

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Gen Z'ers listening skills after listening English song on Spotify

Based on the data obtained during the period from 27 January 2024 to 3 February 2024, the results of the data obtained from 5 participants regarding their abilities after listening to English songs on Spotify based on microskills and macroskills in listening:

Microskill of Listening

a. Identify the many English sound varieties

In this part, the researcher investigated the learner's ability to distinguish different types of English sounds, for example, being able to distinguish when hearing English sounds between few and view. In order to find out the learners' answers, the researcher asked the following question: "When listening to English songs on Spotify can you identify the distinctive of the English sounds?"

The answer from L1, "Yes, for this part I hesitate to answer because sometimes the singer's pronunciation is clear but in another times it is not clear especially if the singer uses a British accent and the tempo of

the song is rather fast." As also expressed by L3, "Yes, especially if you hear Taylor Swift's song which is very clear pronunciation." And another answer from L5, "Yes because I hear it repeatedly."

From the answers above, participants revealed that the activity of listening to English songs using the Spotify application made them able to identify the distinctive of the English sounds. The clarity of the sound played by Spotify and the fluency of the singer in singing their song make the English sounds produced more clearly audible.

b. Store linguistic fragments in short-term memory that vary in length

In this section the researcher has investigated the learner's ability to recall chunks of sentences that vary in length from the songs listened to with short-term memory ability. The researcher posed the question to the learner in the following form: "When listening to English songs on Spotify can you recall chunks of language that vary in length in your short-term memory?"

The answer from L1 is as follows, "Yes I can, usually I often hear snippets of songs that are trending and then I remember them when I hear songs on spotify." Opinion from L3, "Yes, there is in Taylor Swift's song August, for example 'But do you remember? Remember when I pulled up and said, get in the car and then cancelled my plans just in

case you did call? Back when I was living for the hope of it all, for the hope of it all." Also as stated by L2, "Yes, I can remember if the song is easy listening and I play it often." Agreeing with that, L4 answered "Yes, if the song I think is good, I will listen to the song repeatedly and remember it quickly."

Based on those answers, participants revealed that they were able to recall chunks of language that vary in length in their short-term memory when listening to English songs on Spotify application. They also explained that repeated playback of the song made them remember more sharply the chunks of English song lyrics they listened to.

- c. Understand the rhythmic structure, intonation contours, both stressed and unstressed phrases in English, and recognize signs in conveying information.

In this section, the researcher has examined the learner's ability to distinguish between words or sentences that have stress and unstressed ones, for example, in the words sister and demonstration where there is pronunciation stress on the prefix 'sis' in 'sister' and on 'stra' in 'demonstration'. The researcher asked questions in the form of: "Do listener are able to identify word stress patterns?"

L1 answered, "Yes, the stress pattern is quite recognisable because of the deeper or louder emphasis." Similarly, L4 answered, "Yes, usually the singer pronounces the word stress clearly, so I can hear the word stress pattern better." And L5, "Yes, because it is very clear." And L3 who got an example of the emphasis in question, "Yes, for example, getting."

From those answers, it was revealed that participants were able to identify stress and unstress word patterns when listening to English songs on Spotify. Which according to them aside from the clarity of the sound when listening using the Spotify application, the smooth pronunciation of the singer also helped them to be observant in recognising stressed and unstressed words.

d. Identify the shortened form of the word.

In this section, the researcher has investigated the learners' ability to recognise various shortened forms of words, such as the slang pronunciation of 'give me' to 'gimme'. The researcher asked questions in the form of: "Do listener are able to identify shortened forms of words?"

The answer from L1, "Yes, I am able to recognise shortened sentences but still need to learn more because I am not native." L2 stated, "Yes, but only for words that I have heard or learnt before."

Likewise, L5 stated, "Yes, because it is often heard." L4 also stated that she was able to recognise shortened words, "Yes, I can recognise shortened words." And from L3 showed the same thing by giving an example, "yes, for example like 'gotta' words."

From those answers, participants revealed that they were able to identify shortened forms of words listening to English songs on Spotify, most of the shortened words they recognised when listening to English songs on Spotify were words that they usually encounter in their daily lives.

- e. Recognize word limits, identify a word core, and analyze the order of words structures and their meaning.

In this section the researcher has investigated the learners' ability to recognise the core words in the music they listened to, the researcher asked the following question: "Do listener are able to identify the meaning/core of words in the music listened to?"

