic fulfillment but also personal growth and resilience, serving as a reminder to keep striving for a better future.

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ABSTRACT

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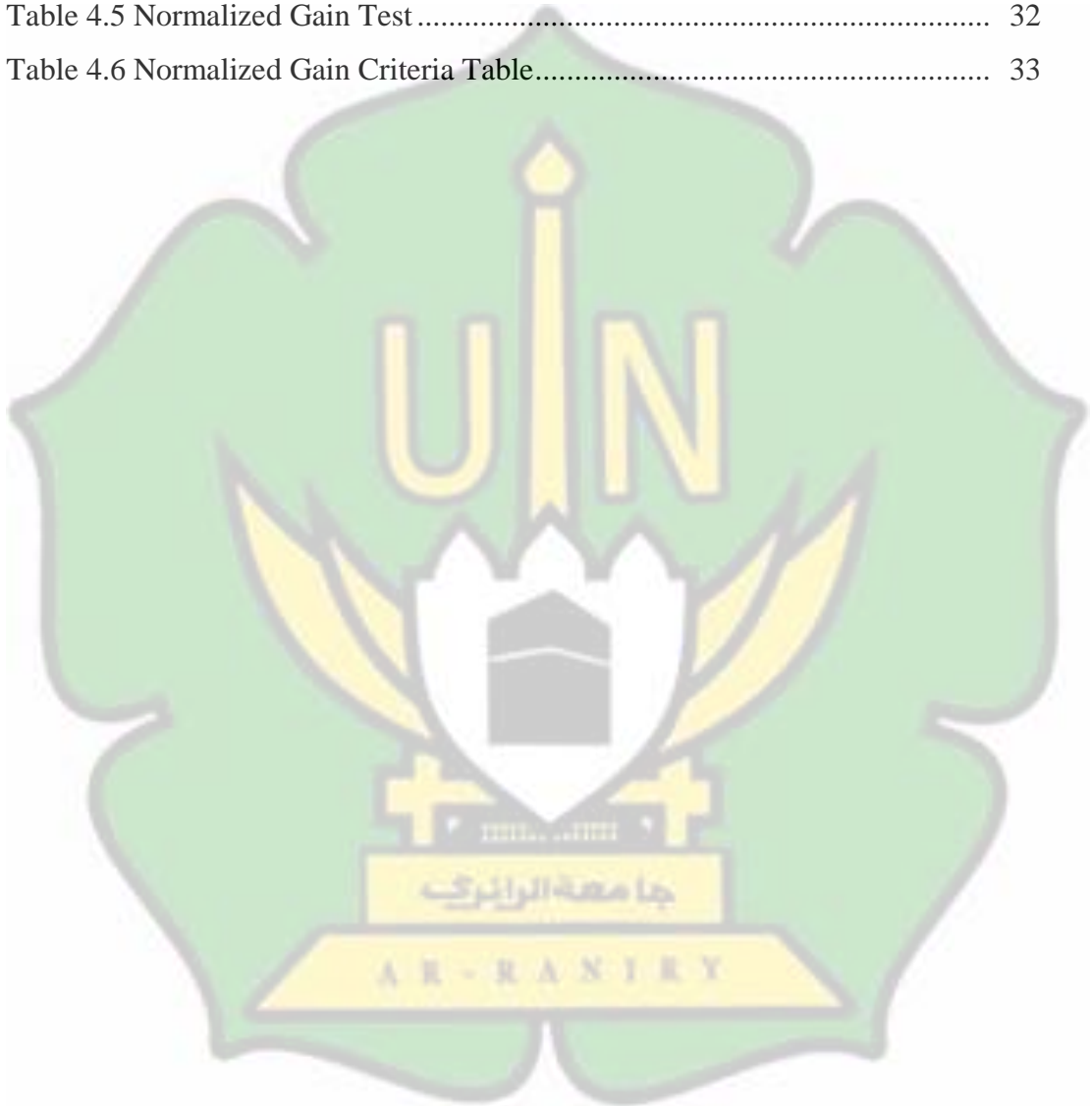
Listening is a fundamental skill in English language acquisition, however many students struggle with auditory comprehension due to conventional teaching methods that lack engaging materials. In the context of EFL (English as a Foreign Language), students often found it difficult to identify sounds and meanings in spoken English. The use of audio-based authentic materials, such as music, is considered an effective strategy to stimulate interest, increase motivation, and clarify pronunciation. Therefore, this study aimed to find out the effectiveness of popular English songs by Maher Zain to improving students' listening skills at SMP Negeri 4 Tangse. This study employed a quantitative approach with an experimental design, specifically a pre-experimental study utilizing pre-tests and post-tests to collect data from the respondents. The sample consisted of students at SMP Negeri 4 Tangse, who were treated using Maher Zain's songs as the primary instructional media. The findings indicated that the integration of these songs significantly improved students' listening skills. This improvement was clearly evident from the post-test results, which showed a considerable increase in mean scores compared to the pre-test scores. Furthermore, the statistical analysis through a t-test revealed that the calculated t-score was 21.36, which was significantly higher than the t-table value of 1.711 ($21.36 > 1.711$) at a significance level of 0.05. Consequently, the Null Hypothesis (H_0) was rejected, and the Alternative Hypothesis (H_a) was accepted. This confirmed that the use of Maher Zain's popular English songs was an effective and pedagogically sound tool for enhancing students' listening proficiency, providing a more enjoyable and interactive learning atmosphere in the classroom.

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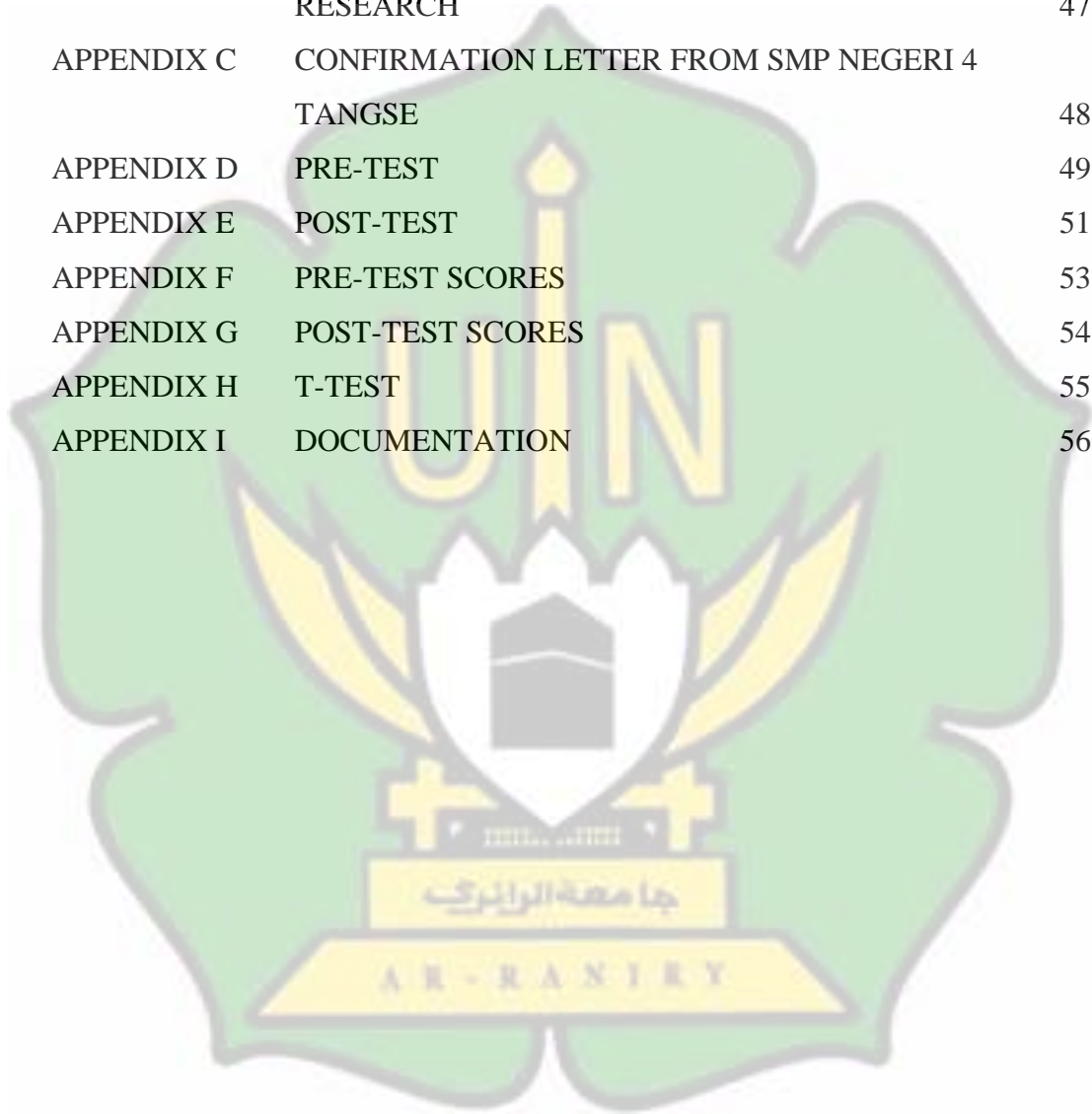
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CHAPTER I

INTRODUCTION

A. Background of Study

In today's globalized world, English has become an essential language for communication, both in formal and informal settings. Mastering listening skills in English is crucial, especially for junior high school students who are at a stage where they start to engage with the language more intensively (Chou, 2021). Listening comprehension is often considered one of the most difficult language skills to develop, as it requires a good understanding of vocabulary, grammar, pronunciation, and cultural context. Despite the importance of listening, many students still struggle to improve this skill. Therefore, it is essential to find innovative and engaging methods to enhance students' listening abilities.

