

**STUDENTS' STRATEGIES IN USING *YOUTUBE MUSIC* SONGS FOR
ENGLISH LISTENING SKILLS DEVELOPMENT AT SMAN 1 KEDIRI**

SKRIPSI

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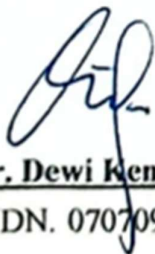
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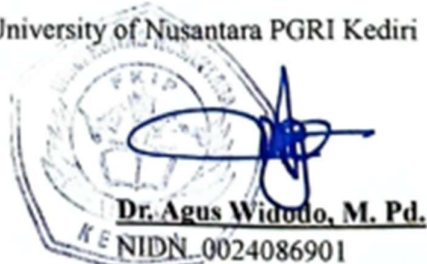
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MOTTO

"Segala perkara dapat kutanggung di dalam Dia yang memberi kekuatan kepadaku."

- Filipi 4:13 -

"Melangkah pelan bukan berarti tertinggal, karena setiap ketetapan-Nya memiliki garis waktu yang sempurna. Selama keyakinan tak padam, tujuan pasti akan digenggam."

ABSTRACT

Joel Prawito Agung Samudro Students' Strategies in Using YouTube Music Songs for English Listening Skills Development at SMAN 1 Kediri, Skripsi, English Language Education Department, UN PGRI Kediri, 2026.

Keywords: YouTube Music, Listening Strategies, Listening Skill Development.

EFL learning at the senior high school level continues to face various challenges, particularly in the acquisition of listening skills due to limited exposure to authentic input. **In language acquisition, employing systematic listening strategies is essential as it enables learners to consciously process complex spoken input, overcome acoustic barriers, and regulate their own learning pace.** To address this issue, the utilization of audio-based digital media, such as English songs on YouTube Music, has emerged as a popular and accessible autonomous learning resource among adolescents. Through regular engagement with digital songs, students gain alternative opportunities to manage their own learning pace and develop their language comprehension outside formal classrooms.

The aims of this research are 1) to identify the types of strategies employed by students when using YouTube Music songs to develop their English listening skills; and 2) to describe how students implement those strategies when using YouTube Music songs for listening skill.

This research used qualitative approach with a case study design that is carried on at SMAN 1 Kediri. The subjects of this research were 10 senior high school students of Class XI-D in the academic year 2025/2026 who were active users of YouTube Music songs. The techniques of data collection were open-ended questionnaire, documentation, and guided interviews. The technique of analyzing data is data reduction, data display, and conclusion drawing and verification. To obtain relevant data, the researcher checked the validity and reliability of the data using data triangulation method.

The findings reveal that YouTube Music songs develop listening skills through four strategies: repetition, subtitles/lyrics, note-taking, and comprehension techniques. Students implement these by combining actions like replaying for translation, text cross-referencing, adjusting device placement, and mimicking pronunciation. This media successfully fosters low-anxiety, autonomous, and self-regulated learning. Consequently, teachers are suggested to provide authentic audio with strategic scaffolding, while institutions should foster policies that facilitate Mobile-Assisted Language Learning (MALL).

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It is realized that this skripsi still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Finally, with the hope that this skripsi will be useful for all of us, especially for the world of education, even though it is only like a drop of water in the vast ocean.

Kediri, 15th July 2026

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research focus, scope of the study, research questions, objectives of the study, and significance of the study.

A. Background of the Study

English as a Foreign Language (EFL) learning at the senior high school level continues to face various challenges, particularly in the acquisition of listening skill. At SMAN 1 Kediri, for instance, students often experience difficulties in understanding spoken English delivered by native speakers, primarily due to limited exposure to authentic input in their daily lives. This condition is further exacerbated by the lack of opportunities for students to interact directly with native speakers or to engage with audio materials that reflect natural language use. As a result, students tend to rely heavily on textbook-based materials, which are often limited and lack variation in presenting real communicative contexts. This situation contributes to their low ability to recognize variations in intonation, accents, and speech rate in English. In addition, teacher-centered instructional methods tend to provide limited opportunities for students to develop independent learning strategies in listening. Consequently, students' listening skill do not develop optimally due to insufficient exploration of more authentic and interactive learning resources.

Current trends indicate that students are more frequently exposed to audio-based digital media, particularly songs, as part of their daily activities compared to formal classroom materials. English songs available on platforms such as YouTube have become one of the most popular learning resources among adolescents due to their accessibility and alignment with students' interests (Dewi, 2023; Hasan, 2025). Furthermore, advancements in digital technology allow students to replay, slow down, or add subtitles to songs, thereby increasing their opportunities to comprehend audio content more effectively (Fadillah et al., 2023). The use of songs is not merely for entertainment but also holds significant potential as an effective medium for enhancing listening skills when utilized appropriately (Yuyun &

Simamora, 2021). Through repeated exposure, students can gradually internalize language patterns, pronunciation, and new vocabulary (Juita, 2024). However, not all students possess appropriate strategies for using songs for learning purposes. This indicates the need to understand how students actually utilize such media in their learning processes (Hasan, 2025).

