



The Influence of Listening to Songs in English on the Improvement of Pronunciation Skills of High School Students



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Abstract

This research aims to determine how incorporating English songs into classroom instruction can improve the pronunciation skills of high school students in Santo Domingo de Los Tsáchilas. The participants were 40 high school students divided into two groups: an experimental group and a control group. The study encompassed ten English lessons in which the experimental group worked with a task-based program that included English songs, while the control group received standard instruction with varied tasks; both groups focused on improving pronunciation. To collect data, a Likert scale questionnaire with ten items was administered to identify students' preferences regarding music and their attitudes toward listening to music in class. Additionally, pre-and post-tests were conducted to evaluate the students' pronunciation before and after the intervention. Interviews with English teachers were conducted to understand their perspectives on the use of English songs in the classroom and their potential impact on pronunciation. The findings indicate significant improvements in the pronunciation skills of the students in the experimental group compared to those in the control group, highlighting the effectiveness of using English songs as a pedagogical tool. The implications of these results for teaching practices are discussed in the conclusion.

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1 Introduction

Non-native speakers often find English pronunciation challenging due to the language's many inconsistencies and exceptions. For instance, the same letter or letter combination can be pronounced differently in different words. Additionally, English has many silent letters and sounds that are not pronounced as they are written. Moreover, English has a large number of vowel sounds that are not present in many other languages, making it difficult to distinguish between them.

Incorrect pronunciation of English is a common problem among high school students, often stemming from a variety of factors such as insufficient exposure to native speakers, limited practice opportunities, and the influence of their first language's phonetic patterns. This issue can significantly impact their communication skills, academic performance, and confidence in using the language both inside and outside the classroom (Strik et al., 2009).

Listening to English songs has been proposed as a way to improve pronunciation skills. However, it is unclear whether listening to English songs improves high school students' pronunciation skills. Therefore, this research aims to determine how listening to English songs influences the pronunciation skills of high school students at a public high school in Santo Domingo de los Tsáchilas. To achieve this objective, the following research questions are posed: How does listening to English songs affect students' pronunciation ability? How to evaluate students' pronunciation levels? According to Girón et al. (2023), the introduction of music in education has brought new benefits and has influenced the dynamic roles of students and teachers, as well as the way educational content is presented and worked on. However, limited research has been conducted specifically addressing its efficacy in improving pronunciation in a foreign language (p. 3)."

Clear English pronunciation is paramount for effective communication and minimizing misunderstandings. Proper pronunciation ensures mutual comprehension among speakers. Conversely, mispronunciations can sow confusion and disrupt communication flow. Moreover, mastering pronunciation fosters effective and efficient communication. This proficiency not only cultivates confidence in one's communication abilities but also leaves a positive impression on others (Turner, 2023).

The ability to communicate in English is considered the most crucial linguistic skill because it is one of the indicators of a non-native student's level of language proficiency. Therefore, students must learn the language to master it effectively. There are several ways to teach oral language and today probably the most creative and efficient is to add educational songs to the learning process. This technique of listening to songs maintains the interest of students and avoids anxiety and stress during their learning (Larbi et al., 2023).

Integrating songs into the English language teaching-learning process effectively motivates students to enhance their vocabulary. Many students, driven by a desire to comprehend the lyrics of English songs, encounter challenges due to their limited vocabulary. Additionally, listening to songs aids in the development of speaking and listening skills (Moser, 2007).

2 Materials and Methods

The research adopted a mixed approach (qualitative and quantitative). Its objective was to determine how listening to songs influences pronunciation by introducing English songs in classes as a teaching resource to improve students' pronunciation in oral expression in English language learning.

For the present investigation, there was a population of 180 B1-level students from a public high school in Santo Domingo de Los Tsáchilas. The methodology used was related to the inductive method, through which the collected information is organized and analyzed to draw conclusions starting from the scope of the problem until reaching the general one. Additionally, the deductive method contributed to highlighting the current situation of the English language teaching-learning process. Furthermore, the level of correlational research and a quasi-experimental research type were determined.

Data were collected through interviews with the teachers of this subject as well as a pretest and posttest to evaluate the effectiveness of the intervention. The tests focused on analyzing the influence of listening to English songs on the improvement of students' pronunciation skills. A control group and an experimental group were formed, each consisting of 20 students.

