

CHAPTER I

INTRODUCTION

This chapter discusses in general terms related to the research topic. This chapter discusses background research, research problems, research methods, scope and limitation, and the definition of key terms.

1.1 Research Background

The integration of songs into English language teaching has gained increasing attention, particularly in enhancing listening skills. This approach has shown promising results in promoting linguistic competence, especially among junior high school students. Numerous studies have examined the efficacy of songs as a pedagogical tool in fostering listening skills. For example, Listyaningsih (2023), found that incorporating songs into listening instruction significantly enhanced students' listening abilities. Similarly, Putri (2018), reported that songs not only improve listening comprehension but also boost student engagement by creating a more enjoyable and interactive learning environment. These findings underscore the potential of songs in making language learning more dynamic and effective.

Before the implementation of the song-based listening instruction in this study, classroom observations showed that students at SMPN 5 Bangkalan often struggled to stay engaged during conventional listening activities. Listening lessons typically relied on audio materials from textbooks, which were perceived as monotonous by many students. As a result, student participation was low, and their motivation to complete listening tasks was minimal. These conditions created a passive learning environment and hindered the development of students'

listening skills. This classroom reality highlighted the need for an alternative, more engaging instructional approach such as the use of songs to revitalize the learning experience.

This study was also driven by my personal observation and interest as a prospective English teacher. I noticed that many students found traditional listening exercises uninspiring, which affected their performance and confidence in understanding spoken English. I was inspired by the idea that music something familiar and enjoyable to students could serve as a bridge to improve their listening comprehension. Combining pedagogical strategies with music appealed to me as a practical and creative way to enhance students' learning experience while maintaining their motivation. Therefore, I decided to explore how the implementation of songs could contribute to improving listening skills and provide a more enjoyable classroom atmosphere.

One of the key features of using songs in listening instruction is the repetitive nature of song lyrics. This repetition helps reinforce vocabulary and grammatical structures, making it easier for students to internalize language patterns. Ong & Chan (2023), emphasized that the repetitive element of songs plays a crucial role in strengthening memory, thereby facilitating deeper language comprehension. Additionally, the multimodal aspects of songs such as the combination of lyrics, melodies, and visuals cater to various learning styles, enhancing students' overall learning experience (Legg, 2009). These features make songs a versatile tool in addressing the diverse needs of learners, providing an engaging and immersive approach to language acquisition.

However, despite the benefits of using songs in language instruction, existing literature reveals a significant gap in research that addresses specific

challenges and student responses related to song-based listening activities. Yuliarini (2022), highlights that teachers should take into account the length of the song and how relevant the lyrics are to the students' world when selecting songs for learning activities because the theme of the song should be relevant to the students' world and the song should not be too long so that students can easily remember it. This implies that in studies on the use of songs as language learning tools, song complexity, duration, and student preferences are significant but frequently disregarded variables. For instance, the selection of songs that match students' linguistic proficiency levels and their individual preferences is critical to ensuring the effectiveness of song-based lessons. These overlooked factors highlight the need for further exploration of the variables that may impact the outcomes of song-based listening instruction in junior high school settings.

In addition to the pedagogical challenges, there is also limited empirical research on how students perceive and respond to the use of songs in listening instruction. While the use of songs is often linked to enhanced motivation and engagement Bokiev et al. (2018), there is a lack of studies that investigate students' attitudes toward these activities and their overall experiences. Understanding students' responses is crucial for optimizing the design and implementation of song-based listening activities, as it provides valuable insights into what students find engaging or challenging. This knowledge can help educators refine their teaching strategies and better cater to students' needs and preferences.

Although previous studies have established the positive effects of using songs in language teaching, there remains a significant gap in research that focuses specifically on the implementation of songs in listening instruction at the junior high school level. Factors such as song selection, song complexity, the duration

of listening activities, and how these elements align with students' linguistic levels have not been thoroughly explored. Moreover, there is a pressing need to investigate students' responses to these song-based activities to determine the effectiveness of this approach and identify areas for improvement. Addressing these gaps will contribute to a more comprehensive understanding of how songs can be leveraged to improve listening skills in a way that is both engaging and educational.

Despite the growing body of research on the benefits of using songs in language teaching, a notable gap exists in studies that examine the specific challenges and effectiveness of song-based listening activities at the junior high school level. Key areas that require further exploration include the criteria for song selection, the complexity of songs, their duration, and their alignment with students' proficiency levels. Additionally, while the impact of songs on student engagement and motivation has been acknowledged, there is insufficient research focusing on students' perceptions and experiences with song-based listening instruction. These gaps highlight the need for further investigation to identify effective strategies for implementing songs in language teaching and to better understand how students respond to this method of instruction.

