

CHAPTER 1

INTRODUCTION

This chapter presents topics related to the study. Those are background of the study, formulating of research problem, and the objectives of the study.

A. Background of the Study

In language learning, especially English, we recognize four skills namely listening, speaking, writing, and speaking. Listening skill is the first factor that can influence skill because listening is the basic skill than speaking. It means that listening is one of four English skills which must be mastered first. Listening is one of the language skills having an important role in teaching and learning process. Listening is the skill that children acquire first. According to Christine (2002: 1), listening takes up as much as 50% of our everyday communication time. It is the main channel of classroom instruction and the most used language skill at work and at home and paying attention and making an effort to process what you heard. In other words, listening skill allows you to understand what someone is talking about.

Russel and Russel in Hasyuni (2006:8) say that listening skill is listening with comprehension, attention, and appreciation. Then listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, speaking, reading, and writing. One of the ways to listening with comprehension can be through listening to English songs every day. Listening to the song means that you appreciate the rhythms, lyrics, vocal , and melody and try to understand

the meaning. A song is part of music which contains lyrics being sung. Griffiee (2001: 10) stated that "Song is part of music that you sing through words". When someone listens to the words in the song attentively and can understand the meaning, the person can be said to be listening to the song, because listening is different from hearing. The hearing is a physical ability while listening is a skill.

Today, almost all people especially students, prefer to listen to songs as they can be good entertainment in boring activity. Murphey in Rosova (2007:16) stated, "In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafés, shopping malls (muzak), at sports events, in our cars, and literally everywhere. It would seem that the only place music and song are slow to catch on is in schools." The song itself consists of words which express the writer's ideas, feelings, and experiences. Relating to the words or lyrics contain in English songs, we can assume that it can be used as a medium to teach vocabulary to the students. The main part of songs is music and words, while the music itself is related to rhythm. A group of words without music to perform them cannot to be included as a song. A song is generally performed in a repetitive pattern here is that in a song, there are usually several lines of the song, which are repeated twice, or more what a so-called "refrain" when they are performed. The song is not only good for language learners but for language teachers, songs offer an interesting technique in presenting the language focus because it provides enjoyment especially in rising excitement and self-confidence for both learners and teachers.

Relating to the words or lyrics contain in English songs, we can assume that it can be used as a medium to teach vocabulary to the students. Learning vocabulary is the most important thing in language learning especially English. We cannot speak, write, and understand what we read and listen without vocabulary. Mastering vocabulary is a basic matter in learning a foreign language. Thornbury (2002:3) argues: if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar but you can say almost anything with words. Based on the statement above, we can say that without sufficient vocabulary, we cannot communicate effectively or express an idea. Mastering English vocabulary means to know the meaning and understand the words being used in communication. Palmberg in Sukmawati (2006:10) points out: Mastering of a foreign language word, the learner knows and recognizes it both in spoken and written form. This means, the learner not only able to spell or pronounce it, but also she/he should be able to differentiate its category and meaning when applying it into the grammatically right sentence. In addition to this, the learner is able to express it orally as well.

In fact, the students still find difficulties in enriching vocabulary and also memorizing the words. If they did not know how to expand their vocabulary, they would gradually lose interest in learning. One of the causes was that they learned vocabulary in boring and inefficient ways. For instance, they just listed the words with their spelling, pronunciation, and meaning and then find difficulties in remembering the words that have been learning. In addition, based on the

previous study in e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 – ISSN 2331-1841 with the one of writer Jiati Endah Sari when she was in the eleventh grade in SMA Negeri 1 Palu, she found difficulty in enriching her vocabulary by listening activity since the material given was difficult to understand. Due to the material presented was in conversation or explanation form, the researcher, sometimes could not understand what the speaker was saying as the material given was presented in unattractive ways.

There are several reasons that songs might be helpful in learning and teaching vocabulary. Firstly, a song is a part of the music which creates a relaxing and enjoyable atmosphere in the classroom. Secondly, English songs are associated with native speakers, since they are sung by the natives. Furthermore, songs are also included in authentic material. Thirdly, songs are easy to get. We find them anywhere and anytime. We can download them on the internet or just send them via Bluetooth in our mobile phones. One of the habits that students do listen to English music.

Habit in listening to English song can be a practice for students in listening skill. When listening to English songs becomes a habit of the students, they will feel unfamiliar of the new words they hear because they probably ever listen to the word in the songs. As the students listen to the songs, they tend to follow the lyrics and the rhythm. It helps students catch the word in English easily because as Griffie (1994: 4) mentions sensitivity in rhythm is a basic and necessary first step in learning language.

Jack Richard et al. (1990: 128) stated that; "habit is a pattern of behavior that regular and which has become almost automatic as a result of repetition." In line with Weiner said that; "Habit is a response that has become relatively automatic through practice". Furthermore, Good (1979:274) gave more definition that habit is an act, movement, or pattern of behavior that through practice has become easy and familiar, and is performed without conscious thought, hesitancy, or construction. From the definition above, it can be drawn a brief inference that habit is a repetitive action or repetition activity that to bring an inclination to do it automatically, regularly and unconsciously. Afterward, finally become a pattern of behavior as a result of repetition activity. In addition, habit deal with doing activity related to the hobby, talent, a favorite activity or personal preference continuously, though it is done unconsciously. Habit is usual behavior (Hornby,1987). It means that behavior will be habit. In other words, if we listen a western music in our free time everyday it will be a habit. By having habitual in listening western music, we will be able to improve our vocabulay because when we listen something new, automatically our brains will save that information also when we can not understand the meaning of the words in the song we will have a reason to search the meaning of the unfamiliar words, thats' why listening habit can develop our vocabulary.