The purpose of this exercise was to determine how listening to songs influences pronunciation by introducing English songs in classes as a didactic resource to improve students' pronunciation in oral expression in English

language learning. Additionally, it aimed to determine if the use of this method impacts students' learning in any way.

Traditionalist demonstration class

The group (Control) was made up of 20 students. The traditional teaching method (teacher's explanation) was used to teach the English language through vocabulary memorization. The purpose of the proposed exercise was to develop students classically, using only the school text and the teacher's explanation as didactic elements, that is, to develop a traditionalist teaching style. In this sense, an exercise was planned through which they were asked to memorize 20 words in English.

Demo class using Lyric Training

The group (Experimental) was made up of 20 students. The result that the teacher wanted to achieve was to determine the practical usefulness of songs in English to improve the students' vocabulary. In this sense, an exercise was planned through which the Lyric Training application was used to learn words in English; it had the purpose of generating information that made it possible to demonstrate the impact that the use of this type of didactic tool had on the students (Gutiérrez-Barrera & Zambrano-Zambrano, 2025).

The research employed a qualitative approach to capture the perspectives of English teachers on the teaching-learning process. Concurrently, a quantitative methodology was utilized to assess students' English language proficiency, specifically focusing on the efficacy of using English songs as a means to enhance pronunciation, students' inclinations toward integrating music into language learning, and their musical preferences. Notably, the quantitative analysis involved statistical techniques, offering quantifiable insights into the research parameters.

For this purpose, a Likert questionnaire was administered to the students, providing them with various options to choose from based on what they considered appropriate. The instrument consists of 10 items from 1 to 3 categories: Student's music preferences. Options such as, for example: AD = Absolutely disagree, D = Disagree, NA/ND = No agree/No disagree, A = Agree, AA = Absolutely agree. It should be noted that, according to the publication by Hammond (2023), it is noted that the Likert scale is a psychometric research method that helps evaluate the degree to which a specific person or group of people agree or disagree with its content. and expressed based on the proposed options.

Additionally, a pre-test and post-test were applied to both the experimental group and the control group; based on the formula for calculating the average, the performance of each group of students was determined. The procedure used to evaluate the level of pronunciation of the students was focused on achieving the second specific objective, which is related to analyzing the impact of the use of songs in English on the improvement of the students' pronunciation (Griffiths, 2013).

Another of the data collection instruments used was the interview applied to teachers of the English area, which had the purpose of investigating to what extent listening to songs in English can influence the students' pronunciation and, if they believe that it has marked a positive difference. The teachers in the English area were asked for their criteria regarding topics such as, for example: the motivation of students to learn English, the importance of using music in the teaching-learning process of this subject, among other aspects. According to Puga & García (2022), it is indicated that the interview is a powerful tool to obtain descriptions of the world experienced by the interviewees. The possibility of grasping, understanding, and interpreting the experience of participating in subjects from their perspective emerges from the approach of the interviewer and the interviewee.

3 Results and Discussions

According to research carried out by Reverter (2023), it has been verified that music is an excellent ally in learning English since it provides direct benefits such as greater attention in the classroom and more effective assimilation of the language. It is especially important to get students to repeat sounds and structures so that they can naturally approach the rhythms, accents, and cadences characteristic of this language. On the other hand, the lyrics of the songs themselves are an added value, since they promote the learning of new words, as well as the incorporation of cultural aspects that additionally benefit the student's development (p. 12)

The research conducted by [Elfaizy \(2023\)](#), utilized a Quantitative Experimental Design. It involved 33 eleventh-grade students who underwent pronunciation testing and treatment administered synchronously by both the teacher and the researcher. The data were statistically analyzed using descriptive statistics and independent sample t-tests in SPSS 23. The results indicate that slow-tempo songs have a more significant influence on students' pronunciation. This is evidenced by a 17% increase in the mean score from pre-test to post-test for slow-tempo songs, compared to a 12% increase for fast-tempo songs, demonstrating that slow-tempo songs are more effective in improving pronunciation skills.

According to the research conducted by [Isnaini & Aminatun \(2021\)](#), a descriptive qualitative study was employed as the research design. The subjects of this study were 30 English education students from the Faculty of Arts and Education at Universitas Teknokrat Indonesia. The primary instrument used in this research was a questionnaire distributed through Google Forms to the participants. The questionnaire comprised 17 questions covering topics such as the students' interest in English songs, the impact of English songs on their English learning, and how English songs could enhance their vocabulary mastery (p. 64). Table 1 shows the results obtained in the research.

