

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research questions, the purpose of the study, the significance of the study, the scope and limitations, and the definition of key terms.

1.1 The Background of the Study

A habit is an action we take regularly, whether consciously or unconsciously, to make it a routine in our lives. In order to accomplish specific goals or end states. A person must learn a series of behaviors typically learned unintentionally and have developed into automatic responses to particular circumstances. In this study, these behaviors are defined. Lapuk, Mukrim, and Hastini (2023) mentioned that routines that profoundly affect each person's life are used to explain this research, which shows that every habit a person adopts affects that person, including the habit of listening to music and English songs. The temporary hypothesis is that students' listening abilities may be impacted by a habit of listening to English songs.

Yildirim and Yildirim (2016) pointed out that listening is vital for maintaining successful communication, which is why it matters in both everyday life and academic settings. Long years passed before, listening began to be included in language instruction curricula. As people need to maintain successful communication, listening plays a significant role in both academic and everyday settings. According to Yildirim & Yildirim, as cited from Anderson and Lynch (2003), who emphasize the need for listening, people cannot communicate face-to-

face unless both speaking and listening abilities are developed simultaneously. Listening abilities are critical for learning because they help students acquire knowledge and develop new perspectives (Yildirim & Yildirim as cited in Wallace, Stariha, & Walberg, 2004). Listening is a language skill that requires focus. Listening does not imply a passive activity, even if it may seem like a receptive skill. Students can improve their comprehension of what they hear by using their existing knowledge. We have a purpose when we listen to something. We can listen to the meaning that a word conveys. The skill of listening is recognizing and comprehending what other people are saying. Comprehending the accent or pronunciation, grammar, and vocabulary is crucial to understanding their meaning (Septaviani, Nurdin & Dakhalan, 2023).

Regularly listening to English-language songs provides various benefits for those learning English. This opinion is supported by Septaviani, Nurdin & Dakhalan (2023). For English language learners, listening to English songs regularly has several benefits. One of the biggest benefits for students is that songs increase vocabulary. Students can see the performances of their favorite artists performing the songs, in addition to the previously mentioned benefits. According to Taslim, Asrifan, Chen, and Nurdania (2019), vocabulary plays an extremely significant part in enhancing English proficiency. When students speak English, this would serve as both a foundational element of the language source. Students frequently fall short of their potential when they lack a large vocabulary and use ineffective methods for learning new words. It shows that students know a large number of words when they can identify numerous names, including nouns,

adjectives, adverbs, pronouns, verbs, and so on. In order to communicate ideas, opinions, thoughts, feelings, etc., students composed sentences using vocabulary. "Therefore, advanced students are encouraged to increase the number of words in their English learning, learn the meaning of terms, and improve their ability to choose words and phrases.

Several previous studies have found a link between the survey on listening song habits and student vocabulary capacity. Research by Aprilia (2019) was conducted to determine whether vocabulary competence and students' listening habits to English songs were related. Using a quantitative technique, this researcher used the correlational method. This study is based on two variables. The questionnaire revealed the students' listening habits to English music, while the test results revealed their level of vocabulary proficiency. The 45 eighth-semester students enrolled in the Study Program of English Education at IAIN Palangkaraya during the 2018–2019 academic year made up the population of this study. Using a random sampling procedure, the sample was collected. The result showed it. Students' habit of listening to English music contributed 25.6036% of their vocabulary mastery.

Another study by Balerina and Katline (2022) found that the purpose of this study was to determine whether students' listening habits to English songs and their vocabulary proficiency are significantly correlated. There was no treatment in this study since it was quantitative and used an ex post facto design. The research population consisted of second-grade students at SMAN 16 Bandar Lampung. Using cluster random sampling, thirty XI Science 1 students were selected as

samples. The data was collected using a vocabulary test and a listening behavior questionnaire with English song selections. In SPSS 20.0, the Pearson Product Moment Correlation was also used to examine the data. The greater r-value (0.770) than the r-table (0.361) indicates that the study's findings show a positive and significant correlation between students' listening habits to English songs and their vocabulary knowledge. This suggests that students have greater vocabulary scores when they listen to more English songs. It is also probably going to be simpler for people accustomed to listening to English songs to understand what they hear. In summary, listening to English-language music regularly promotes vocabulary mastery growth.

Finally, Zaharani and Hetty's (2023) research revealed that this study focuses on using English songs to improve students' language proficiency and motivation to learn English. The study's goal is to investigate how song lyrics affect students' vocabulary growth. Using a quantitative research design. Multiple-choice and fill-in-the-blank exams, as well as pre- and post-test assessments, make up the data-gathering tools. Higher mean scores in the post-test (72) than in the pre-test (45), which results in a 27-point gain in score, show a considerable improvement in vocabulary. According to the study's findings, using songs to teach vocabulary efficiently improves students' learning processes and promotes word memorization. The study's conclusions show that the students thought listening to English songs would help them learn, retain, and use vocabulary. The results showed that the students thought English songs might make them want to learn vocabulary. Using

English songs also helped children retain the usage, definitions, and forms of the recently learned language.

My research is different because I would like to focus on English education students at Universitas Muhammadiyah Malang, examining the impact of music listening habits on vocabulary capacity. Using Pearson product moment correlation analysis, manual test, and quantitative research methodology, this study provides a deeper understanding of the variables that influence learning in UMM English education students.

1.2 The Research Question

The research question was as follows, taking into account the study's background mentioned above.

- a. How are ELED students' listening habits to English songs?
- b. What level of vocabulary is the student developing through the habit of listening to English songs?

1.3 The Purpose of the Study

The main purpose of this study is to find out

- a. To determine ELED students' listening habits to English songs
- b. To find out The level of vocabulary the student develops through the habit of listening to English songs

1.4 Significance of the Study

Following the background of the study, the researcher expects that this study can contribute to the following:

a. Teacher

Teachers can see how much influence students' listening habits have on learning, especially in increasing their vocabulary. Besides that, it can also be used to add teaching methods that can be applied to students to trigger students' enthusiasm for learning. Therefore, educators must employ a range of teaching strategies to ensure that students grasp the subject matter. Thus, learning in the classroom can proceed more smoothly the more approaches the teacher uses.

b. English Department

Knowing what kinds of music children listen to can reveal information about their tastes and areas of interest. This strategy also allows students to study English in a fun way. Using this data to create a curriculum that engages students more successfully can be beneficial.

1.5 The Scope and Limitation

This research is intended at students in the first semester of the academic year 2024 at Muhammadiyah Malang of English education.

1.6 The Definition of Key Terms

The following terms need to be defined in this thesis to prevent misunderstandings: Here is a definition of the terms:

1. Listening Habit

Habits are something we routinely do to facilitate our learning, as well as the utilization of techniques that work effectively for us, according to this study. There are many ways to learn English, including listening.

2. Vocabulary level

A person's vocabulary is the collection or wealth of words in a language. In language learning itself. Vocabulary is important because, to prepare sentences, we need a collection of several words themselves. We need mastery of vocabulary to design sentences that match what we expect, as well as in communication. Vocabulary level is the amount of vocabulary that a student understands and knows in a language.