The answer from L1, "Yes, I often listen to Lana Del Rey, Taylor Swift, Ariana Grande songs which are pop-based and the meaning of their songs is easy to understand" L3 also gave an explanation, "Yes, because through songs it will be easier to learn English especially with fun songs and vocabulary that is easy to understand" Likewise the

answer from L4, "Yes, I listen to songs while also understanding the verses and recognising the meaning of the song." And L5 who responded as follows, "Yes, because I often search for the lyrics via Google"

Reflecting on the answers above, participants revealed that they were able to recognise the core words and word meanings of the songs they had listened to through Spotify, which the songs they listened to were easy to understand and made easier by the lyrics on Spotify.

f. Analyse speech at various delivery velocities.

In this section, the researcher has investigated the learners' ability to process the speech of the songs they listened to with a variety of different delivery speeds. The researcher asked the question: "Do listener are able to process the speech of songs listened to with a variety of diverse delivery speeds?"

L3's answer expressed being able to analyse speeches delivered at various speeds of delivery, "Yes, I am able to understand the meaning of songs with various tempos"

From the answers above, participants revealed that being able to process the speech delivered by singers with different delivery speed tempos when listening to English songs on Spotify.

- g. Handle speech that has mistakes, pauses, modifications, and other performance characteristics.

In this section, the researcher has investigated the learners' ability to process utterances containing pauses, errors or modifications, for example, in a wide range of slang words. The researcher asked the following questions: "Do listener are able to process utterances containing pauses, errors, or modifications?"

L2 answered that she was able to handle those matters, "Yes, but only for words that I'm familiar with" with a similar answer L3 said, "Yes, maybe for sentences that are familiar to me"

From the answers above, it was revealed that participants were able to recognise and handle speech that has mistakes, pauses, modifications when listening to English songs through Spotify, which is often on words that they are familiar with.

- h. Identify structural categories of words (adverb, adjective, and so on), pattern, regulation, and systems (such as tense).

In this section the researcher has investigated the learners' ability to identify word classes and realise the tenses they encounter when listening to songs. The researcher asked the following questions: "Do

listener are able to identify word classes (noun, verb, etc.) and recognise tenses (present tense, past tense, etc.)?”

The answer from L1, "Yes, because I have learnt about tenses so I am quite capable of understanding word classes." And from L2, "Yes, because they have their own patterns." Then from L3 said, "Yes, the songs I listen to probably contain a lot of past tense so I recognise more past tense sentences." While L5 revealed that, "Yes, I can recognise the sentence with the help of the song lyrics on Spotify.”

Based on those answers, participants revealed that they were able to identify the structure of word categories such as present tense, past tense and others when listening to English songs on Spotify, they explained that they were accustomed to recognising these word categories.

- i. Identify the main and supporting components of a statement and separate them.

In this section, the researcher investigated the learners' ability to distinguish the main and supporting sentences in the songs they listened to, for example, the song lyrics 'one night, she felt a very happy girl alive' shows the main sentence and 'they shared stories, they shared love' shows the supporting sentence. The researcher asked the following

question: “Do listener are able to distinguish the elements of the main sentence and supporting sentences?”

L1 answered, "Yes, I can as long as I read the lyrics" In line with that, L3 answered, "Yes, I can distinguish them, especially in songs that I like.”

From those answers, participants revealed that when listening to English songs through Spotify Application, they have been able to distinguish the elements of the main sentence and supporting sentences, especially in the songs that they like and also have been simultaneously understand the lyrics available on Spotify.

- j. Be aware that several grammatical constructions might convey the same idea, with different sentence pattern.

In this section, the researcher investigated the learner's ability to recognise certain meanings in the form of various language patterns, for example in the lyrics 'she wish she could freeze the time that night' which has another meaning that the musician does not want time to pass quickly. The researcher asked the following questions: “Do listener are able to identify specific meanings in the form of different language patterns?”

The answer from L1, "Yes, I am quite capable of understanding the implied meaning sentences in songs." Another answer came from L2 who revealed, "Yes, I can gradually identify it" Likewise from L4, "Yes, I often find songs that have meaning in the form of different language patterns." Meanwhile, L3 also agreed by giving an example, "Yes, 'August slipped away into a moment in time' which means that time flies."

Based on the answers above, it is revealed that participants are able to recognise specific meanings in the form of different language patterns when listening to English songs on Spotify.

k. Identify cohesive elements in verbal discourse.