Listening is one of the most fundamental language skills, and it plays a crucial role in the communication process, which is why it is essential for students to develop proficiency in it. By engaging in listening, students not only gather vital information but also deepen their understanding of what the speaker is conveying. Collins (2022) defines listening as the process of interpreting and making sense of the information that is heard, suggesting that it is more than just hearing words. This further emphasizes the importance of listening as a core skill for students, especially within the context of teaching and learning.

Listening to songs is an activity that is widely practiced and integrated into our daily routines. Many people enjoy listening to songs both within educational settings and in their leisure time, where songs present a rich variety of vocabulary

and structure. Songs offer a unique opportunity for individuals to experience language in a format that is not only enjoyable but also educational. According to Awe (2003), songs are a form of linguistic play that includes elements such as language, stylistic choices, and shifts in meaning that create a playful or artistic interpretation of words. These components transform song lyrics into an engaging language activity.

One of promising technique to improve listening skills in junior high school students is through popular English songs. Music offers a stimulating medium for language learning, enhancing student motivation by connecting academic content with enjoyable, authentic audio materials (Afriyuninda & Oktaviani, 2021). The repetitive nature of lyrics, combined with the melodies, can help reinforce new vocabulary and expressions, improve pronunciation, and familiarize students with different accents and intonations. Moreover, songs often introduce cultural contexts that make the language learning experience more authentic and relatable.

Among the many artists whose music is widely appreciated across the globe, Maher Zain stands out as a singer whose songs have captured the hearts of young audiences. Known for his spiritual, motivational, and uplifting songs, Maher Zain's music often carries positive messages and is accessible in terms of language and melody. His songs, such as "Insha Allah," "Thank You Allah," and "For the Rest of My Life," are characterized by clear pronunciation and relatively simple lyrics, making them ideal tools for improving listening skills in the classroom.

The use of Maher Zain's songs in an educational context is particularly relevant for junior high school students, as his songs often address themes such as

gratitude, hope, and perseverance or values that resonate with young learners (Megawati et al, 2024). By integrating these songs into English language lessons, students are not only exposed to new vocabulary and expressions but also encouraged to reflect on important life lessons. Furthermore, Maher Zain's songs offer a cross-cultural element, which is essential in today's multicultural society, providing students with a broader perspective on global issues.

The integration of music into language learning has long been acknowledged as an effective educational strategy. Music holds considerable potential in facilitating language acquisition, especially when it comes to enhancing students' listening comprehension. By incorporating music into language lessons, it helps to foster an enjoyable and stimulating learning environment. This, in turn, reduces the stress and anxiety that many students experience while learning a new language. Furthermore, it encourages greater student participation and engagement in the learning process, as the combination of melody and language makes the material more accessible and enjoyable (Vila, 2021). Listening to songs in a foreign language allows students to become more attuned to the rhythm, intonation, and subtle variations in pronunciation that are key components of the language (Misa, 2024). This exposure can significantly improve their overall ability to understand spoken language in real-world contexts, making it easier for them to interact in conversations and comprehend various spoken materials.

According to Ayuningtyas (2008) in her study titled "Improving Vocabulary Mastery Through Listening to Songs for The Students of SMKN 2 Depok Sleman Yogyakarta," songs were utilized as a strategic medium to improve students'

vocabulary mastery. This research highlighted that traditional learning methods, which often relied heavily on printed materials, made it difficult for students to pronounce and retain new vocabulary. However, by incorporating songs into the learning process, students were able to more easily identify and memorize the vocabulary presented in the lyrics. This approach not only aided vocabulary retention but also fostered significant progress in students' ability to understand and recall new words.

In a study done by Naima (2018) titled “The Effect of Using Songs on Young Learners and Their Motivation for Learning English,” the researcher examined the impact of songs on both language development and students’ motivation to learn English. The research employed pretests and posttests, as well as interviews, to measure the effects of different songs on students’ linguistic abilities and motivation. The findings of this study indicated that students experienced significant improvements in both language skills and their enthusiasm for learning English.

Antika (2021) in her study “The Effects of English Songs in Learning Vocabulary for Young Learners” explored the use of songs in helping elementary school students learn English vocabulary. In this research, the method of incorporating songs was introduced as a new approach to language learning, as no previous research had been conducted in that school setting. The results showed that students were able to easily remember words and understand the content of the song due to the relaxed and enjoyable nature of music.

Drawing upon the previous research and findings, this study focuses on the improvement of listening skills among junior high school students through the integration of Maher Zain's English songs. Given their clear pronunciation and accessible lyrics, these songs are utilized as a strategic medium to advance students' auditory comprehension, broaden their vocabulary mastery, and elevate their overall engagement with spoken English.

B. Research Question

Based on the background presented above, the research question of this study is "Is the popular English songs of Maher Zain effective to increase students' listening skills?"

C. Aim of Study

Based on the research question above, the aim of this study is to find out the effectiveness of popular English songs of Maher Zain to increase students' listening skills.

D. The Scope of Study

In accordance with what was mentioned, this study focuses on the improvement of students' basic listening skills through the use of popular English songs by Maher Zain. Due to the complexity and time constraints involved in researching the various aspects of listening skills, this research will specifically examine students' understanding of the songs and the value they derive from them. The scope of this study will be limited to assessing how students interpret the lyrics, their ability to grasp the overall meaning of the songs, and how their listening comprehension improves as a result of engaging with the material. This study will

not extend to advanced aspects of listening skills such as critical listening or in-depth analysis of linguistic structures. The focus is on evaluating the effectiveness of the songs on students' ability to understand and retain the content of the lyrics in an educational context.

E. Hypothesis

Based on the research question and the scope of the study, the following hypothesis is proposed:

H_a (Alternative Hypothesis) : The popular English songs by Maher Zain is effective to increase students' listening skills.

H₀ (Null Hypothesis) : The popular English songs by Maher Zain is not effective to increase students' listening skills.

F. Significance of Study

This study is expected to bring several benefits for students, teachers, and future researchers.

1. Students

This research is expected to help students improve their auditory discrimination, enabling them to better distinguish English phonemes and word boundaries through the clear lyrics of the songs. It provides a practical medium for vocabulary acquisition as students encounter new words in a meaningful context, while simultaneously serving as an authentic model for correct pronunciation, word stress, and rhythm. Furthermore, integrating music into the classroom helps to lower students' affective filters, effectively reducing anxiety and boredom, which in turn fosters a more positive attitude and higher motivation toward mastering English listening comprehension.

2. Teachers

For English teachers, the findings of this research are expected to provide valuable insights into how popular English songs, specifically those by Maher Zain, can be utilized to drive the improvement of students' listening skills. This study offers a creative instructional framework for teachers to facilitate measurable progress in students' auditory comprehension and vocabulary acquisition. By incorporating these songs, teachers can move beyond conventional techniques to adopt more interactive methods that actively enhance students' language proficiency and classroom engagement, ensuring a more dynamic and effective learning process.

3. Future Researchers

For future researchers, this study can serve as a foundation for further exploration of the use of music in language learning. It can inspire investigations into the impact of different music genres or artists on various language skills, such as pronunciation, fluency, and motivation. Additionally, it may encourage studies on the long-term effects of music-based learning strategies in improving listening comprehension and overall language acquisition.

G. Terminologies

In order to avoid misunderstanding, the researcher has defined the following operational definitions for this study:

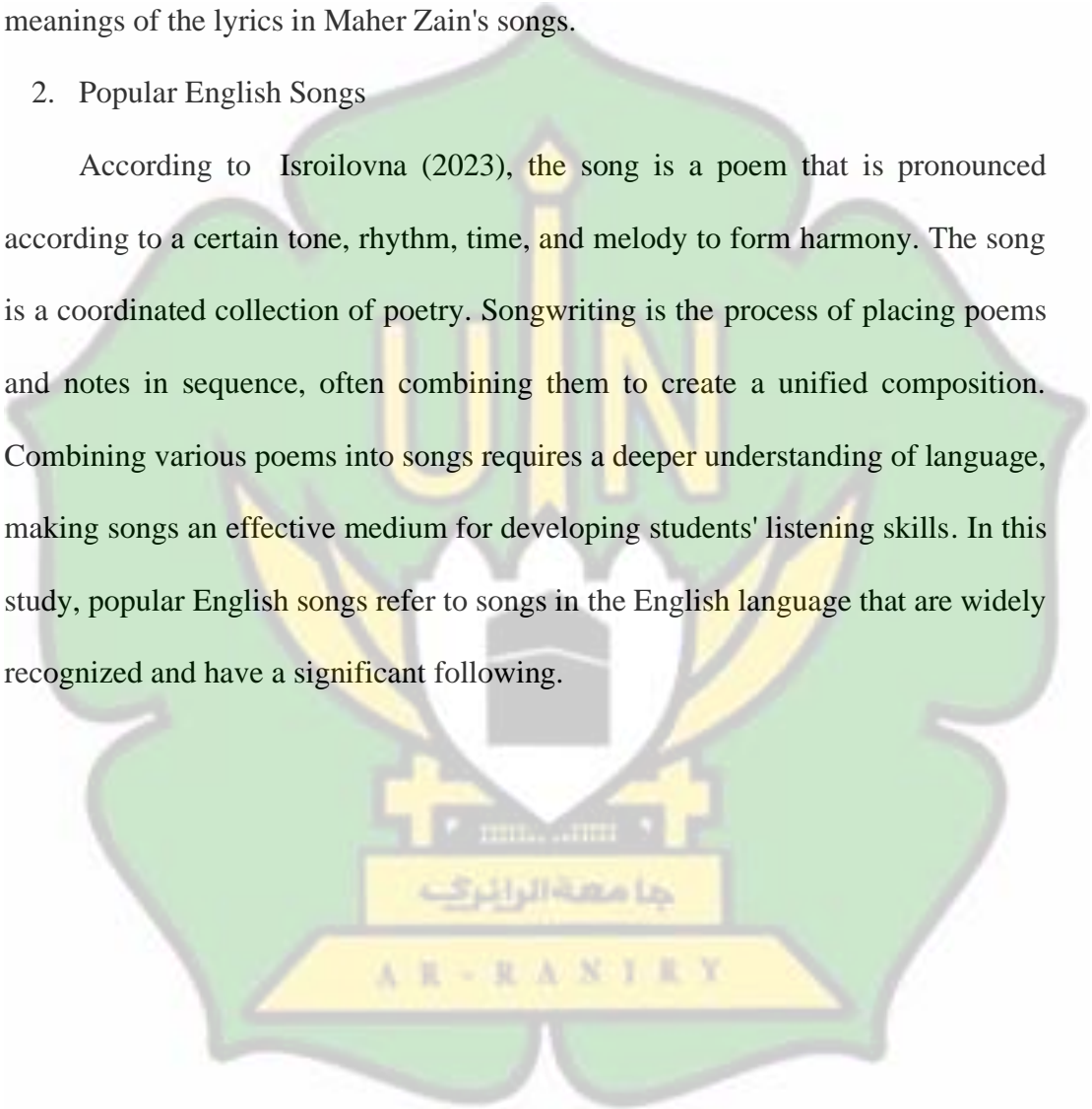
1. Listening Skills

Listening skills refer to the ability of students to accurately receive, understand, and interpret spoken language. According to Sariçoban & Karakurt

(2016), listening is the ability to identify and understand what others are saying, and responding appropriately to conversations. In this study, listening skills specifically refer to students' ability to comprehend and recall the meaning of song lyrics after listening to them. This includes understanding both the literal and deeper meanings of the lyrics in Maher Zain's songs.

