

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

Listening takes the main role in language learning, before we start reading, writing and speaking. Then, listening activity needs integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. 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.

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 Jiaty Endah Sari, Nuhung B, Hastini: 3. With the one of writer Jiaty 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 Griffiee (1994: 4) mentions sensitivity in rhythm is a basic and necessary first step in learning language.

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 the study, the 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.

In learning English, it is not enough to get lesson from the teacher at school where the students have to improve their English by themselves. It is assumed that the habits of listening to English song is one of the positive thing that can form their habit in understanding English especially their vocabulary mastery. Usually, students do not realize that they have studied some new vocabularies after listening English songs. So the writer has chosen the correlation between students' habit in listening to English songs and their vocabulary mastery as the topic for the following reasons:

1. Vocabulary is an important aspect of language and means in conducting communication. So it is necessary for student to create a lot of creativity to get a good achievement in English.

2. Students can feel the essence of a song that can increase their enjoyment and interest in learning English.
3. It is assumed that song consists of lyric and melody. It is invaluable aids in learning vocabulary. When students are listening to the English songs, unconsciously they are exploring the content of a song.
4. Habit in listening to music will help students to learn more vocabulary quickly. They are also more likely to remember new words and English expressions if they listen to them in a song than if they read them or learn them in English class.

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 in listening to English songs and their vocabulary mastery of the eighth grade students at MTs Darissulaimaniyyah Durenan Trenggalek ?

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 a significant between students' habit in listening to English songs and their vocabulary mastery of the eighth grade students at MTs Darissulaimaniyyah Durenan Trenggalek.

D. Significance of the Study

The results of this study can contribute benefits in the area of theory, practice and pedagogy as follows:

1. For students, this study will show them that there are many ways to learn English. It can help them find interesting ways in learning English in order to get a good vocabulary mastery.
2. For teachers, the result of this study may help them to create innovative and interesting ways in learning English.
3. For the next researchers, hopefully this finding will encourage them to conduct deeper research by investigating all kinds of effective habits. Its result will be an

innovation or a new concept that listening to English songs is not only a hobby but it is also an educational activity or alternative way in teaching and learning English.

E. Hypothesis

1. Working Hypothesis (H_i)

“There is a significant correlation between students’ habit in listening to English songs and their vocabulary mastery.”

2. Null Hypothesis (H_o)

“There is no significant correlation between students’ habit in listening to English songs and their vocabulary mastery.”

F. Limitation of the Study

In order to get an obvious picture to the study about the correlation between students’ habit in listening to English songs and their vocabulary mastery, the writer limit the scope of this study as follows;

1. The songs are limited to the English songs that are sung by the native speakers and contain noun phrases and easy to listen and be understood, so it means that other songs will not be explored.
2. The subject of the study is only conducted to Eighth Grade Students at MTs Darissulaimaniyyah Durenan Trenggalek 2019/2020.

G. Definition of the Key Terms

The definition of key terms is important to avoid misunderstanding. They are defined as follows;

1. Habit of listening Gardner (2012: 42) defines habit as an action that is done frequently, it is activity that people frequently do what they do frequently and not

define why the activity should be done. Habit is activity that we repeat. Underwood (1998: 1) as in Meutia (2013) defines listening is the activity of paying attention and trying to process or input what you heard. It could be concluded that habit of listening is repeat activity to paying attention.

2. English songs Griffiee (2001: 10) defines song is a part of music which when we sing through words. English song means part of music that consists of English words as lyrics.
3. Vocabulary mastery Linse (2005: 121) defines that vocabulary is the collection of words that an individual knows.

H. Outline of the Study

This thesis consists of five chapters.

Chapter one contains introduction which consists of background of the study, formulating of research problem, the objective of the study, significance of the study, hypothesis, limitation of the study, and definition of key terms.

Chapter two contains review of related literature. It consists of habit, description of habit, definition of listening skill, description of listening to English songs, review of vocabulary mastery, description of vocabulary mastery, type of vocabulary mastery, indicator of vocabulary mastery, importance of vocabulary mastery, and review of previous study.

Chapter three reviews the methodology of the research. It consists of population, sample, variables of investigation, method of collecting data, and research design.

Chapter four covers the details of the data analysis (by statistical analysis) to find out the result of the study.

Chapter five presents the conclusions of the investigation and suggestions based on the result of the study.