

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research questions, aims of the study, the scope of the study, hypothesis, significance of the study, and terminologies.

1.1 Research Background

In the English learning process, listening is one of the abilities that must be mastered by students because with listening students can build communication, and make it easier for them to apply the knowledge or information they get. Listening is the first stage that must be started in order for students to be able to say something or make some sentences in a written work. Furthermore, this listening ability is required in the classroom, particularly in listening comprehension courses Yunita & Jumiyanthi (2020). Furthermore, listening is critical because it can significantly improve other abilities, such as speaking skills Darti & Asmawati (2017). As a result, when we have good listening skills, we can naturally communicate with others.

Here are some common problems in listening: the speaker on the audio speaks too fast, the recording is unclear, the listener has no background knowledge, and the listener cannot identify the words in the listening section. According to Jannah, Abdullah & Majid (2018), this listening skill is also difficult to master because it requires more concentration to understand the meaning of the sound in the listening section. When the students try to understand the meaning of new words or phrases in context, they become bored by repeatedly listening to narratives or dialogs, so they are not motivated to listen, which has a negative impact on their enthusiasm and interest in listening. In connection with these problems, it cannot be denied that student motivation plays an important role in listening

learning. Using English songs as a medium to improve listening skills will make the learning process more fun and not monotonous. So, the teacher must think about what to do to improve students' listening skills.

According to Wirawan (2020), English teachers frequently use media in the learning process. Learning media is another resource that can assist teachers in their teaching and learning activities. Media can act as a link or bridge between the teacher's and student's understanding of a subject. This will make teaching and learning more engaging and effective. Using media will help students stay engaged and focused on the lesson. To put it another way, it will keep them interested and engaged in their studies.

The teaching and learning process will fail if appropriate methods and media are not used. There are numerous issues that educators face when utilizing learning media. According to (Wirawan, 2020), everything new must-have risks that must be faced, one of which is the educator himself. Various forms and models of learning media have been created with increasingly sophisticated technology alongside the development of science and technology (IPTEK). The selected media must also be able to attract and motivate students to learn and not feel bored during the learning process Ningsih & Sari (2021). The ability to master the media itself is the main issue. Most of these teachers are unable to use media for a variety of reasons, including a lack of experience with media in the classroom, a lack of knowledge about how to use it, and so on.

Teachers can improve students' motivation and learning skills by using interactive media such as English songs. Teachers can use English songs as a medium to help students overcome listening difficulties. As one of the media, songs can also be used by creative

teachers to teach English because they provide a break from the textbook and workbook. According to Yuliarini (2022), making English songs as media can encourage students and serve as one of the potential activities for students to listen to and enjoy proper English pronunciation. The use of a song can motivate students and develop their interest in listening Yuliarini (2022). That is, using song and music can stimulate positive encouragement for anyone learning a language. Furthermore, many song genres are available in this modern era. A teacher can select the most appropriate song to use as a stimulus medium in a listening class. A song is a medium that can be used to improve listening skills because we can now find songs everywhere and use them to train our ears Afriyuninda & Oktaviani (2021). Listening to English songs can help stimulate the brain's ability to recognize words in English.

There have been several research findings dealing with the use of songs in the teaching of listening, such as Jannah, Abdollah & Majid (2018), Hadi (2019), and Paskalisa & Sadikin (2022). Jannah, Abdollah & Majid (2018) found that university students responded positively to the listening comprehension learning process which employed multimedia-based songs with subtitles. The method used in their study was classroom action research, along with two other methods: descriptive and quantitative. Descriptive methods included the use of surveys and the observation of learning method development activities. The quantitative method was used to assess the viability of learning technologies. However, this current research applies a classroom action research method to know the effectiveness of songs in improving senior high vocational school students' listening ability. Furthermore, Hadi (2019) found that incorporating music into the learning process caused students to become more engaged in their contact, as seen from their increased level of participation

during teaching. He also found a considerable improvement in students' English language ability by using songs from the preliminary stage to cycle II of the research process. The student's average score at the preliminary stage was only 60, increased to 68 in the first cycle and dramatically increased to 80 in cycle II. It can be said that the use of songs in English teaching for junior high school students really helps them in improving their English skills. This research is class action research (PTK) conducted in Dharma Karya UT Junior High School class VII with a total of 25 students. However, this study focuses on listening and uses vocational high school as the subject. Paskalisa & Sadikin (2022) found that the students generally responded positively to the song and activities by watching them and participating in them. They enjoy learning English by singing. As a result, songs are advised as a supplementary activity in the EFL classroom or at home for self-study. Observation data also revealed that after listening to the songs multiple times, some students unconsciously say or sing the songs they learned in online classrooms to their teachers and friends. Furthermore, this is a descriptive study conducted at a Jakarta elementary school. On the other hand, this current research uses a quantitative method to determine the effectiveness of songs in improving the listening skills of vocational high school students and is also carried out offline.

This research will be conducted at MA Muhammadiyah 1 Plus Malang. The researcher chose the school because, based on the results of interviews with the English teachers, it was found that the students lack mastery of English. This can be seen from the students' daily activities at school. It is often heard that the students cannot pronounce vocabulary correctly and do not understand its meaning. More specifically, there are even some students who still have difficulty expressing their wishes through conversation.

1.2 Statement of Problem

Based on the research background above, the research problem is stated as follows, “How effective is the use of English songs as media for teaching listening skills in improving students’ listening skills?”.

1.3 Research Purpose

The purpose of this study is to determine whether the use of English songs as media for teaching listening skills is effective in improving listening skills.

1.4 The Scope and Limitation

This research will focus on English songs, listening skills, and student motivation. The outcome of this study is to determine the effectiveness of English songs by applying classroom action research design in English teaching. This study is limited to tenth-grade students of MA Muhammadiyah 1 Plus Malang.

1.5 The significance of the study

The result of this study is expected to provide the following benefits. It is hoped that it can provide a good stimulant for the students to learn listening through English songs as a medium for increasing their listening skills and enhancing their motivation to learn. The findings of this study are also expected to inform teachers about the usefulness of employing songs as an alternative strategy in the teaching and learning of listening subjects. For other researchers, this study is expected to be one of the references that motivate them to do additional research to improve the quality of the English teaching and learning process.

1.6 The Definition of the Key Terms

In order to avoid misunderstanding the main terminologies used in this study, the following key terms are defined.

1. Teaching “Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” (Brown, 2000:7). In this study, teaching is a process or activity of transferring lesson, knowledge, skill, attitude, value from the teacher to the students.
2. Listening skills are essential for learning since they enable students to acquire insight and information and to achieve success in communicating with others (Wallace et al.,2004). Understanding the students’ accent or pronunciation, as well as their grammar and vocabulary, and comprehending the meaning are all part of this process. In this study, listening is the ability to understand and comprehend what students are saying.
3. Media is a tool used to illustrate lessons that allow students to see examples of what they are learning Chidi, Onyenemezu & Olumati (2014). In this study, media is any tool to convey information or messages from the teacher to the students.
4. Song is the art of tone or sequential sound; it expresses feelings through music or instruments and is accompanied by rhythm, tone, and a temporal relationship Rahmawanti & Sari (2022). In this study, a song is a medium for improving listening abilities.