The urgency of this research is underscored by the growing importance placed on listening skills in language education curricula worldwide. Listening skills are foundational to language acquisition, and junior high school students are at a critical stage in their language development. Identifying effective instructional strategies to enhance these skills is essential for improving overall language proficiency. Moreover, with the increasing integration of technology in education, the use of songs in conjunction with digital tools presents a unique opportunity to

engage students in dynamic and innovative ways. Song-based learning, when implemented effectively, can make language learning more enjoyable and impactful, contributing to students' long-term success in mastering listening skills.

Furthermore, the increasing diversity of students in modern classrooms calls for the adoption of teaching strategies that address various learning styles and preferences. Songs, with their multimodal features, are particularly effective in catering to different types of learners, making them an essential tool for inclusive education. Given the potential of songs to address these challenges, this study aims to investigate how songs can be systematically incorporated into listening instruction to maximize their benefits for junior high school students.

This study offers a novel contribution to the field by addressing the gaps identified in previous research. Specifically, it aims to explore how the implementation of songs in teaching listening can be optimized by examining factors such as song selection criteria, song complexity, and student characteristics. Additionally, the study will investigate students' responses to these song-based activities, providing insights into their perceptions, preferences, and engagement levels. By focusing on these aspects, this research will contribute to a more nuanced understanding of how song-based learning can be used effectively in junior high school classrooms to enhance listening skills. The findings of this study are expected to provide practical recommendations for educators seeking to incorporate songs into their teaching practices, ultimately improving the quality of language instruction and student outcomes.

1.2 Research Problems

To ensure a structured and coherent discussion, the researcher has formulated the research problems as follows:

- 1 How does the implementation of song in teaching listening skills at junior high school students?
- 2 What are the challenges faced by students during the implementation of the song in the classroom?

1.3 Research Objectives

The research objectives are in accordance with the problem formulation; the research objectives are:

- 1 To know the implementation of song in teaching listening skills at junior high school.
- 2 To find out the challenges faced by students during the implementation of the song in the classroom.

1.4 Research Significance

This research holds significant value as it seeks to provide empirical evidence on the impact of integrating songs into listening instruction to enhance listening skills among junior high school students. The findings aim to offer educators practical insights into effectively incorporating songs into their teaching practices, including criteria for song selection, designing engaging activities, and addressing diverse student needs. Furthermore, understanding students' responses to song-based listening activities will inform the development of more engaging and effective listening instruction strategies, ensuring that these activities resonate with students and contribute to their language acquisition process.

1.5 Scope and Limitations

This study focuses on implementing songs to enhance listening skills among junior high school students. It examines how integrating song into listening

instruction affects students' listening abilities and explores their responses to this method. The research is confined to a specific junior high school setting, utilizing a qualitative approach to gather data. However, the study acknowledges certain limitations. The sample size is limited to a single institution, which may not fully represent the broader student population. Additionally, the research does not account for the long-term effects of song-based listening instruction or variations across different educational contexts. These constraints suggest further research to validate and generalize the findings.

1.6 Definition of the Key Terms

To make things clearer, this research has three key terms that need to be explained:

Teaching Listening

Teaching listening refers to the process of guiding students to understand spoken language through structured activities, strategies, and materials designed to improve their comprehension. According to Rost (2013), teaching listening involves exposing students to various types of audio input such as conversations, songs, or stories and helping them develop the skills to extract meaning from these inputs. It includes stages such as pre-listening, while-listening, and post-listening tasks to build comprehension, critical thinking, and vocabulary retention. In the context of this study, teaching listening is implemented through the use of songs to foster students' engagement and improve their ability to comprehend spoken English.

Learning Media

Learning media can make it easier to show knowledge, provide complete appeal, and appeal to all modalities of children with attractive media design. The

results of interviews with several teachers show that learning media helps teachers deliver learning materials, one of the advantages teachers feel with using learning media in teaching activities (Zahra, 2014).

Song as Teaching Media

Songs as teaching media refer to the use of songs as instructional tools to support the teaching and learning process, particularly in language learning. According to Suwartono & Mayaratri (2019), songs can motivate students to listen repeatedly and imitate pronunciation, which contributes to language acquisition. Ludke et al. (2014) also found that singing foreign language phrases helps improve students' pronunciation and speaking fluency. When used as teaching media, songs offer engaging and authentic input that can enhance students' listening skills, enrich vocabulary, and foster a positive learning atmosphere.