Table 1
Research results

Statements	Yes (%)	No (%)
I like listening to English songs	100	
I always listen to the English songs every day.	80.6	19.4
I always listen to the newest songs from my favorite singers.	87.1	12.9
I spend less than 5 hours a day listening to English songs.	41.9	58.1
I like listening to English-native-speaker singers.	93.5	6.5
I listen to music using the application (Joox, Spotify, Soundcloud, etc.) since there are various types of song	96.8	3.2

Fuente: Isnaini & Aminatun (2021)

Pronunciation skill

In foreign language teaching, the oral expression has as a formal objective that the student can express himself orally effectively considering communication as a transfer of relevant information to the recipient. Oral expression starts from the communicative approach, being necessary for the practice of communicative tasks. The nature of oral expression, in terms of its linguistic manifestation, consists of three components: lexical, morphosyntactic, and phonological ([Rodríguez & Villafuerte, 2022](#)).

English language learning strategies through the implementation of songs and videos titled in this language are very useful in providing students with the stimuli to structure their ideas and increase their vocabulary, which helps them feel more secure and develop confidence. as they use language and put concepts into specific contexts. At the same time, feedback and error correction are considered effective strategies to be implemented by the teacher. ([Vélez, 2021](#)).

Pronunciation in a foreign language does not have to be native-like. However, intelligible and comprehensible pronunciation is required for understandable communication. How to teach pronunciation in a foreign language classroom matters because the effectiveness of the activities determines the learners' success. The use of songs in teaching the English language is a didactic tool that motivates the student and helps increase their vocabulary. The use of songs to teach students pronunciation should be part of microcurricular planning ([Saldiraner & Cinkara, 2021](#)).

The concept of pronunciation encompasses phonemes and suprasegmental features. Phonemes are the individual sounds of a language that distinguish one word from another. Additionally, pronunciation includes suprasegmental features such as intonation and stress, which are crucial as sounds change in connected speech ([Fahmiliya et al., 2023](#)).

The success of the research is manifested in the incorporation of songs in English to motivate and improve learning by students. When these types of pedagogical tools are used, they develop a unique ability to promote language learning. Particularly in the area of pronunciation improvement, the melodic and rhythmic attributes of English songs offer an attractive and effective means of practicing the language ([Salisah et al., 2024](#)).

Listening songs

The importance of Listening skills, which allow an individual to communicate with his or her environment, serve as a foundation. basis of learning and helps in the development of language skills, are well established and should receive adequate weight in the educational process. The ability to listen develops as a result of social learning and is reinforced in educational environments through planned and programmed activities (Coskun & U, 2021).

As demonstrated in this study, numerous variables contribute to the problems associated with English language learning ability, and success appears impossible unless the effect of these variables is minimized. Until the beginning of secondary education, students do not receive education on listening skills in school. This situation demonstrates the importance of including training in listening skills by teachers at all levels of the teaching process of this language (Gonulal, 2020).

Music can be combined with endless activities that can be developed through digital music applications. This combination allows the vocabulary of a second language to be developed within an education classroom. Using the gamification methodology through the songs that the students like has made all the activities very dynamic and easy to carry out since while the students are listening to the lyrics of the songs they like, they at the same time they are acquiring new words (González Isla, 2023).

The use of songs in English in the classroom helps to keep students' motivation high, and improves vocabulary and understanding of the content learned with them, whether in the area of grammar, vocabulary, use of the language, or pronunciation. In addition to improving the memorization of words, it also helps to improve personal expression and the expression of opinions in this language (Rodríguez, 2024).

Usually, learning activities that use songs will be more exciting and interactive. At this time English songs are easily accessible on online applications such as Instagram, TikTok, and others. This will make it easier for staff to learn through English songs. Moreover, now English songs have a vocabulary that is easy to pronounce and memorize so that students will listen to them more often (Wibianti, 2023).

Students may struggle to pronounce English words correctly due to potential weaknesses in their pronunciation skills. This highlights the importance for teachers to incorporate pronunciation instruction alongside regular English lessons from an early stage. The students often find problems with pronunciation when they speak, read, or listen to English words (Khairunnisa & Sabila, 2023).