In this thesis, the writer tries to find out if there is significant correlation between habit of listening to English songs and their vocabulary mastery. The writer wants to learn if there is significant correlation between habit of listening to English songs and their vocabulary mastery. The writer just wants to investigate

the contribution of student habit in listening to English songs, for their vocabulary mastery. Therefore the results of this study can be used as approach to teach listening, especially for vocational school students.

According to Read (2000: 1635), vocabulary knowledge involves knowing the meaning of words. At the simplest level vocabulary consists of words, but even the concept of word is challenging to define and classify. Vocabulary is very important to be understood and used in English basic sentence patterns in extended forms. It is one of the important components of language, because it is to achieve means of conducting communication. Only by having reservoir of words at our command we can communicate effectively. We cannot deny the statement because all components of language indeed contain words. Sabrony (1986: 1) stated that vocabulary enrichment should be provided at all levels of English Learning are it elementary or advanced. Especially in our case, where the ultimate goal is the reading skill.

Vocabulary Mastery is important for students. It is more than grammar for communication purpose, particularly in the early stage when students are motivated to learn the basic words (Lewis and Hill 1990: 12) According to (McWhorter, 1989: 310) states vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letter that form of word. Interpreting from McWhorter theory, vocabulary is recognized from a group of letters that stand for or represent builds a word; this word has meaning. Another state combining a letter into a word, it will build a new vocabulary. Furthermore, Hornby (1995: 133) defines vocabulary as (1) the

total number of words in a language; (2) all the words known by to a person or used in a particular book, subject, etc; (3) a list of words with meaning. Nation in Schmitt (1991: 6) states that vocabulary knowledge is only one component of language skills such as reading and speaking. It can be said that vocabulary is one of the elements in the language. Among all the elements of language have interaction with others elements. Language knowledge well can be known from the vocabulary used.

Another opinion (Ur, 1996: 60) defines vocabulary as the words we teach in the foreign language. Interpreting from Ur, vocabulary is a number of English words which is taught to students in teaching learning process. Related the learning process in school, vocabulary which is learned should be appropriated with the curriculum. Reading vocabulary mastery is all the words someone can recognize when reading, writing and speaking to. In conclusion, the researcher tries to define the definition of vocabulary based on all of the theory above as a list of words for a particular language including the meaning taught by teacher classroom. Vocabulary which is taught by the teacher should be appropriate with the curriculum and environment of students.

There are several studies on listening related to vocabulary. The first from Sarining Setyo Mubarak thesis entitled “ A Study of Correlation Between Vocabulary Mastery, Habit of Listening to English Songs and Speech Skills of Eleventh grade Students Nogosari 1 Year Teaching 2016/2017” from English Education Department Islamic Education and Teacher Training Faculty, State

Islamic Institute of Surakarta, researchers have found a significant between the vocabulary mastery and the habit of listening to English songs and speech skills.

The second is a thesis entitled. “A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill of the tenth grade students of SMA Negeri 3 Surakarta in the academic year of 2012/2013” by Zara Firsty Meutia from English Education Study Program Sebelas Maret University Surakarta. From the study, it can be concluded that there is a positive correlation between habit in listening to English songs, vocabulary mastery and listening skill.

The third is a reaseach entitled “The Correlation Between Students’ Ability in Listening to the English Songs and Their Vocabulary Mastery”. It is conducted by Jiati Endah Sari in e-Journal of English Language Teaching Society (ELTS) Vol. 1 No. 1 2013 – ISSN 2331-1841. From the journal found that the students’ achievements in listening and vocabulary tests are good. There is a positive correlation between the two variables. However, the correlation was not significant because the relationship between the two variables was positive but low.

The fourth is a research entitled “ The Correlation Between Students’ Listening English Songs Habit and Their Listening Skill at the Second Semester of The Eleventh Grade of MA Al-Islam Bunut Pesawaran in the Academic Year of 2016/2017” by Nurkholis Solehudin from English Education Department Islamic Education and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. The result of the research, it can be concluded that the

students' habit in English song and English song has positive correlation with listening skill. Therefore, students' habit in English song should be considered in improving listening skill.

Based on the problem described above, the researcher was interested in conducting research about **The Correlation Between Students' Habit in Listening to English Songs and Their Vocabulary Mastery.**

B. Formulating of Research Problem

Based on the background of the study and problem limitation, the problems of the study are as follows:

“Is there any correlation between students' habit of listening to English songs and their vocabulary mastery?”

C. The Objective of the Study

In line with the problem statements above, the objectives of the study are as follows:

“To find out there is any correlation between students' habit of listening to English songs and their vocabulary mastery”

D. Hypothesis

Based on the theory and rationale, the hypothesis of this research are formulated as follows:

“There is a positive significant correlation between vocabulary mastery and speaking skill”