2. Popular English Songs

According to Isroilovna (2023), the song is a poem that is pronounced according to a certain tone, rhythm, time, and melody to form harmony. The song is a coordinated collection of poetry. Songwriting is the process of placing poems and notes in sequence, often combining them to create a unified composition. Combining various poems into songs requires a deeper understanding of language, making songs an effective medium for developing students' listening skills. In this study, popular English songs refer to songs in the English language that are widely recognized and have a significant following.



CHAPTER II

LITERATURE REVIEW

This chapter provided a review of relevant literature, highlighting key theories selected to provide a comprehensive understanding based on the needs of the research.

A. Listening

1. Definition of Listening

Listening is the process of actively focusing on and attempting to comprehend the meaning of sounds, words, or messages that are heard. According to Mandarani (2016), it involves dedicating attention and making an effort to grasp the content being communicated. Listening is not just about hearing; it requires an active mental engagement in interpreting and understanding the information being conveyed. Ginoga (2020) further emphasizes that listening serves as a vital tool through which individuals, regardless of age, absorb a significant amount of information and gain insights about the world around them. It is through listening that people, especially children and young adults, process and make sense of much of the knowledge and experiences that shape their understanding of their surroundings.

According to Brown (2004), research consistently supports the idea that listening, particularly in academic and professional settings, is a highly intricate skill that demands the learner's focused attention and the use of various strategies to extract meaning from spoken texts. The significance of listening in language learning cannot be emphasized enough. It is considered a fundamental aspect of

both language acquisition and instruction, playing a crucial role in how individuals develop their understanding and proficiency in a new language.

Pollard (2008) emphasized that listening is a receptive skill that necessitates active participation from students as they engage in the process of receiving and processing English language input. By actively listening, learners are able to not only understand but also derive meaning from the language they are exposed to. This process enhances their overall comprehension and strengthens their communication abilities, making listening a crucial skill in language learning. Malkawi (2010) explains that listening is a fundamental skill that supports students in language learning by integrating basic language elements and cognitive processes. Through listening, learners are able to engage with and internalize language structures, which enhances their overall language proficiency.

Furthermore, Buck (2001) described listening as a multifaceted process where the listener receives auditory information, such as sound waves, and applies a combination of linguistic and non-linguistic knowledge to make sense of it. Listening involves not only hearing the speaker's message but also interpreting its meaning, engaging in dialogue to ensure comprehension, responding appropriately, and actively participating in creating and sharing meaning through interaction, creativity, and empathy.

Based on the definitions above, listening can be understood as a dynamic and interactive skill that requires the listener to not only receive auditory signals but also interpret, process, and respond to the information in a meaningful way. It involves attention, comprehension, and active engagement with the language, all of

which are essential for effective communication and language acquisition. Listening is not merely a passive activity but an active process of constructing meaning, understanding the speaker's intent, and contributing to the ongoing dialogue.

2. Types of Listening

According to Brown (2004), there are four types of listening:

- a. **Intensive Listening:** This type involves focusing on the perception of smaller components of language, such as phonemes, words, intonation, and discourse markers, within a larger segment of language.
- b. **Responsive Listening:** In this case, the listener listens to a short stretch of language, such as a greeting, question, command, or comprehension check, and responds with an equally short reply.
- c. **Selective Listening:** This type involves listening to longer stretches of discourse, such as short monologues, to scan for specific information or details.
- d. **Extensive Listening:** This type aims to develop a global, top-down understanding of spoken language. It involves listening to longer conversations or lectures and deriving a comprehensive message or purpose from them.

According to Nation and Newton (2009), listening can be categorized into two broad types:

1. **One-way Listening:** often referred to as transactional listening, is primarily concerned with the transfer of information. In this type of listening, the

listener's main objective is to receive and comprehend the message being delivered by the speaker. This form of listening is typically used in situations where the listener is expected to absorb factual or procedural information without engaging in dialogue. For example, listening to a lecture, watching a tutorial, or reading a manual involves one-way listening, as the listener or reader's role is to understand the material, process it, and retain the necessary information. The listener is not required to respond or engage actively in the conversation, but rather to focus on the information being conveyed. One-way listening is crucial in educational and professional settings where the primary purpose is the transmission of knowledge.

2. Two-way Listening: also known as interactional listening, is centered around communication and relationship-building. In this type of listening, the listener is not only focused on understanding the speaker's message but also actively engages in a back-and-forth exchange. The purpose of two-way listening is to maintain social connections and facilitate a deeper understanding between the speaker and listener. This type of listening occurs in conversations, discussions, or any form of communication where the goal is to engage in mutual dialogue, such as chatting with friends, negotiating in a meeting, or participating in a group discussion. The listener responds to the speaker, asks clarifying questions, and offers feedback, making the conversation dynamic and interactive. Two-way listening is essential for creating rapport, fostering empathy, and maintaining positive interpersonal relationships.

3. The Process of Listening

Nation and Newton (2009) stated that the most widely known of the models of listening are bottom up process and top down process.

a. Top-down Processes

Top-down processes in listening involve using prior knowledge, expectations, and contextual clues to interpret and understand spoken language. This approach is driven by the listener's experience, background knowledge, and familiarity with the topic. The listener relies on predicting and inferring information based on the context of the conversation or situation. For example, when listening to a story, listeners might anticipate certain outcomes based on their understanding of narrative structures, and use this knowledge to fill in any gaps or ambiguities in the speaker's message. Top-down listening strategies allow listeners to make sense of the overall meaning and framework of the conversation, even if some details are unclear. This type of processing is particularly useful in understanding general ideas or when engaging with new information in familiar contexts.

b. Bottom up process

Bottom-up processes, on the other hand, are driven by the actual linguistic input—the sounds, words, and phrases that the speaker produces. This approach focuses on decoding and understanding the spoken message starting from the most basic elements, such as phonemes and syllables, and gradually building up to larger units like words, sentences, and meanings. Bottom-up listening requires careful attention to the details of the spoken

language, including pronunciation, grammar, and vocabulary. This process is particularly useful when the listener is unfamiliar with the subject matter or when trying to grasp precise information from a conversation. For example, when listening to someone speaking in a foreign language, a listener may rely on bottom-up processes to decode the words and construct an understanding of the message from the ground up. Both bottom-up and top-down processes work together in real-time listening, as listeners often switch between these two approaches to fully comprehend spoken language.

Worthington et al. (2024) elaborates that listening comprises three interconnected components:

a) Hearing

Hearing is fundamentally a physiological process that entails the ability to detect and interpret sounds through auditory acuity and perception. Auditory acuity refers to the physical ability to hear sounds, while auditory perception involves more advanced skills, such as distinguishing between different sounds, blending them into coherent patterns, and retaining sequences of sounds in memory. This basic function serves as the foundation for effective listening.

b) Listening

Listening goes beyond hearing by incorporating the act of perception. It involves focusing attention, becoming consciously aware of auditory input, and selectively extracting cues from the surrounding environment. This stage

highlights the listener's active engagement and mental effort in processing the sounds they hear to make sense of their context and significance.

c) Auding

Auding refers to the higher-level process of comprehension that follows hearing and listening. It involves extracting meaning from the sounds, connecting them with existing knowledge, organizing the information mentally, imagining scenarios, and appreciating the auditory experience. This stage underscores the cognitive and interpretative dimensions of listening, where understanding and reflection transform sound into meaningful communication.

B. Song

1. Definition of Song

A song is a creative arrangement of words and melodies designed to convey emotions, messages, or narratives within a structured format. Poliakova (2023) defines a song as a brief musical composition that typically includes verses and a chorus, combining the verbal and musical elements of lyrics, rhythm, and melody to form a harmonious and unified artistic creation. Songs are often utilized as a powerful medium to express thoughts and emotions in a manner that deeply resonates with the listeners, offering both artistic and emotional appeal.

Furthermore, songs serve as a profound outlet for human expression, intertwining linguistic and musical elements to evoke feelings and deliver impactful messages. The lyrical component of a song carries meaning and often addresses themes that are relatable or thought-provoking, while the accompanying melody

intensifies its emotional resonance. This combination of words and music enables songs to communicate intricate ideas in a way that is easy to absorb and remember, making them an effective and universal form of expression that transcends linguistic and cultural boundaries (Fisher, 2021).

According to Bsharat, Barahmeh, and Turkman (2021), songs are more than just sources of entertainment; they also function as a significant tool for cultural and educational enrichment. Songs reflect the values, beliefs, and experiences of the communities they originate from, serving as a mirror of societal identity. By engaging with songs, individuals can connect with various cultures, gain exposure to diverse traditions, and explore historical and social themes in an enjoyable and meaningful way. This makes songs a dynamic medium for fostering cultural understanding and appreciation.