Teaching listening skills through songs is not only fun, but it also helps improve students' ability to acquire listening skills. It can be concluded that the teacher's role is very important in following the characteristics of the song. Teachers should design materials that are used effectively and according to teaching and learning objectives. Teachers should design materials that are used effectively and according to teaching and learning objectives (Ulfah, 2023).

Listening is a learned behavior that involves mental activities such as attending, discriminating, comprehending, and remembering. With time and effort, it can be refined because listening is so crucial in language, that it is expected that the receiver will not only listen attentively but also offer comments. Everyone agrees that being able to listen attentively is a crucial talent. An individual's ability to listen to others is highly related to the strength of their interpersonal connections. In other words, hearing is the capacity to comprehend auditory information (Nadiyya & Suryadi, 2024).

One challenging skill for students to acquire is listening comprehension. Despite efforts, many students struggle to understand spoken English, leading to frequent misunderstandings. This difficulty extends to grasping English expressions and sentences, indicating a deficiency in overall listening proficiency. Listening, crucial for understanding spoken English, encompasses various mediums, including direct communication and media such as music or songs (Safitri, 2023).

Language instructors must assist their students in developing excellent listening skills. Creating lessons, presenting the material, and generating practical listening exercises in this situation all require consideration of learning styles. Thus, to help students overcome their challenges and enhance their listening abilities, specific listening techniques are required (Hafid & Laili, 2023).

Listening is one of the important skills that the student should have learned in learning a language, such as learning English. However, in learning to listen, some problems occur in the process of listening itself, and the students often find some problems comprehending the words (Sindy, 2023).

The students feel that English songs are easy to play and can be used in various settings. However, some responses vary, with a higher standard deviation in some of the statements. This may suggest that not all students

have the same enthusiasm or agree on the usefulness of English songs. Overall, the questionnaire results indicate that English songs can be a valuable tool for improving listening comprehension and creating a more relaxed learning atmosphere for the students (Khoirunnisa et al., 2024).

Using songs in the English subject has many benefits because it develops the ability to listen, and favors the acquisition of vocabulary and grammar in a simple way since students express everyday language emitted by the native speaker, in addition, they provide a positive environment in the Classroom (Valladares, 2022). It is interesting that both in singing and in pronunciation appropriation of a new language there are elements that play a quite important role, namely: technique, diction, body expression, and modulation (Briceño & Durán, 2021).

According to the findings of this study, watching English-titled music videos on YouTube improved students' listening comprehension, and YouTube helped students' understanding of English listening. According to the data, most students believe that YouTube helps them improve their listening skills. Students may be more motivated to study English as a result of this application because of the ease with which they will be able to use YouTube to listen (Sembiring & Katemba, 2023).

Songs are considered one of the best strategies for teaching English, among many others. After a learning session, students end up singing and doing it for their pleasure. This allows them to remember more easily, unlike a phrase, vocabulary, or the same grammatical structures that are learned in class. Songs contain phrases, vocabulary, idiomatic expressions, and grammatical structures.

Results of the Likert questionnaire (Experimental and Control group)

According to the information obtained from the experimental group of a public high school in Santo Domingo de los Tsáchilas, when analyzing the students' tastes and preferences for songs in English to improve pronunciation, the following results were obtained. Regarding whether the students found it enjoyable to learn English through songs, 10% indicated that they disagreed, 10% disagreed, 20% neither agreed nor disagreed, 30% agreed, and 30% agreed. One of the difficulties in learning the English language is the lack of methodologies that motivate students. In this context, the information shows that while the use of songs contributes to the educational process, there is no consensus among the students.

Regarding the kind of music that students prefer to listen to, 0% indicated that they disagree with romantic music, 5% disagree, 15% agree, 15% neither agree nor disagree, 40% agree, and 40% agree. When asked if the student would like to have more activities involving listening to English songs during English classes, 0% indicated that they disagreed, 0% disagreed, 25% neither agreed nor disagreed, 40% agreed, and 35% agreed. Finally, when asked if the student believes that integrating songs into language classes is an effective learning method, 0% indicated that they disagree, 15% disagree, 20% neither agree nor disagree, 25% agree, and 40% agree.