In this section, the researcher investigated the learners' ability to recognise the conjunctions they encountered when listening to the song. The researcher asked the following questions: "Do listener are able to identify connecting words?"

The answer from L1, "Yes, of course I can because conjunctions are often used by singers in their song lyrics." Others also expressed the same thing, L2 "Yes, because it has been commonly learnt." L4, "Yes, I can recognise the conjunctions." And L5, "Yes, because they are often used in song lyrics" Whereas L3 also agreed with the others but with an example, "Yes, like 'yet' or 'although'"

From the answers that have been given by participants, it is revealed that they are able to identify cohesive elements in verbal discourse when listening to English songs on Spotify, which in their opinion cohesive elements are very easy to recognise and very commonly used.

Macroskill of Listening

- a. Acknowledge the purpose that utterances serve in communication based on the participants, circumstances, and objectives.

In this section the researcher has investigated the learner's ability to understand the purpose of the utterance in the song they heard on Spotify, for example in the lyrics 'but she thinks she is not pretty' which aims to tell the listener that the woman has insecurity. The researcher asked the following question: "Do listener are able to identify the speech function in the song listened to?"

L1's answer, "Yes, I recognise the singer's intention in the songwriting." L2 revealed, "Yes, because from the lyrics I can infer the intention of the lyrics." L4 concurred, "Yes, I also often find in song lyrics that have an utterance function in the songs I hear." And from L3, "Yes, like this one 'I do rather be lonely, than wrapped around your body too tight' - to tell the listener that they are better off alone than possessive

of the person they love." And from L5, "Yes, because trying to understand what it means"

Based on those answers, participants expressed that they were able to identify the speech function in the song that they listened to through the Spotify application, they also mentioned that the lyrics available on Spotify helped in understanding the meaning of the song they listened to.

- b. Apply practical understanding to infer circumstances, participant, and objectives.

In this section researcher has investigated the learners' ability to understand the situation of the song they heard. The researcher asked the following question: "Do listener are able to understand the situation of the song heard by relating it to real-life situations.

Response from L1, "Yes, sometimes I often find myself enjoying the atmosphere of my environment with the song I am listening to." L2 revealed, "Yes, because I often listen to songs that relate to the situation that is being experienced." From L3 answered, "Yes, like Olivia Rodrigo's song 'deja vu' because life often feels déjà vu." And L4, "Yes, I often listen to songs that relate to real life situations in my life."

From the answers above, it is revealed that participants are able to relate the song they are listening to with conditions in the real life to understand the situation that exists in the English song they listen to through Spotify, and the situations they have experienced are also sometimes encountered in the depiction of the song by the singer so that understanding the song becomes easier.

- c. Draw conclusions, forecast result, infer connection, determine causes and effects, and identify relationship such as the primary concept, supporting idea, flow knowledge, provided knowledge, generalization, and exemplification from events, ideas, and other stated material.

In this section researcher has investigated the learners' ability to summarise the song they heard and understand the cause and effect of the song. The researcher asked the following questions: "Do listener are able to draw conclusions and understand the cause and effect of the song listened to?"

From L2 answered, "Yes, but not entirely." From another view by L5, "Yes, by understanding the translation" Likewise by L3, "Yes, I was able to summarise the song that I had listened to "

From those responses, it was revealed that participants were able to draw conclusions and understand the cause and effect of the English songs they listened to through Spotify.

d. Recognize the difference between implicit and explicit meaning.

In this section the researcher has investigated the learner's ability to distinguish between implied and explicit meaning. The researcher asked the following questions: "Do listener are able to distinguish between explicit and implicit meaning?"

L1's response, "Yes, because I have learnt about implied meaning." And another response from L2, "Yes, because usually implied meanings use more complicated language." And the answer from L3, "Yes, I am quite capable of distinguishing the difference"

Based on those answers, it is revealed that participants are able to recognise the difference in the meaning expressed explicitly and implicitly when listening to English songs through Spotify, which in their opinion, sentences containing implicit meaning have quite complicated sentence patterns.

- e. Expand and utilize a repertoire of listening techniques, including key word identification, inferring word meanings from context, asking for clarification, and indicating understanding or lack of it.

In this section, the researcher has investigated the learners' ability to identify unfamiliar words in songs to help translate meaning. The researcher asked the following question: “Do listener are able to guess the meaning of unfamiliar words from the songs listened to?”