In the realm of language education, songs are invaluable in developing listening and speaking skills among learners. They provide an authentic and engaging context for language exposure, enabling learners to grasp pronunciation, intonation, and vocabulary naturally. Additionally, the enjoyable nature of songs enhances motivation, making the learning process more appealing and effective. By incorporating songs into both formal classroom settings and informal learning activities, educators can create a supportive and stimulating environment that encourages language acquisition (Kumar et al., 2021).

Based on the definitions provided, a song is a creative composition that combines words and melodies to express emotions, ideas, and stories. Beyond entertainment, songs serve as a medium for cultural expression, communication,

and education, reflecting traditions and fostering understanding. They also play a significant role in language learning by enhancing listening and speaking skills through exposure to authentic language usage in an engaging and enjoyable way.

2. The Nature of English Song

Songs offer numerous benefits, particularly in the context of teaching and learning activities. Their use in English language classrooms has gained popularity because they serve as effective tools for learning vocabulary, sentence structures, and patterns while also reflecting cultural elements of the native tongue. According to Kumar et al. (2022), incorporating songs into the classroom provides several advantages:

- a. **Relaxation and Atmosphere:** Songs help create a comfortable and enjoyable classroom environment, reducing students' anxiety and encouraging engagement.
- b. **Connection Between Rhythm and Speech:** A deep relationship exists between rhythm and speech, making sensitivity to rhythm an essential step in language acquisition.
- c. **Cultural Insights:** Each song acts as a cultural capsule, offering valuable social information and insights into the culture associated with the language.
- d. **Vocabulary Introduction:** Songs effectively introduce new vocabulary by providing meaningful and memorable contexts for learning.
- e. **Contextual Grammar Practice:** They offer natural contexts for practicing common grammatical structures, such as verb tenses and prepositions.

- f. Pattern Practice and Memory Retention: Songs facilitate pattern practice and enhance memory retention, helping students internalize language structures more effectively.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology, including the research design, location of the study, population and sample, instruments used for data collection, procedures for gathering data, as well as the methods for data analysis and ensuring data validity.

A. Research Design

Research design refers to the overall strategy and approach for conducting research, encompassing decisions ranging from broad assumptions to specific methods of data collection and analysis (Creswell, 2017). This study employs a quantitative approach, using experimental methods and tests to collect data from respondents. According to Sugiyono (2018), quantitative data is a research method based on positivistic approaches, where research data are measured in numbers and analyzed using statistics to derive conclusions. According to Piercey (2003), an experiment is a research situation in which at least one independent variable, referred to as the experimental variable, is deliberately manipulated by the researcher. In this study, the researcher applied a Pre-Experiment Design. This design is used to investigate cause-and-effect relationships by involving only one group of subjects, with no strict control over other variables.

This design includes several subcategories, one of which is the single-group pretest and posttest experimental design. In this type of experiment, the study is conducted with one group, without comparisons to other groups. Initially, a pretest is administered, followed by a learning intervention, in this case, listening to Maher

Zain's songs). After the intervention, a post-test is conducted to measure the change, allowing the researcher to determine the magnitude of the experimental effect. This research method was chosen because it allows for assessing the impact of the intervention on students' listening skills in a controlled manner.

B. Research Location

The research was conducted at SMP Negeri 4 Tangse, Kabupaten Pidie. This location was chosen because the school offers a conducive environment for the study, and the students are appropriate for the research on improving listening skills using popular English songs.

C. Population and Sample

A population is a group of individuals with specific qualities and characteristics determined by the researcher to be studied and analyzed (Nazir, 2005). The population in this study consisted of all students at SMP Negeri 4 Tangse for the 2024/2025 academic year. The total population was 25 students, distributed across three grades: 10 students in Class VII, 12 students in Class VIII, and 2 students in Class IX. In determining the sample, the researcher applied the Saturated Sampling technique. According to Sugiyono (2017), saturated sampling or total sampling is a sampling technique where all members of the population are used as the sample. This method is typically employed when the population is relatively small, generally fewer than 30 people, or when the researcher aims to make generalizations with very minimum error.

Furthermore, Arikunto (2012) supports this approach by stating that if the population is less than 100, it is better to take all of them as the sample. By using

this technique, the researcher included all 25 students from SMP Negeri 4 Tangse as the research sample to ensure that the data collected provides a comprehensive representation of the students' improvement in listening skills.

D. Instrument and Data Collecting Procedure

To collect data, the researcher employed an experimental method and test. According to Sudijono (2015), a test is a method or procedure used in the framework of measurement and assessment. It involves giving the testee a task to complete, so that the data obtained can generate a value representing the testee's behavior or achievement. This value can be compared with those achieved by other testees or against certain standard values. In this study, the test consists of two stages: the pretest, which is conducted before the treatment, and the posttest, which is administered after the treatment.

Piercey (2003) defines an experiment as a research situation in which at least one independent variable (referred to as the experimental variable) is deliberately manipulated by the researcher. In this study, the independent variable is the use of popular English songs by Maher Zain, and the dependent variable is the students' listening skills. By comparing the results of the pretest and posttest, the researcher will be able to assess the impact of the intervention on the students' listening abilities.

In this study, the researcher aimed to obtain accurate information by conducting 5 meetings with the all students.

1. In the first meeting, the researcher introduced the research topic to the students and explained the objectives of the study. The students were given a brief

explanation of listening skills and how Maher Zain's songs would be used to improve their listening abilities. A pretest was administered to assess the students' baseline listening skills before the intervention began.

2. In the second meeting, the researcher played the first song by Maher Zain and asked students to listen attentively. Afterward, the students were asked to answer a set of comprehension questions related to the song's lyrics to test their understanding. The researcher then provided feedback and explained any difficult parts of the song to enhance comprehension.

3. In the third meeting, the researcher played another Maher Zain song and focused on specific vocabulary and expressions used in the lyrics. The students were asked to identify and discuss the meaning of key words or phrases from the song, encouraging deeper comprehension and critical thinking. A brief review of the previous song's content was conducted before moving to the new one.

4. In the fourth meeting, a discussion was held about the themes and messages in Maher Zain's songs. The researcher encouraged students to reflect on the meaning of the lyrics and how they relate to real-life situations. The researcher played a third song and followed it up with comprehension exercises and a group discussion.

5. In the last meeting, the posttest was administered to assess the students' progress in listening comprehension. The students listened to a final Maher Zain song, and then answered the same type of questions as in the pretest. The researcher compared the results of the pretest and posttest to evaluate the improvement in students' listening skills. Afterward, the researcher provided a

summary of the study and discussed the students' experiences with using songs to improve their listening skills.

This study specifically selected the works of Maher Zain, a world-renowned Lebanese-Swedish singer and songwriter known for his contemporary R&B style infused with spiritual themes. Maher Zain's music was chosen because of its exceptionally clear English pronunciation, moderate tempo, and repetitive lyrical structures, which are ideal for the developmental level of junior high school students. For the pre-test, the song "Insha Allah" was utilized to establish the students' baseline listening ability, while "Thank You Allah" was featured in the post-test to measure their subsequent progress. These two songs were strategically paired as they share similar linguistic complexity and universal themes, ensuring that the observed improvement in listening proficiency resulted from the students' advanced auditory comprehension rather than variations in the difficulty of the material. Consequently, this study seeks to advance students' mastery of spoken English and elevate their overall engagement through these meaningful and accessible musical resources.

E. Data Analysis

Data analysis in this study is divided into two stages: the processing of the pre-test and the post-test scores. The focus of the research is on improving students' listening skills through the use of songs. The analysis aims to assess the impact of the intervention on the students' ability to understand and recall song lyrics.

The stages of data analysis in this study are as follows:

1. Pre-test Data Processing

The pretest data consists of the scores students achieved based on their performance in the listening comprehension test before the treatment. These scores are entered into an Excel spreadsheet for easy calculation and organization. The individual scores are then totaled for each student, and the overall group score is calculated to provide an overview of the students' listening abilities prior to the intervention.

2. Post-test Data Processing

Post-test data includes the scores students obtained after the treatment, which focused on improving listening skills using Maher Zain's songs. The post-test scores are processed in the same way as the pre-test, by entering them into an Excel spreadsheet. Once entered, the individual scores are summed for each student, and the overall group score is calculated to determine the impact of the intervention on their listening skills.

3. N-Gain

The normalized gain (N-Gain) is a statistical method used to measure the improvement in student learning outcomes after receiving a treatment. According to Rahman et al. (2024), the N-Gain analysis is designed to assess the effectiveness of an instructional method by comparing the students' performance on the pre-test and the post-test. The purpose of calculating the N-Gain in this study is to quantify the extent of progress occurring in students' listening skills as a result of the intervention using Maher Zain's songs. The N-Gain score compares the actual improvement (Gain) to the maximum possible improvement, offering a more

standardized and comparable measure of learning outcomes. The formula for calculating N-Gain is as follows:

$$N = \frac{St - Si}{100 - Si}$$

Where:

N : Normalized gain

St : Post-test score

Si : Pre-test score

Table 3. 1 Normalized Science Criteria Table

N-gain	Criteria
$G > 0,7$	High
$0,7 > G > 0,3$	Medium
$G < 0,3$	Low

4. T-test

After confirming that the data is normally distributed and suitable for analysis, the researcher conducted a t-test to evaluate the hypothesis and measure the significant improvement in students' listening skills after the treatment. The t-test is utilized to compare the mean scores of the pre-test and post-test, serving as a statistical tool to verify the extent of progress made by the students. This analysis helps to assess whether the enhancement in listening proficiency is statistically significant and directly related to the integration of Maher Zain's songs, ensuring that the positive gains in students' scores are not due to random chance but reflect a real advancement in their language abilities.

The formula for the t-test is as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:

t : t value

MD : Mean difference between the pre-test and post-test scores

$\sum d^2$: The sum of the squared differences between each pair of pre-test and post-test scores.