Given that the participating students would like to have more activities involving listening to songs in English during their classes, this information urges teachers to improve teaching strategies. Additionally, students believe that integrating songs into language classes is an effective learning method.

According to the information obtained from the control group, when analyzing the students' tastes and preferences for songs in English to improve pronunciation, the following results were obtained. Regarding whether the students found it enjoyable to learn English through songs, 0% indicated that they disagreed, 15% disagreed, 20% did not agree/no disagreement, 25% agreed and 40% agreed. When analyzing the information provided by the control group, it is evident that these students are attracted to the idea of learning this language and improving their pronunciation based on listening to songs in English.

Regarding the kind of music that students prefer to listen to, 0% indicated that they disagree with pop music, 15% disagree, 20% neither agree nor disagree, 20% agree, and 45% agree.

When asked if they would like to have more activities involving listening to English songs during English classes, 0% of the students indicated that they disagreed, 5% disagreed, 25% neither agreed nor disagreed, 35% agreed, and 35% agreed. Finally, when asked if they believe that integrating songs into language classes is an effective learning method, 20% indicated that they disagree, 50% disagree, 15% neither agree nor disagree, 5% agree, and 10% agree.

Not all of the participating students from a public high school in Santo Domingo de los Tsáchilas agree that listening to songs in English contributes to improving pronunciation. The implementation of this type of methodological strategy should be taken into account by teachers, but also by students, as they are ultimately the ones who need to improve their pronunciation in English.

Pre and post-test results (Experimental and Control group)

When analyzing the results obtained with the implementation of a pre and post-test regarding the influence of listening to songs in English on the improvement of the pronunciation skills of the students (20 control group and 20 experimental groups), the following results were obtained in Table 2.

Table 2
Results of pronunciation pre-test and post-test

Experimental group			Control group		
ID. student	Score Pre-test	Score Post-test	ID. Student	Score Pre-test	Score Post-test
1	7	9	21	4	7
2	7	8	22	3	7
3	5	5	23	2	6
4	2	3	24	6	8
5	3	3	25	3	6
6	6	7	26	3	4
7	3	4	27	2	4
8	4	6	28	2	4
9	3	3	29	4	6
10	4	4	30	2	3
11	3	7	31	2	5
12	3	7	32	2	4
13	5	5	33	5	6
14	3	4	34	3	4
15	5	5	35	3	4
16	3	5	36	2	4
17	4	5	37	2	5
18	5	6	38	6	8
19	2	5	39	2	3
20	4	6	40	3	5
Media	4,05	5,35	Media	3,05	5,15

Source: Registers in the research project (2024)

Analysis post-test (Control vs experimental)

Table 3 shows the Post-test (Control vs Experimental)

Table 3
Pos- test (Control vs Experimental)

Group Statistics					
	Treatments	N	Media	Standard deviation	Standard error mean
Evaluations	Control	20	5.15	1.531	0.342
	Experimental	20	5.35	1.663	0.372

Table 4 shows differences between the pre-test and post-test of the experimental and control groups.

Table 4
Differences between the pre-test and post-test of the experimental and control group

		Independent samples test								
		Levene Test Of equal variance		Test t for equality of means				95% confidence interval of the difference		
		F	Sig	t	gl	Sig (bilateral)	Mean difference	Standard error difference	Inferior	Superior
Evaluations	Equal variances are assumed	0.21	0.887	-3.96	38	0.695	-0.200	-0.505	-1.223	-0.823
	Equal variances are not assumed			-3.96	37.744	0.695	-0.200	-0.505	-1.224	-0.824

Source: Registers in the researcher project (2024)

There are no significant differences between the pre-test and post-test of the experimental and control group.

Analysis difference (Control vs experimental)

Table 5 Shows the Difference (Control vs Experimental)

Table 5
Difference (Control vs Experimental)

		Group Statistics				
		Treatments	N	Media	Standard deviation	Mean standard error
Evaluations	Control		20	2.10	0.968	0.216
	Experimental		20	1.30	1.261	0.282

Hypothesis evaluation:

The hypothesis to evaluate in this study is:

Ho = There are not significant differences between the control and experimental groups in pronunciation ability.