L1 gave the following response, "sometimes I understand even though I don't know the meaning but on the other hand I also do not understand at all." While L3 answered, "Yes, I do able to guess the meaning of unfamiliar words from the song that I listened.”

From those answers, it is revealed that participants are quite capable of guessing the meaning of words that are still unfamiliar to them when listening to English songs through Spotify.

2. Listening strategy are applied by Gen Z'ers while listening English song

Researcher have obtained data through interviews conducted with learners regarding the strategies they use when listening to English songs based on metacognitive strategies introduced by several experts, here are some metacognitive strategies used by students in listening activities.

a. Selective attention

At this point, the metacognitive strategy that the learners have used in the listening activity towards Spotify is where the learners pay more attention to the aspects that are listened to such as focusing on the main point of the song heard and the vocabulary that is considered important. The researcher asked the following questions: "When listening to songs, do listeners focus on the main point of the song, important vocabulary, and group translation of the meaning of the words? Please explain!"

From L4 answered, "Yes, when listening to a song there must be important vocabulary that makes the meaning of the song clearer, so I can better understand the core message in the song." And the response from L5, "Yes, because from focusing on the important vocabulary it can add a broader understanding of the meaning of the song listened to."

Based on those answers, it is revealed that participants use selective attention as a strategy in listening to English songs using Spotify, in which participants explained that focussing more on important vocabulary helped them to better understand the meaning of the song they were listening to.

b. Directed attention

At this point, the metacognitive strategy that the learner have used in the listening activity is where the learner concentrates highly on

the song they are listening to and avoids distractions. The researcher asked the following questions: “When listening to English songs, do listeners concentrate highly and ignore distractions? Please explain!”

L1 answered, "When listening to songs I usually use a headset or earphones, because I do not want any other distractions besides the sound of the song I am listening to. Usually when I have free time and really want to listen to songs, I stay away from the crowd and listen to songs without distractions." L2 revealed, "When listening to songs I tend to focus but if I listen to songs to be a companion to do assignments or just relax, I am not too focused because I will definitely find distractions for doing two things at once." Another answer came from L3, "When listening to songs, I listen to them when I am free so I am able to focus more on listening to songs and avoid distractions. Besides that I also listen to it repeatedly to understand more deeply about the song that I listen to." From L5 answered, "If in a free situation the answer is yes, I focus on the song I am listening to but if in a busy situation like doing assignments I do not really focus on the song that I am listening to.”

From those answers, it was revealed that participants used directed attention as a strategy in their English listening activities using Spotify, where they explained that raising their concentration and

ignoring distractions while listening helped them to better understand the meaning of the songs they were listening to.

c. Comprehension monitoring

At this point, the metacognitive strategy that the learners have used in the listening activity is the process where the learners check the understanding they get when listening to the songs. The researcher asked the following question: "When listening to English songs, do listeners review how well they understand the song during listening activity? Please explain!"

Answer from L1, "Usually for a new song I listen to, I might just listen to the rhythm and melody to find out if the song suits my taste, if it suits my taste I will usually listen again then while listening I gradually review my understanding of the song, also sometimes I relate the song I listen to what I feel." From L2's view, "Yes, for songs that I really want to hear, for example I want to hear Taylor Swift's song Foolish One, I automatically want to really understand the song." Another answer came from L4, "Yes, when I listen to the song I understand the meaning of the song at the same time."

Based on those answers, it is revealed that participants use comprehension monitoring strategies when listening to English songs

through Spotify, where the strategy helps confirm the listener's understanding of the song being listened to.

d. Real-time assessment of input

At this point, the metacognitive strategy that have been used by learners in listening activities is where learners have awareness in detecting problems during listening to songs and can make decisions in overcoming these problems. The researcher asked the following questions: "When listening to English songs, do listeners ever find problems in interpreting and what do listeners do to overcome them? Please explain!"

Answer from L1, "When listening to songs of course yes, because I am not a native speaker, I still often find problems in translating, especially in a song sometimes the singer does not use standard language or language that is commonly used, so usually there are singers who use slang words and abbreviations that are still unfamiliar to me, so I need to find out more about these things in search." Response from L2, "About getting difficulties it is certain especially if the song heard mostly uses synonyms or antonyms that are rarely known, the solution is to look for translations on Google or on Youtube into the songwriter's translation of the song heard so as to get

the exact meaning of the song." L3 gave an answer, "For common vocabulary I often do not have difficulties, but for vocabulary that I have just encountered I often have difficulty understanding, I overcome it by finding out from Google." Another answer came from L4, "Of course I do, when there is a vocabulary that is unfamiliar to me, I will immediately find out and remember the meaning which is very good for increasing my English vocabulary knowledge." The response from L5, "In listening to songs I often come across vocabulary that I am not familiar with, and that makes me interested in finding out and so far I usually use translate websites that help me find out the vocabulary."