N : The number of students

F. Data Validity

Ensuring the validity of the data is crucial to ensure the accuracy and reliability of the research findings. In this study, the researcher employed the following methods to test data validity:

1. **Continuous Data Collection on the Same Research Subject:** Data was collected consistently across the pre-test, treatment, and post-test stages with the same group of students to reflect genuine changes in listening skills.
2. **Checking Based on Research Subjects:** The data was cross-checked against the students' characteristics (e.g., language proficiency and prior exposure to English music) to ensure the findings are valid and not influenced by unrelated factors.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

This research was carried out at SMP Negeri 4 Tangse, Kabupaten Pidie. The data were gathered through pre-test and post-test procedures carried out from September 11st to 18th, 2025. Prior to the post-test, the researcher conducted three treatment sessions in which listening and vocabulary skills were taught using songs. The songs selected for the treatment were Maher Zain's *Assalamu Alayka* and *Number One For Me*. For the pre-test, the song *Insha Allah* was used, while the post-test featured *Thank You Allah*. The findings showed that incorporating popular English songs by Maher Zain significantly enhances students' listening skills.

1. Pre-test

The pre-test was administered to assess the students' initial listening proficiency prior to the implementation of the treatment. A total of 30 students from SMP Negeri 4 Tangse participated in this baseline assessment, which served to establish their starting point before the introduction of Maher Zain's songs. The complete results of the pre-test are documented in *Appendix F*.

The data indicated that the students' initial listening abilities varied, with scores ranging from 20 to 50. A significant majority of the students achieved scores within the 30 to 40 range, suggesting that their listening comprehension was relatively limited before the intervention. These findings underscored a critical need for an instructional approach designed to drive improvement in their listening performance. To facilitate a more detailed analysis, the pre-test results were

processed using frequency statistics to illustrate the distribution of student scores, as presented in Table 4.1 below.

Table 4.1 Statistics Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	4	16.0	16.0
	30	8	32.0	48.0
	40	9	36.0	84.0
	50	4	16.0	100.0
Total	25	100.0	100.0	

Source: SPSS Output, processed (2025)

Based on Table 4.1, it can be seen that the most frequently obtained scores were 30 and 40, with percentages of 32% and 36%, respectively. Meanwhile, scores of 20 and 50 appeared less frequently, each at 16%. This distribution indicates that most students demonstrated low to moderate listening ability prior to the treatment.

To further analyze the students' initial listening performance, descriptive statistics were calculated to determine the minimum, maximum, mean, and standard deviation of the pre-test scores. The descriptive statistical results are presented in Table 4.2 below.

Table 4.2 Statistics Descriptive

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	20	50	35.20	9.626
Valid N (listwise)	25				

Source: SPSS Output, processed (2025)

Based on Table 4.2, the students' pre-test scores ranged from 20 to 50, with an average score of 35.20 and a standard deviation of 9.626. These results indicate considerable variation in students' listening abilities prior to the treatment.

2. Post-test

Following the completion of the treatment sessions, a post-test was administered to measure the improvement in students' listening skills. Although the post-test utilized different song materials from the pre-test, it was designed to evaluate the extent of progress in students' ability to comprehend new auditory information after the intervention. The detailed results of this assessment are documented in *Appendix G*.

The data revealed a substantial advancement in students' listening proficiency, with scores significantly increasing to a range between 60 and 100. A majority of the students achieved scores within the 80 to 100 range, indicating a notable enhancement in their listening performance following the integration of Maher Zain's songs. This shift from the pre-test baseline suggests that the instructional approach successfully fostered a higher level of auditory comprehension.

To provide a clearer overview of the distribution of these scores, frequency statistics were calculated to illustrate the concentration of student achievement across various score ranges. The frequency results for the post-test are presented in

Table 4.3 below.

Table 4.3 Statistics Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	2	8.0	8.0	8.0
70	4	16.0	16.0	24.0
80	6	24.0	24.0	48.0
90	7	28.0	28.0	76.0
100	6	24.0	24.0	100.0

Source: SPSS Output, processed (2025)

Based on Table 4.3, the highest frequencies occurred at scores of 80, 90, and 100, indicating that a majority of students achieved scores within the upper range. Only a small number scored 60 or 70, reflecting an overall improvement in listening skills after the treatment.

To further analyze students' performance after the treatment, descriptive statistics were calculated for the post-test scores. These statistics provide information on the minimum, maximum, mean, and standard deviation, offering a more detailed understanding of students' overall achievement. The descriptive results are presented in Table 4.4 below.

Table 4.4 Statistics Descriptive

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	60	100	84.40	12.610
Valid N (listwise)	25				

Source: SPSS Output, processed (2025)

Based on Table 4.4, the students' post-test scores ranged from 60 to 100, with an average score of 84.40 and a standard deviation of 12.610. These results indicate a marked improvement in students' listening abilities following the treatment.

3. N-Gain

To measure the specific improvement in students' listening skills after the treatment was implemented, the researcher calculated the normalized gain (N-Gain) score. The N-Gain score was used to determine the level of improvement by comparing students' pre-test and post-test results in relation to the maximum possible score that could be achieved. This analysis helped illustrate how much learning progress occurred as a result of the treatment, rather than merely showing score differences. Through the N-Gain analysis, the researcher was able to obtain a more accurate and objective measurement of the effectiveness of using songs in improving students' listening skills. The calculation reflects the degree of improvement experienced by each student individually, providing a clearer picture of students' learning gains after the intervention. The detailed results of the N-Gain calculation for each student are presented in Table 4.5 below.

Table 4.5 Normalized Gain Test

No	Name	Pre-test	Post-test	N-Gain
1	ZW	30	70	0.57
2	ZR	40	90	0.83
3	AW	20	80	0.75
4	NW	40	100	1.00
5	NS	40	90	0.83
6	RU	30	70	0.57
7	SV	40	80	0.67
8	AM	30	100	1.00
9	NZ	50	90	0.80
10	SF	40	100	1.00
11	US	20	70	0.63
12	QA	30	90	0.86
13	AB	50	80	0.60
14	AL	40	90	0.83
15	TA	30	100	1.00
16	RS	40	70	0.50
17	DA	20	60	0.50
18	RY	50	80	0.60
19	GN	30	90	0.86
20	IA	50	100	1.00
21	GA	20	60	0.50
22	GE	30	80	0.71
23	LW	30	80	0.71
24	MD	40	90	0.83
25	GF	40	100	1.00
Mean		35,29	84,40	0,77

Source: Primary Data, processed by Excel (2025)

Based on Table 4.5, the average N-Gain score achieved by the students was 0.77, which indicates a high level of improvement. Most students obtained N-Gain values above 0.7, showing that the treatment using songs was highly effective in enhancing their listening skills.

To better interpret the N-Gain results, the scores were classified according to established criteria that categorize the magnitude of improvement into high, medium, and low levels. These criteria serve to determine the quality of the listening skill enhancement achieved through the learning intervention. By applying

these classifications, the researcher can evaluate the degree of progress reflected in the students' scores. The N-Gain classification criteria are shown in Table 4.6 below.

Table 4.6 Normalized Gain Criteria Table

N-Gain	Criteria
$g > 0,7$	Hight
$0,7 > g > 0,3$	Medium
$g < 0,3$	Low

According to the criteria in Table 4.6, a score higher than 0.7 indicates high improvement. Since the mean N-Gain score in this study was 0.77, the overall improvement of the students falls into the high category. This result confirms that the use of Maher Zain's English songs had a strong positive impact on students' listening skill development.

4. T-test

To determine whether the use of songs significantly improved students' listening skills, a paired-sample t-test was used to analyze the statistical data. This test compared the pre-test and post-test scores of the same students before and after the treatment. The detailed calculation of the paired-sample t-test is presented in *Appendix H*.

Based on the data analysis, the total number of students involved in this study was 25. The total score of the pre-test was 880, while the total score of the post-test was 2110. The mean score of the pre-test was 35.20, and the mean score of the post-test was 84.40, The mean difference (MD) between the pre-test and post-test scores

calculated was 25, t-obtained was 21, 36, and t-table at 5% significant level was 1,711.

Thus, the obtained t_{value} value is far greater than the t_{tabel} value. At the 5% significance level, it can be concluded that the use of popular English songs by Maher Zain significantly improves students' listening skills.

B. Discussion

The results of this research indicate that the use of popular English songs by Maher Zain significantly improves students' listening skills. This is evident from the substantial difference between the pre-test and post-test scores and supported by the t_{test} results showing that the t_{value} (21.36) is much higher than the critical t_{tabel} value (1.711). This finding aligns with Yuliarini (2022) who stated that songs facilitate learners' ability to recognize language sounds, improve phonological memory, and help sustain attention due to their repetitive patterns and rhythmic nature.

Using songs as a learning medium contributes to a relaxed and enjoyable learning environment, reducing anxiety and encouraging students to receive and process linguistic input more naturally. Music can stimulate the brain emotionally, which helps students better absorb spoken language. This is in accordance with the study by Nadiyya & Suryadi (2024) which found that learners exposed to songs in language acquisition demonstrate superior vocabulary retention and stronger listening comprehension compared to those learning through non-musical text-based instruction.

The significant improvement observed in this approach can be attributed to the specific characteristics of Maher Zain's music, such as clear pronunciation, a moderate tempo, and accessible vocabulary. These elements facilitate a more effective transition in students' auditory skills, as the lyrics often contain repeated phrases that allow learners to internalize auditory patterns and syntactic structures more efficiently. This observation aligns with the research by Assadi & Murad (2024), who emphasized that lyrical repetition in music strengthens auditory input processing and fosters greater accuracy in listening comprehension.

Furthermore, motivation plays a pivotal role in driving the improvement of listening performance. Students became more enthusiastic and engaged during the learning process when songs were incorporated because the medium resonates with their personal interests and emotions. This dual stimulation—both cognitive and affective—leads to a more meaningful learning experience that facilitates progress in their auditory skills. Chen et al. (2024) support this conclusion by asserting that music in language learning encourages deeper psychological involvement and increases student motivation, which ultimately fosters more significant advancement in language acquisition and proficiency.