Ha = There are significant differences between the control and experimental groups in the pronunciation ability

Table 6 shows the result of the student T-test

Table 6
Result of the student T-test

		Independent samples test								
		Levene Test Of equal variance		Test t for equality of means				95% confidence interval of the difference		
		F	Sig	t	gl	Sig (bilateral)	Mean difference	Mean Standard error	Inferior	Superior
Evaluations	Equal variances are assumed	1.361	0.251	2.251	38	0.030	0.800	0.355	0.081	1.519
	Equal variances are not assumed			2.251	35.623	0.031	0.800	0.355	0.079	1.521

Source: Registers in the researcher project (2024)

The result of the student T-test p -value = 0,030; means that the null hypothesis is rejected, and the alternative hypothesis is accepted. Consequently, it is a significant difference in the pronunciation of the participants when they speak English in the experimental group in comparison to the control group.

When analyzing the results obtained with the implementation of a pre and post-test regarding the influence of listening to songs in English on the improvement of students' pronunciation skills (20 control group and 20 experimental group). The results obtained based on the pre-test carried out (Listening to different types of music), suggest that when calculating the mean of the control group a value of 3.05 was obtained, at the same time, when calculating the mean of the experimental group a value of 4.05. That is to say, there was no significant difference between the two groups when improving pronunciation. By way of illustration, it is indicated that, when comparing the improvement of pronunciation through listening to music, the results obtained show the same trend, that is, a value of 5.15 was obtained for the control group and an average of 5.35 for the experimental group.

As part of the evaluation, a comparison of English language pronunciation improvement was also carried out by the control group made up of 20 students, where at the pre-test level an average of 3.05 was calculated, showing a standard deviation of 1.317 and a mean standard error of 0.294. On the other hand, the calculation allowed us to observe that, for the experimental group made up of 20 students, where at the post-test level a mean of 5.15 was calculated, showing a standard deviation of 1.531 and a mean standard error of 0.342. To determine the statistical difference, the independent sample t-test was used, where the main values do not show a significant difference in the parameters established for the evaluation, marking a value of 4,650 at the level of equal variances and not equals. In aspects related to the difference in means, -2.100 was recorded and the standard error difference was recorded -4.52. There are significant differences at 99% probability between the pre-test and post-test evaluations in the control group. Therefore, there are highly significant differences between the tests of this group. That is, we accept the alternative hypothesis and reject the null hypothesis at 99% effectiveness. Furthermore, this research is reliable since the Levene test is greater than 0.05 for significance.

On the other hand, it is worth considering the comparison of English language pronunciation improvement by the experimental group made up of 20 students, where at the pre-test level an average of 4.05 was calculated, showing a standard deviation of 1.468 and a mean error standard of 0.328. On the other hand, the calculation allowed us to observe that, for the experimental group made up of 20 students, where at the post-test level a mean of 5.35 was calculated, showing a standard deviation of 1.663 and a mean standard error of 0.372. In the parameters related to the independent sample t-test, where the main values do not show a significant difference in the parameters established for the evaluation, marking a value of -2.621 at the level of equal and non-equal variances. In aspects related to the difference in means, -1.300 was recorded and the standard error difference was recorded -4.96. Consequently, significant differences are evident at 95% probability between the pre-test and post-test evaluations in the experimental group.

When analyzing the results obtained with the implementation of a pre and pos test regarding the influence of listening to songs in English on the improvement of students' pronunciation skills (20 control group and 20 experimental groups), where at the level of statistics for the control group, a mean of 5.15 was calculated, showing a standard deviation of 1.531 and a mean standard error of 0.342. On the other hand, the calculation made it possible to show that, for the experimental group made up of 20 students, where a mean of 5.35 was calculated, showing a standard deviation of 1.663 and a mean standard error of 0.372. In the parameters related to the independent sample t-test, where the main values do not show a significant difference in the parameters established for the evaluation, marking a value of -3.96 at the level of equal and non-equal variances. In aspects related to the difference in means, -0.200 was recorded and the standard error difference was recorded -5.505. On the other hand, the results of the Levene test of equality of variance had a significance of 0.887. Consequently, there are no significant differences between the post-test evaluations between the control and experimental groups.