From those answers, it is revealed that participants used the strategy of real-time assessment of input while doing listening activities towards Spotify, this strategy helps participants in recognising problems when listening to English songs and can responsively decide how to solve them.

e. Comprehension evaluation

At this point the metacognitive strategy that have been used by the learners in the listening activity is where the learners re-evaluates the understanding gained during the song listening activity, this activity is carried out at any time after the learner has finished listening to the song. The researcher asked the following question: "After listening to

English songs, do listeners review how well they understood the song? Please explain!"

L3 responded, "Yes, after listening to the song I immediately review the lyrics to understand more about the foreign vocabulary in the song that I have listened to." Another answer came from L4, "Yes, while listening to the song in the first playback there were some good meanings in the lyrics of the song that I listened to, hence I listened to the song again and reviewed my understanding afterwards, for example the song 'Who Says' by Selena Gomez which inspires many people to love themselves."

Based on those answers, it is revealed that participants used the comprehension evaluation strategy after they finished listening to English songs through Spotify, where participants re-checked their understanding of the English song they had listened to, regarding whether their understanding was acceptable about the song.

B. Discussion

1. Gen Z'ers listening skills after listening to English songs on Spotify

Microskill of listenig

- a. Identify the many English sound varieties.

Based on the data that has been obtained, some of the participants revealed that listening to English songs repeatedly can make them distinguish various English sounds. Hue (2019) revealed that listeners who have more experience of listening activities are able to recognise sounds and connect the sounds they hear with words they recognise in written form.

- b. Store linguistic fragments in short-term memory that vary in length.

In the data that has been obtained, most participants revealed that when doing song listening activity they were able to remember pieces of song lyrics in short-term memory. As stated by Yurko & Styfanyshyn (2020) when doing listening activities in order to store the knowledge in our short-term memory, our brain begins processing the incoming information by breaking it up into smaller chunks.

- c. Understand the rhythmic structure, intonation contours, both stressed and unstressed phrases in English, and recognize signs in conveying information.

Based on the data obtained, some participants thought that the stress and unstress of words when listening to songs can be easily recognised. According to Hue (2019) In the English language, stress is frequently employed to highlight and emphasize the key points that the speaker wants the listener to understand.

- d. Identify the shortened form of the word.

Based on the data obtained, all participants revealed that they were able to identify the shortened form of the word. Brown & Abewickrama (2010) explain that listening is not just a process of remembering language sequences when they are delivered to the brain, more than that several things affect listening to be complicated, one of which is Colloquial language where it consists of slang, shortened words, cultural knowledge.

- e. Recognize word limits, identify a word core, and analyze the order of words structures and their meaning.

Based on the data obtained, most participants admitted that they were able to recognise the core words in the songs they heard. Segalowitz et al. (2008) In listening activities, recognising core words in fluent speech is a foundational aspect of spoken language comprehension, and the

development of automatic word recognition is considered an important aspect for language learners.

- f. Analyse speech at various delivery velocities.

Based on the data obtained, most of the participants expressed difficulty in processing the speech of the songs they heard with varying speeds of delivery. Amir (2019) explains that fluency in delivery by the speaker affects the speed of delivery, which is why it is necessary to further familiarise the atmosphere of English conversation.

- g. Handle speech that has mistakes, pauses, modifications, and other performance characteristics.

Based on the data obtained, some participants revealed that they were able to process utterances that contained pausing, errors or modifications. According to Purnama et al. (2019) explained that the cause of errors in listening is due to limited understanding of the English sound system and it is necessary to deepen knowledge of the English phonology system to overcome it.

- h. Identify structural categories of words (adverb, adjective, and so on), pattern, regulation, and systems (such as tense).

In the data obtained, most participants stated that they were able to familiarise themselves with grammatical patterns. Lynch & Mendelsohn (2010) in order to address listening comprehension, a certain level of

linguistic ability is needed. It comprises not only mastery of the sounds system's features but also the grammatical system.

- i. Identify the main and supporting components of a statement and separate them.