Moreover, learning through songs also helps students develop better listening strategies, such as predicting meaning from context, identifying key vocabulary, and recognizing linguistic chunks in authentic spoken discourse. Songs provide exposure to real-life pronunciation, connected speech, and natural rhythm of language, which strengthens listening proficiency more effectively than artificially structured classroom audio. This finding corresponds with Alamri (2025) who

suggested that meaningful exposure to authentic input in listening activities helps learners develop practical comprehension strategies and improves real-world listening performance.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter provides the final conclusions derived from the analysis of the research findings, followed by recommendations for further application and future research. The conclusions summarize the overall results of the study, while the recommendations aim to support improvements and future investigations related to the use of songs as a learning strategy.

A. Conclusion

Based on the analysis of the research findings, it can be concluded that the use of popular English songs by Maher Zain has a significant students' improvement in listening skills. The improvement is evident from the post-test results, which show a considerable increase in listening scores compared to the pre-test. Additionally, the t-test analysis indicates that the calculated t-value exceeds the critical value from the t-table, leading to the rejection of the Null Hypothesis (H_0) and acceptance of the Alternative Hypothesis (H_a).

B. Recommendation

Based on the results of this study, several practical recommendations can be suggested for different stakeholders involved in English language learning:

1. For students, students are better encouraged to actively listen to English songs, especially those with clear pronunciation and meaningful lyrics, as a way to expand vocabulary and improve listening comprehension. Incorporating song-based listening outside the classroom can make learning more enjoyable and increase language exposure in a natural and relaxed context.

2. For teachers, teachers are advised to integrate English songs as a supplementary listening material in the teaching process. Selecting songs that are appropriate to students' proficiency levels and learning objectives can help create a more engaging learning atmosphere and support the development of listening skills more effectively than traditional methods alone.

3. For future researchers, future researchers are recommended to explore the use of songs in different educational contexts, language skills, age groups, or with different genres of music. Further studies may also include qualitative approaches to investigate students' emotional responses, motivation levels, or learning attitudes when music is incorporated into language learning.




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APPENDIX B

RECOMMENDATION LETTER FROM FAKULTAS TARBİYAH DAN
KEGURUAN TO CONDUCT THE RESEARCH


KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921


Nomor : B-5706/Un.08/FTK.1/TL.00/07/2025
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala SMPN 4 Tangse
Assalamualaikum Warahmatullahi Wabarakatuh.
Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 190203083
Nama : NUZUL RAHMAH
Program Studi/Jurusan : Pendidikan Bahasa Inggris
Alamat : GAMPONG KEUDE TANGSE,KECAMATAN TANGSE,KABUPATEN
PIDIE

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *IMPROVING STUDENTS LISTENING SKILLS BY USING POPULAR ENGLISH SONGS OF MAHER ZEIN*

Banda Aceh, 25 Juli 2025
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan




Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 29 Agustus 2025

جامعة الرانيري
AR-RANIRY

APPENDIX C

CONFIRMATION LETTER FROM SMP NEGERI 4 TANGSE


PEMERINTAH KABUPATEN PIDIE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI TANGSE
 Jln. PLN Gampong Layan, Kecamatan Tangse, Kabupaten Pidie

SURAT PERNYATAAN SELESAI PENELITIAN

Nomor:

Yang bertanda tangan di bawah ini:

Nama	: Zaharatul Jannah, S.Pd
NIP	: 199004062022212004
Jabatan	: Plt. Kepala SMP Negeri 4
Sekolah	: SMP Negeri 4 Tangse
Alamat	: Jln. PLN Gampong Layan, kecamatan Tangse

Dengan ini menyatakan bahwa:


Nama	: Nuzul Rahmah
NIM	: 190203083
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: UIN ar-Raniry


Telah selesai melaksanakan penelitian di SMP Negeri 4 Tangse pada tanggal 11 Agustus 2025 sampai dengan tanggal 15 Agustus 2025.
 Judul penelitian: "IMPROVING STUDENTS LISTENING SKILLS BY USING POPULAR ENGLISH SONG OF MAHER ZEIN"

Penelitian telah dilaksanakan dengan baik sesuai prosedur yang berlaku di sekolah kami. Dengan ini kami menyatakan bahwa mahasiswa tersebut telah menyelesaikan seluruh kegiatan penelitiannya di sekolah kami.

Demikian surat pernyataan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Tangse, 18 Agustus 2025
 Kepala Sekolah,


 جامعة الرانيري
 AR-RANIRY


 (Zaharatul Jannah, S.Pd)
 NIP. 199004062022212004

APPENDIX D**PRE-TEST****Soal Pre-test**

Judul Lagu: Insha Allah - Maher Zain

Jenis Soal: Pilihan Ganda (10 soal)

Petunjuk: Dengarkan lagu dengan seksama, lalu pilih jawaban yang paling tepat berdasarkan lirik lagu yang kamu dengar.

1. What is the message of the song?
 - A. Never give up hope
 - B. Always be strong physically
 - C. Forget your past
 - D. Live your dream
2. What does "Insha Allah" mean?
 - A. Please forgive me
 - B. I'm sorry
 - C. God willing
 - D. Be happy
3. In which line do the lyrics say someone is feeling down?
 - A. "Every time you feel like you cannot go on"
 - B. "Keep your head up high"
 - C. "Don't worry, be strong"
 - D. "I'm always smiling"
4. What advice is given in the song?
 - A. Stay silent
 - B. Work hard only
 - C. Have hope and trust in God
 - D. Never listen to others
5. What does the singer promise?
 - A. That help will never come
 - B. That someone will always be by your side
 - C. That everything will be easy
 - D. That pain will last forever

6. Fill in the missing word: "You feel so lost and then you ____"

- A. cry
- B. fall
- C. don't know why
- D. pray

7. The word "guide" in the song is closest in meaning to...

- A. Help
- B. ignore
- C. Challenge
- D. Destroy

8. "Insha Allah you'll find your way" - what is the feeling in this line?

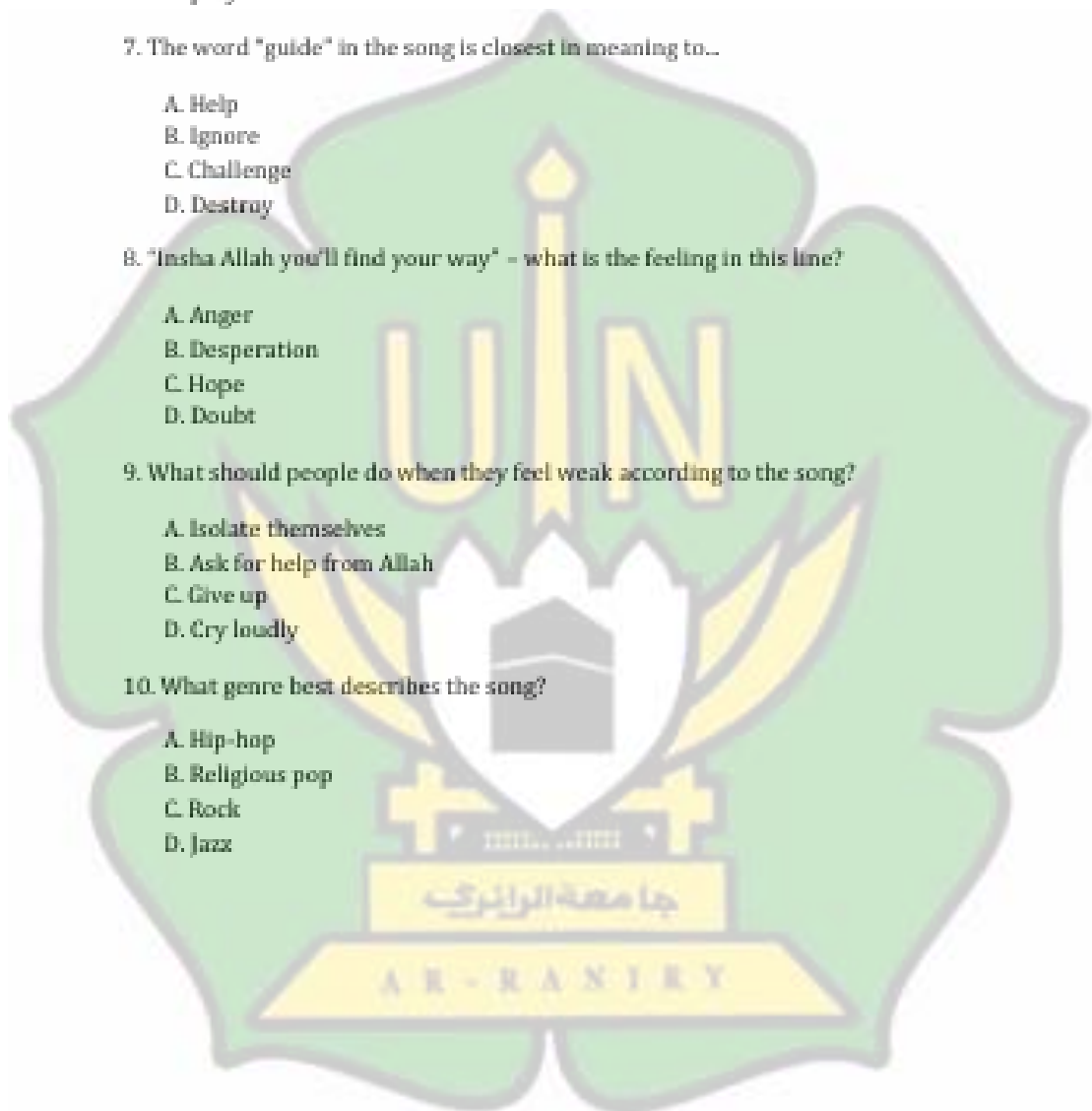
- A. Anger
- B. Desperation
- C. Hope
- D. Doubt

9. What should people do when they feel weak according to the song?

- A. Isolate themselves
- B. Ask for help from Allah
- C. Give up
- D. Cry loudly

10. What genre best describes the song?

- A. Hip-hop
- B. Religious pop
- C. Rock
- D. Jazz



APPENDIX E

POST-TEST

Soal Post-test

Judul Lagu: Thank You Allah - Maher Zain

Jenis Soal: Pilihan Ganda (10 soal)

Petunjuk: Dengarkan lagu dengan saksama, lalu pilih jawaban yang paling tepat berdasarkan lirik lagu yang kamu dengar.