The results of the analysis of differences between the control and experimental group recorded the following readings where at the control group statistics level a mean of 2.10 was calculated, showing a standard deviation of 0.968 and a mean standard error of 0.216. On the other hand, the calculation showed that, for the experimental group made up of 20 students, a mean of 1.30 was calculated, showing a standard deviation of 1.261 and a mean standard error of 0.282. In the parameters related to the independent sample t-test, where the main values do not show a significant difference in the parameters established for the evaluation, marking a value of 2.251 at the level of equal and non-equal variances. In relation to the difference in means, -0.800 was recorded and the standard error difference was recorded as 0.355. On the other hand, the results of the Levene test of equality of variance had a significance of

0.251. Consequently, significant differences are evident at 95% probability between the differences in the evaluations between the control and experimental groups.

Results of the interview teachers

The narratives of the English teachers showed that there is a motivation to learn more about this language, however, they point out that the teaching activity is permanent, especially at the level of teaching strategies. Regarding the resources used to develop your English-speaking skills, the teachers were able to respond that, fundamentally, they use school texts. In another aspect of the interview, the teachers were able to answer that they eventually listened to songs in English to practice pronunciation. At the same time, it was evident that within the phonology of the English language, there is a great diversity of words that are difficult to pronounce correctly.

The words in English are much easier when you have a reference, in the case of songs in English, it is considered an excellent strategy to learn to pronounce well and, above all, to improve vocabulary. At the same time, it is considered important to motivate students to incorporate music as a tool to improve pronunciation at the level of vowels, consonants, intonation, and rhythm.

On the other hand, it was indicated that exposure to different musical genres in English has a positive impact on the development of pronunciation skills, but depending on whether the student likes the music, otherwise, no significant learning occurs. Regarding whether the activities and pronunciation exercises are useful, the teachers were able to mention that the practical usefulness will depend on the learning styles of each student. It is also considered that it does not provide the amount of time necessary to practice the pronunciation of the English language.

Discussion

Based on the field work of this research, the author states that the results obtained provide information to educators seeking to improve the quality of English language teaching and improve pronunciation skills. In this regard, [Shakhnoza et al. \(2024\)](#), reaffirm that the results obtained highlight that songs in English can have a significant impact on improving pronunciation skills (p. 64). Also, in the research carried out by [Sinaga et al. \(2022\)](#), it is identified that the song in English is very important for students, because it may be easier for them to master the pronunciation. So, in listening ability, students are expected to understand the information by using English songs (p. 15). Therefore, the author shares the criterion that listening to songs in English improves the pronunciation skills of high school students.

From the author's point of view, the use of songs in teaching English can contribute to introducing the art of recitation, promoting reading aloud, developing reading comprehension of poetic language, increasing the active and passive vocabulary of the singing, increasing interest in English classes, offering opportunities to practice singing, allowing the practice of musical readings on staves, and studying some musical elements. In this context, the information obtained contributes to verifying whether the Hypothesis listening to songs in English improves students' pronunciation skills is fulfilled or not.

When analyzing the results obtained with the implementation of a pre and pos test regarding the influence of listening to songs in English on the improvement of students' pronunciation skills (20 control group and 20 experimental group). The results obtained based on the pre-test carried out (Listen to different types of music), these suggest that when calculating the mean of the control group a value of 3.05 was obtained, at the same time, when calculating the mean of the experimental group a value of 4.05. That is to say, there was no significant difference between the two groups when improving pronunciation. By way of illustration, it is indicated that, when comparing the improving of pronunciation through listening to music, the results obtained show the same trend, that is, a value of 5.15 was obtained for the control group and an average of 5.35 for the experimental group.

In the research carried out by [Dewi \(2020\)](#), the objective was to know whether or not there are positive results and significant influence of the students' habit of listening to songs in English on their pronunciation ability. The sample of this research was 26 students who used sampling. The instrument for data collection was a questionnaire and documentation. The data analysis showed that at the level of the result of students' habit listening to English songs, 15% was Excellent, Good 54%, Sufficient 24%, Fairly sufficient 7% and Low 0%. Regarding The result of students' pronunciation ability, 15% was Excellent, Good 77%, Sufficient 8%, Fairly sufficient 0% and Low 0%. Therefore, the research result showed that there is no significant influence between students' habit of listening to English songs on their pronunciation ability (p. 20).