In the data obtained, some participants revealed that they were able to distinguish main and supporting lines when listening to English songs. Rokhaniyah (2017) in her research revealed that learner activeness in listening comprehension activities was able to increase focus and students were able to recognise the main idea and supporting sentences on the topic.

- j. Be aware that several grammatical constructions might convey the same idea, with different sentence pattern.

Based on the data obtained, some participants revealed that they were able to understand the meaning contained in sentences that had various forms of language patterns. According to Phan & Nguyen (2024) Many problems are often faced by listeners when carrying out listening comprehension, one of which is confusing grammatical patterns, listeners need to put more effort on their knowledge of linguistics and adopt appropriate listening strategies.

- k. Identify cohesive elements in verbal discourse.

Based on the data obtained, all participants revealed that they were able to identify the connecting elements when listening English song.

According to Hue (2019) Rather than a written language that contains a variety of linguistic elements, most English speakers adopt a simpler spoken language where they generally tend to use separate sentences that are then connected with simple conjunctions, such as: 'and, but, then' and others.

Microskill of listenig

- a. Acknowledge the purposes that utterances serve in communication based on the participants, circumstances, and objectives.

Based on the data obtained, all participants revealed that they were able to understand the purpose of the utterances in the English songs they listened to. Hue (2019) explains that listeners may use analogies to compare what they hear and experience to what they know about situations, people, locations, and more in order to predict and understand language based on similar experiences in the past.

- b. Apply practical understanding to infer circumstances, participant, and objectives.

Based on the data that the researchers have obtained, most of the participants claimed that they were able to understand the situation of the English song they heard. Hue (2019) explains that listeners may use analogies to compare what they hear and experience to what they know about situations, people, locations, and more in order to predict and understand language based on they similar experiences in the past.

- c. Draw conclusions, forecast results, infer connections and relations between events, determine causes and effects, and identify relationships such as the primary concept, supporting idea, flow knowledge, provided knowledge, generalizations, and exemplification from events, ideas, and other stated material.

Based on the data obtained by the researcher, some participants claimed that they were able to draw conclusions and identify the cause and effect of the English song they had heard. Ebrahimi (2017) revealed that learners necessary to expand their vocabulary also should regularly practice in their daily life in order to be able to draw conclusions during listening activities.

- d. Recognize the difference between implicit and explicit meaning.

According to the data collected, some participants stated that they were able to recognise implied or explicit meanings. Vandergrift & Goh (2009) explains that listeners in the listening process need to understand the explicit part in addition to being able to deduce the implicit.

- e. Expand and utilize a repertoire of listening techniques, including key word identification, inferring word meanings from context, asking for clarification, and indicating understanding or lack of it.

Based on the data obtained, some participants claimed to be able to identify unfamiliar words found in songs to assist in interpreting

meaning. Vahdany et al. (2016) explained that learners while listening to English they attempt to guess the meaning of unfamiliar words by utilising the content of the topic and logical reasoning also using inference strategies.

2. Listening strategies that applied by Gen Z'ers while listening to English songs

a. Selective attention

Based on the data obtained, most participants stated that they adopted the metacognitive strategy for selective attention, where participants focused on the main points of the songs they heard. According to Faradisa (2021) selective attention serves a role in assisting learners to focus on the important aspects of information conveyed by the speaker.

b. Directed attention

According to the data obtained in the findings, most participants argued that they concentrate highly on the songs they listen to and often ignore distractions. Vandergrift & Goh (2012) stated that directed attention assists learners in focusing their attention which aims to eliminate distractions during listening to the information conveyed by the speaker.

c. Comprehension monitoring

In the data collected, participants revealed that they checked their understanding while listening to the song. According to Vandergrift (2008) explain that comprehension monitoring is aimed to help learners in comparing and clarifying the information they receive from the speaker.

d. Real-time assessment of input

Based on the data obtained, most participants revealed that they often detected problems in their comprehension when understanding the English song they were listening to, but managed to overcome them with various solutions. Güner & Erbay (2021) Real-time assessment represents a monitoring strategy in which the learner is aware of comprehension problems during listening activities by checking and then determining a solution.

e. Comprehension evaluation

The data in the findings revealed that some participants rechecked their understanding after finishing listening to the English song. Cao & Lin (2020) explain that comprehension evaluation is an activity performed independently by the learner that refers to checking the results of comprehension or evaluating the obtained understanding whether it is appropriate or contradictory to the context of what is being learnt.