1. What is the main theme of the song?
 - A. Appreciation to Allah
 - B. Asking for forgiveness
 - C. Encouraging others to pray
 - D. Telling a love story
2. What does the singer thank Allah for?
 - A. His family, health, and guidance
 - B. Winning a competition
 - C. Travelling to many countries
 - D. His friends only
3. Which line expresses gratitude for guidance?
 - A. "You showed me the way"
 - B. "I feel so lost"
 - C. "I can't find my way"
 - D. "You left me alone"
4. What emotion is dominant in the song?
 - A. Anger
 - B. Joy and gratitude
 - C. Sadness
 - D. Confusion
5. Fill in the missing word: "All the ___ You gave to me"
 - A. time
 - B. love
 - C. pain
 - D. songs

6. The word "blessing" in the song is closest in meaning to...

- A. Problem
- B. Gift
- C. Burden
- D. Mistake

7. What does the singer realize about life?

- A. It is full of tests but also full of blessings from Allah
- B. It is only about working hard
- C. It will always be easy
- D. It doesn't need faith

8. "Thank You Allah for guiding me" - what is the feeling in this line?

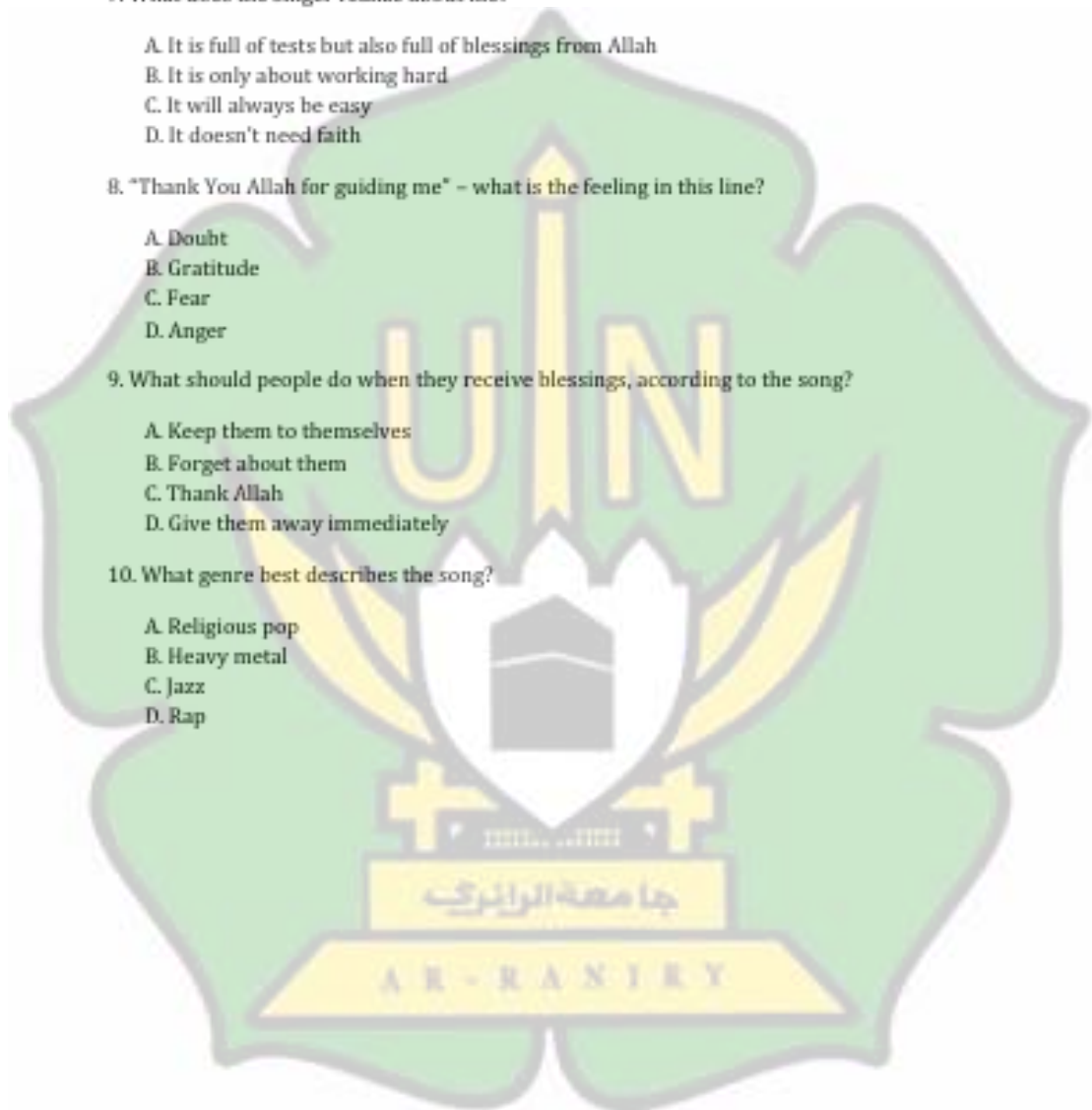
- A. Doubt
- B. Gratitude
- C. Fear
- D. Anger

9. What should people do when they receive blessings, according to the song?

- A. Keep them to themselves
- B. Forget about them
- C. Thank Allah
- D. Give them away immediately

10. What genre best describes the song?

- A. Religious pop
- B. Heavy metal
- C. Jazz
- D. Rap



APPENDIX F

PRE-TEST SCORES

Pre-test Results Table

No	Name	Score
1	ZW	30
2	ZR	40
3	AW	20
4	NW	40
5	NS	40
6	RU	30
7	SV	40
8	AM	30
9	NZ	50
10	SF	40
11	US	20
12	QA	30
13	AB	50
14	AL	40
15	TA	30
16	RS	40
17	DA	20
18	RY	50
19	GN	30
20	IA	50
21	GA	20
22	GE	30
23	LW	30
24	MD	40
25	GF	40

Source: Primary Data, processed (2025)

APPENDIX G

POST-TEST SCORES

Post-test Results Table

No	Name	Score
1	ZW	70
2	ZR	90
3	AW	80
4	NW	100
5	NS	90
6	RU	70
7	SV	80
8	AM	100
9	NZ	90
10	SF	100
11	US	70
12	QA	90
13	AB	80
14	AL	90
15	TA	100
16	RS	70
17	DA	60
18	RY	80
19	GN	90
20	IA	100
21	GA	60
22	GE	80
23	LW	80
24	MD	90
25	GF	100

Source: Primary Data, processed (2025)

APPENDIX H

T-TEST

Table 4.7 *T-test*

No	Name	Pre-test (X_a)	Post-test (X_b)	D = $(X_a - X_b)$	d = $(D - MD)$	d^2
1	ZW	30	70	-40	9.20	84.64
2	ZR	40	90	-50	-0.80	0.64
3	AW	20	80	-60	-10.80	116.64
4	NW	40	100	-60	-10.80	116.64
5	NS	40	90	-50	-0.80	0.64
6	RU	30	70	-40	9.20	84.64
7	SV	40	80	-40	9.20	84.64
8	AM	30	100	-70	-20.80	432.64
9	NZ	50	90	-40	9.20	84.64
10	SF	40	100	-60	-10.80	116.64
11	US	20	70	-50	-0.80	0.64
12	QA	30	90	-60	-10.80	116.64
13	AB	50	80	-30	19.20	368.64
14	AL	40	90	-50	-0.80	0.64
15	TA	30	100	-70	-20.80	432.64
16	RS	40	70	-30	19.20	368.64
17	DA	20	60	-40	9.20	84.64
18	RY	50	80	-30	19.20	368.64
19	GN	30	90	-60	-10.80	116.64
20	IA	50	100	-50	-0.80	0.64
21	GA	20	60	-40	9.20	84.64
22	GE	30	80	-50	-0.80	0.64
23	LW	30	80	-50	-0.80	0.64
24	MD	40	90	-50	-0.80	0.64
25	GF	40	100	-60	-10.80	116.64
N=25		880	2110	-1230	0	3184
Symbol		$\sum X_a$	$\sum X_b$	$\sum X_b$	$\sum d$	$\sum d^2$

Source: Primary Data, processed by Excel (2025)