The results of the analysis of differences between the control and experimental group recorded the following readings where at the control group statistics level a mean of 2.10 was calculated, showing a standard deviation of 0.968 and a mean standard error of 0.216. On the other hand, the calculation showed that, for the experimental group made up of 20 students, a mean of 1.30 was calculated, showing a standard deviation of 1.261 and a mean standard error of 0.282. In the parameters related to the independent sample t-test, where the main values do not show a significant difference in the parameters established for the evaluation, marking a value of 2.251 at the level of equal and non-equal variances. In relation to the difference in means, -0.800 was recorded and the standard error difference was recorded as 0.355. On the other hand, the results of the Levene test of equality of variance had a significance of 0.251. Consequently, significant differences are evident at 95% probability between the differences in the evaluations between the control and experimental groups. Therefore, the null hypothesis is rejected, listening to songs in English does not improve the students' pronunciation, and the alternative hypothesis is accepted, listening to songs in English improves the students' pronunciation.

However, the results reveal an unexpected finding, indicating that students in the control group demonstrated greater improvement in pronunciation compared to those in the experimental group. This suggests that the utilization of audios, dialogues, and readings proved more effective than the use of songs. When asked if listening to songs in English in class helps students improve their pronunciation, 20% indicated that they Absolutely disagree, 50% Disagree, 15% Disagree/Do not disagree, 5% Agree and 10% Absolutely agree. At the same time, when asked about the lyrics of the songs are very important when learning English, 0% indicated that they Absolutely disagree, 5% Disagree, 20% No agree/No disagreement, 35% Agree and 45% Absolutely agree.

Recommendations

To enhance students' pronunciation skills in learning English, it is strongly recommended that teachers integrate English songs into their study plans. This approach has been shown to significantly improve pronunciation, particularly in the public school of Santo Domingo de Los Tsáchilas.

For optimal results, it is advisable to incorporate slow-paced songs, as they allow students to better hear and mimic the correct pronunciation of words. By adopting this strategy, educators can create a more engaging and effective learning environment that supports the development of students' language skills.

The author also recommends carrying out a descriptive study of the covariates used in the teaching-learning process and applying them in another research. Additionally, the independent variable (songs in English) should be applied in another study unit, using randomly selected participants to evaluate its degree of significance.

4 Conclusion

The study determined that integrating English songs into classes notably enhances students' pronunciation skills in English language learning. Consequently, employing English songs as a teaching strategy ensures the enhancement of students' pronunciation abilities. The research identified a significant difference in students' pronunciation levels before and after exposure to English songs.

When analyzing the impact of using English songs on improving pronunciation, it was found that the experimental group showed a greater preference for listening to romantic music in English, while there was a lower preference for pop and rock music in English.

The study confirms that the use of songs has a positive impact on the learning process, facilitating the improvement of students' pronunciation. Thus, teachers at the public school of Santo Domingo de los Tsáchilas, where the study was carried out, should integrate songs into their study plans to improve pronunciation skills during classes. However, limitations of the study include the small sample size, which precludes generalizations, and the limited duration of the proposal, which was implemented for only one month.

The data obtained contributed to determining that English words are much easier when you have a reference. In the case of songs in English, it is considered an excellent strategy to learn to pronounce well and, above all, improve vocabulary. At the same time, motivation is considered essential for students to choose to listen to music as a means to improve pronunciation at the level of vowels, consonants, intonation, and rhythm.

On the other hand, exposure to different musical genres in English positively impacts the development of pronunciation skills, but depending on whether the student likes a certain music, otherwise no significant learning

occurs. At the same time, pronunciation exercises are of practical use when they are related to the learning styles of each student, as well as the amount of time allocated to practice. It should be noted that learning the English language by listening to songs also depends on the rhythm of the songs. The slower the rhythm of the song, the greater the likelihood of understanding and minorizing words in this language. The opposite does not allow it to be heard clearly and therefore, the student does not improve his pronunciation.

When testing the hypothesis raised in this research, the information obtained showed, through the application of the Student's T test, that the p value = 0.030; which means that the null hypothesis is rejected and the alternative hypothesis is accepted. Consequently, there is a significant difference in vocabulary learning through listening to songs, it was determined that at the level of pronunciation in the participants of the experimental group when they speak English compared to the control group.

Finally, based on the results obtained, the author suggests conducting a descriptive study of the covariates of this research using English songs to improve the pronunciation skills of high school students and apply them in another research. At the same time, she suggests using English songs in another area of study, using randomly selected study units to evaluate their degree of significance.

Conflict of interest statement

The authors declared that they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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