From a pedagogical perspective, the use of songs in listening instruction offers several advantages, as it provides authentic, contextualized, and engaging language input. Songs present language in realistic situations that reflect everyday usage, thereby helping students grasp meaning within broader contexts. In addition, the elements of rhythm and melody in songs can enhance students' memory of vocabulary and grammatical structures. Songs also introduce variation into the learning process, which can reduce students' boredom with conventional teaching methods. Research has shown that the use of audio-based media such as songs can increase students' motivation and engagement in language learning (Juita, 2024). This is largely because students feel more comfortable and interested when learning through media they enjoy. Moreover, songs can help students develop the ability to interpret implicit meanings through diverse lyrical contexts.

Although songs available on YouTube have strong potential to support listening development, many students still utilize them mainly for entertainment purposes rather than as structured learning resources (Dewi, 2023; Hasan, 2025). This condition indicates that students often lack appropriate listening strategies when using songs independently (Rahila et al., 2023). This suggests that the utilization of digital media has not been fully directed toward effective learning purposes. In fact, with appropriate approaches, songs can serve as a powerful tool for enhancing language proficiency. The lack of students' awareness of learning strategies prevents them from maximizing the benefits of using songs. This indicates that the aspect of learning strategies remains underemphasized in the context of audio-based digital media (songs). In fact, strategies such as repetition, vocabulary note-taking, and the use of subtitles can significantly improve listening comprehension (Rahila et al., 2023).

Previous studies have demonstrated that the use of YouTube as a learning resource can significantly enhance students' listening skills (Yuyun & Simamora, 2021). In addition, YouTube-based video materials have been proven to increase students' learning motivation and engagement in the instructional process (Arifin et al., 2025). These findings suggest that digital media plays an important role in supporting language learning in the modern era. However, most of these studies have primarily focused on the effectiveness of the media rather than on the strategies employed by students in utilizing such media. In fact, learning strategies play a crucial role in determining students' success in comprehending listening materials because they assist learners in processing information, monitoring comprehension, and addressing listening difficulties effectively (Oxford, 1990; Vandergrift, 2007). Without appropriate strategies, even advanced media will not yield optimal results. Therefore, it is essential in *Youtube Music* further investigate how students develop and implement strategies in using songs as a medium for learning listening skills.

Furthermore, a study by (Sari et al., 2020) indicates that students' active engagement in using *Youtube Music* can enhance overall language proficiency through reflection and sustained practice. Such active engagement includes activities such as repeated viewing, note-taking of important information, and self-evaluation of comprehension. This reflective process enables students to identify their weaknesses in understanding language input and gradually improve their performance. However, the study does not specifically examine how students use songs as a medium for learning listening. In fact, songs possess distinct characteristics compared to instructional videos, particularly in terms of rhythm, repetition, and emotional expression. These characteristics may influence how students process language input both cognitively and affectively. Therefore, further investigation is required to specifically explore the use of songs within the context of listening learning.

Other studies have also demonstrated that the use of songs in learning can significantly improve listening skills by providing more natural language exposure (Manihuruk & Nababan, 2024). This natural exposure helps students recognize

variations in pronunciation that are not always present in formal instructional materials. In addition, songs often contain idiomatic expressions that enrich students' understanding of everyday language use. The use of audio-based digital media (songs) also supports the development of independent learning strategies, such as repeated listening and meaning-making through contextual clues (Fadillah et al., 2023). These strategies enable students to learn flexibly according to their individual pace and needs. Moreover, students can take advantage of technological features such as subtitles and playback speed to enhance comprehension. However, studies that specifically explore students' strategies in this context remain limited.

On the other hand, the rapid development of technology and increasing internet accessibility have transformed students' learning patterns into more independent and digitally oriented practices. This transformation encourages students to move beyond reliance on classroom instruction and seek additional learning resources autonomously. *Youtube Music*, as a platform that provides a wide range of English songs, has become one of the primary resources for students in learning listening. The platform offers diverse content, ranging from popular songs to lyric videos that facilitate comprehension. Research indicates that students tend to use YouTube informally for language learning, but without clear strategic guidance (Hasan, 2025). This results in learning processes that are less structured and less effective in improving listening skills. Therefore, it is important to understand how students actually use songs in their learning processes in order to optimize their pedagogical potential.

The research gap identified in this study lies in the limited number of qualitative investigations that deeply explore students' strategies in using audio-based digital media (songs) to develop listening skills, particularly in the context of secondary education in Indonesia. Most previous studies have employed quantitative approaches and focused primarily on learning outcomes rather than the processes experienced by students (Fadillah et al., 2023; Susanti, 2020a). In fact, understanding the learning process is crucial for identifying effective and relevant strategies. Furthermore, existing studies have not sufficiently explored students' subjective experiences in utilizing songs as a learning medium. This limitation

results in a lack of insight into *how* students autonomously navigate authentic listening materials. Therefore, there is a need for research that explores students' experiences, strategies, and perceptions in greater depth. A qualitative approach is considered more appropriate to comprehensively capture the complexity of this phenomenon.