MD = Mean Pre-test – Post-test

$$MD = 35,20 - 84,40$$

$$MD = -49,20$$

$$\sum d^2 = 3184$$

$$n = 25$$

t-test formula:

$$t = \frac{MD}{\sqrt{\frac{\sum d^2}{n(n-1)}}}$$

$$t = \frac{-49,20}{\sqrt{\frac{3184}{25(25-1)}}}$$

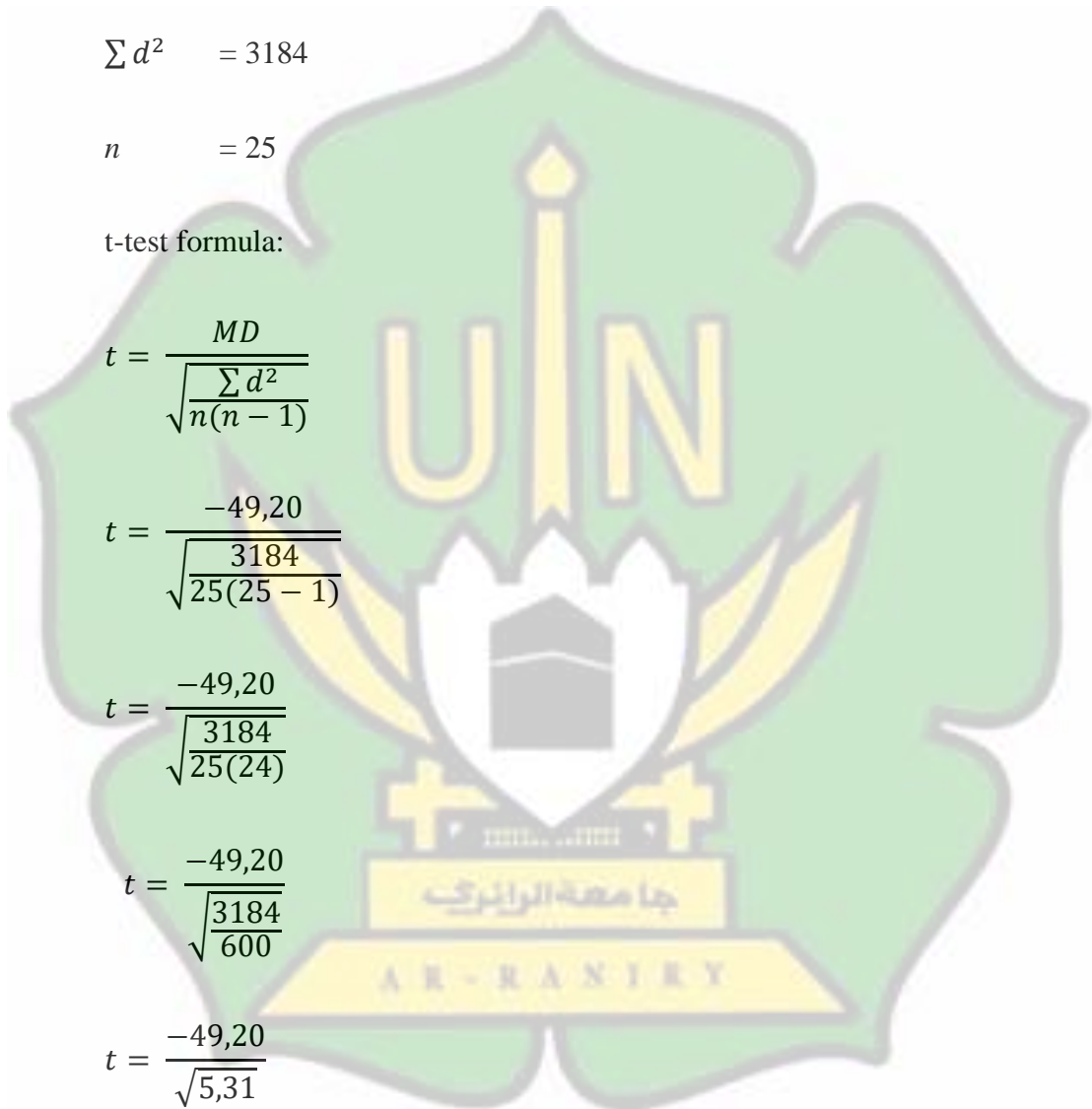
$$t = \frac{-49,20}{\sqrt{\frac{3184}{25(24)}}}$$

$$t = \frac{-49,20}{\sqrt{\frac{3184}{600}}}$$

$$t = \frac{-49,20}{\sqrt{5,31}}$$

$$t = \frac{-49,20}{2,3043}$$

$$t = 21,36$$



In this research, a 5% significance level ($\alpha = 0.05$) was used with degrees of freedom:

$$df = n - 1$$

$$df = 25 - 1$$

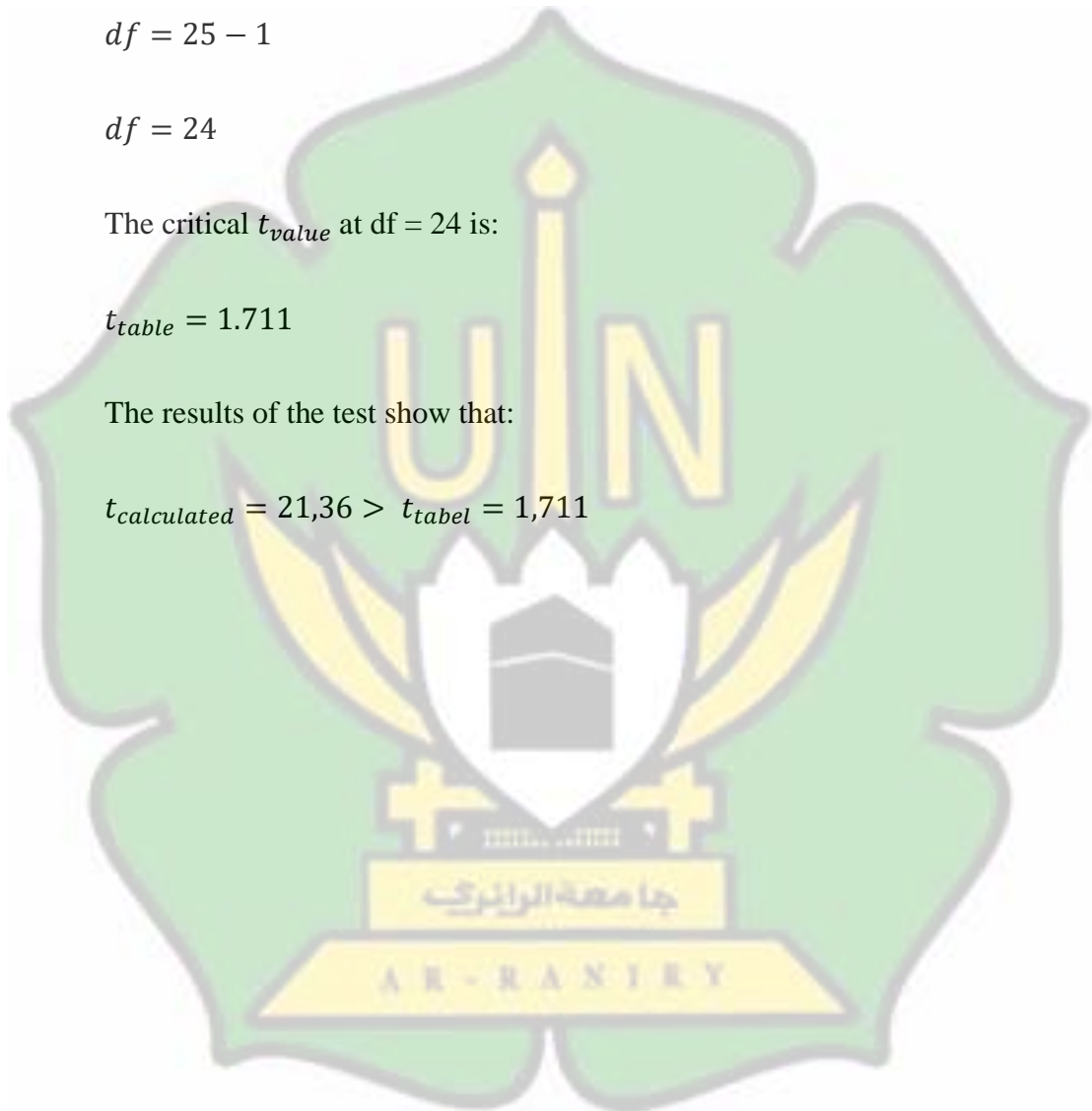
$$df = 24$$

The critical t_{value} at $df = 24$ is:

$$t_{table} = 1.711$$

The results of the test show that:

$$t_{calculated} = 21,36 > t_{tabel} = 1,711$$



APPENDIX I
DOCUMENTATION



Figure 1. The students doing the pretest



Figure 2. The researcher doing the treatment by listening the songs

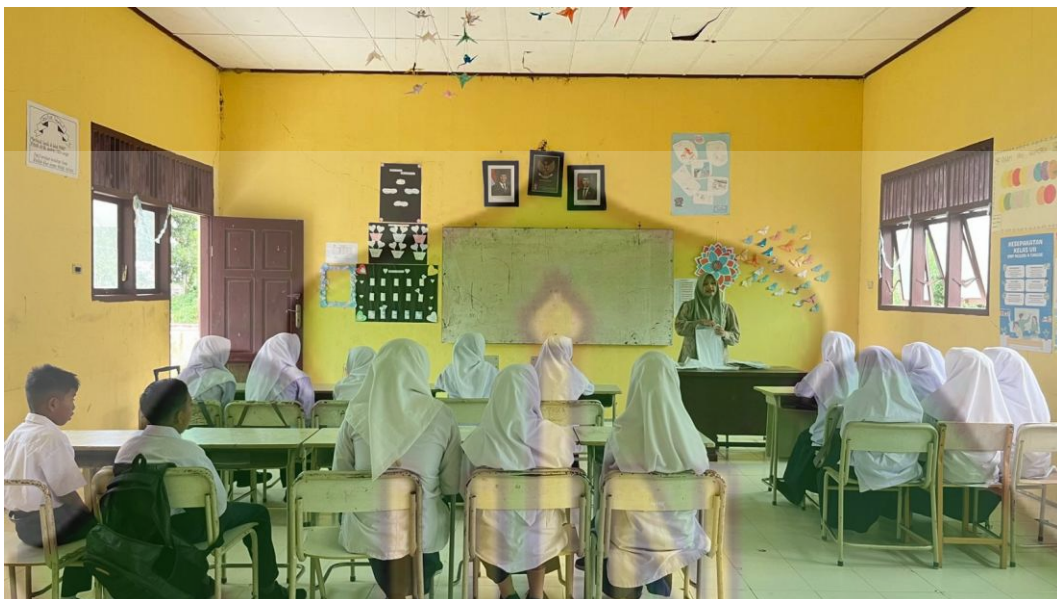


Figure 3. The researcher explaining about the songs



Figure 4. The students doing the posttest