Based on the mentioned above discussion, this study aims to explore the types and the implementation of strategies utilizing Youtube music songs as a medium for learning listening at SMAN 1 Kediri. This research is expected to contribute theoretically to the development of language learning strategy studies, particularly in the context of digital-based learning, by extending current discussions on technology-enhanced language learning and learner autonomy in listening practices (Aulia Amalia Alimuddin, 2025; Oxford, 1990; Zimmerman, 2002). Moreover, the results are expected to provide a foundation for developing a listening learning model based on audio-based digital media (songs) in the future. Thus, this study holds strong relevance both academically and practically.

B. Research Focus

This study focuses on exploring students' strategies in using audio-based digital media, particularly English songs, to develop their listening skills in an EFL context. In recent years, the integration of digital media into language learning has significantly transformed how students access and process linguistic input. Among various digital resources, songs available on platforms such as YouTube have emerged as one of the most frequently used media by students due to their accessibility, authenticity, and engaging nature. However, despite their widespread use, the ways in which students strategically utilize songs for learning purposes remain insufficiently understood.

The central concern of this study lies in examining how students actively engage with songs as a learning medium, including the strategies they employ, the processes they undergo, and the meanings they construct during their listening activities. This includes specific aspects such as repetition, the use of subtitles, vocabulary acquisition, and comprehension techniques that support listening

development. These elements are essential in understanding how informal learning practices can contribute to formal language skill development.

This research is important because it addresses a critical gap between the availability of digital learning resources and students' ability to use them effectively. While previous studies have largely emphasized the effectiveness of digital media, limited attention has been given to learners' strategic behavior in utilizing such media. In the context of current educational trends, where autonomous learning is increasingly encouraged, understanding students' strategies becomes highly relevant.

Theoretically, this study contributes to the development of language learning strategy theories, particularly within digital and informal learning environments. Practically, it provides insights for teachers in designing more effective, student-centered listening instruction by integrating familiar and engaging media such as songs. Ultimately, this study aims to deeply understand and describe the strategies used by students in utilizing songs to enhance their listening skills, thereby clarifying the direction and scope of the research.

C. Scope of the Study

This study is limited to investigating students' strategies in using English songs as audio-based digital media to develop listening skills. The research focuses on key variables, including students' listening strategies, the use of songs as learning media, and the development of listening comprehension. The subjects of this study are 10 senior high school students (XI-D class) at SMAN 1 Kediri, located at Jl. Veteran No.1, Mojoroto, Kediri, East Java.

The scope is further limited to students' experiences and strategies in informal and semi-formal learning contexts using songs, excluding other types of digital media such as podcasts, movies, or formal classroom instruction using textbooks. This delimitation ensures that the study remains focused and provides a detailed understanding of the specific phenomenon under investigation.

D. Research Questions

In the context of this study, the research questions focus on understanding the strategies employed by students when using *Youtube Music* songs for developing their English listening skills. Furthermore, the questions aim to explore how these strategies are developed and implemented during the learning process. Based on the research focus, the research questions are formulated as follows:

1. What types of strategies do students employ when using *Youtube Music* songs to develop their English listening skills?
2. How do students implement strategies in using *Youtube Music* songs for listening skills?

E. Objectives of the Study

The objectives of this study are:

1. To identify the types of strategies employed by students when using *Youtube Music* songs to develop their English listening skills.
2. To describe how students to implement those strategies when using *Youtube Music* songs for listening skill.

F. Significance of the Study

1. Theoretical Significance

This study is expected to give valuable contributions to English Language Teaching (ELT), especially in the areas of listening skills and language learning strategies using digital media. Specifically, this research supports the theory of Mobile Assisted Language Learning (MALL) by showing real examples of how independent students use mobile platforms, like YouTube Music, to learn English on their own. According to (Peng et al., 2021), using mobile devices for learning can significantly improve students' communication skills, especially when they listen to the right audio materials. Furthermore, the findings help us better understand learner autonomy and informal learning outside the classroom. It clearly shows how students can actively manage their own learning strategies without a

teacher's direct help. Finally, using interactive digital tools can increase students' focus and motivation, making it easier for them to solve their listening difficulties through their own ways (Maulana & Salsabil, 2026).

2. Practical Significance

Practically, the findings of this study are expected to provide direct benefits for several parties:

- a. For the Future Researchers: This study can serve as a valuable empirical reference and a foundational baseline for future researchers investigating Mobile Assisted Language Learning (MALL) and informal digital learning environments. The qualitative insights and methodological framework established in this study provide actionable entry points for further comparative research, exploring alternative audio-based digital platforms, or investigating different language proficiencies within autonomous learning contexts.
- b. For English Teachers: It provides valuable insights into students' informal and out of class learning habits. This understanding allows teachers to design more student centered instruction and effectively guide students in leveraging familiar digital resources for autonomous learning.
- c. For Educational Institutions: The school can utilize these findings as a reference to support and facilitate the integration of mobile and digital media into informal language learning practices, thereby fostering a more tech supportive learning environment.

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