

# CHAPTER I

## INTRODUCTION

This chapter presents about background of the research, statement of research problem, objectives of the research, significance of the research, scope and limitation of the research and definition of key terms.

### **A. Background of the Research**

When researching English, there are four abilities that one needs to have and become proficient in. They can write, speak, listen, and read. To become truly skilled in English, one needs to master these four abilities. One of the things that learners of English need to be proficient in is listening. Among the various strategies for enhancing listening comprehension is the use of music. Songs can help people hear better, and some people find that listening to them is enjoyable. They check their ears subconsciously when listening to songs, particularly ones that are currently popular in the language. English is one of the languages that unite all nations in current century. English is a critical skill that is highly recommended to master (Goni, Muntuuntu, Sanger, 2021).

The significance of listening has historically been underestimated and excessively focused on compared to reading and writing. To master a language, listening is indispensable. Speaking and writing rely on listening as a means of engagement. If a learner lacks proper auditory assistance, they may face challenges in effectively communicating through speaking and writing. The

critical nature of listening lies in its role in introducing students to the basics of speaking and writing. By hearing accurate pronunciations of words, phrases, and sentences, students can acquire valuable vocabulary. Despite the increasing importance of listening skills, there remain numerous challenges in teaching listening to students in the classroom. Therefore, English is a required subject in schools. When learning English, two main aspects need to be understood: language skills and language components. Language skills include listening, speaking, reading, and writing, while language components consist of vocabulary, structure, and pronunciation (Lengkoan, 2017). Without a strong foundation in both language skills and components, students may struggle to effectively communicate in English. By mastering these areas, individuals can enhance their ability to understand and be understood in various contexts. Therefore, it is crucial for schools or maybe university to provide comprehensive instruction in English to ensure students develop proficiency in both language skills and components.

English is essential in various aspects of life, including business, trade, academics, and tourism. According to (Mogea, 2019) it is identified as Indonesia's primary foreign language. The goals for students include the ability to express and respond effectively to teaching and information within the classroom setting through the use of language functions. According to (Pikirang, Liando, & Wuntu, 2021) These functions include giving instructions, asking and providing information, requesting and offering services, self-introduction, invitations, agreement or disagreement, praise, and congratulations. Students are expected to apply these language functions to real-life communication on a daily basis. There

are several strategies for teaching listening, one of which involves using English songs. One effective strategy is to play English songs with clear lyrics and ask students to listen for specific words or phrases. This helps improve their listening skills while also exposing them to authentic language use. Additionally, students can practice listening by watching English movies or TV shows with subtitles, allowing them to hear the language in context. Engaging students in various listening activities will enhance their comprehension and overall proficiency in English.

There are various types of songs that can be utilized in the classroom, ranging from pop songs, classic, rock, or maybe hip hop, etc. Nowadays, finding English songs is quite convenient as most of our activities involve using smartphones, which provide numerous platforms for accessing the desired songs. English songs can add an element of fun and excitement to the classroom environment, making learning more engaging for students. By incorporating music into lessons, teachers or lecturers can help students improve their vocabulary, pronunciation, and listening skills in a creative and interactive way. Additionally, songs can also be used to teach specific grammar points or cultural aspects of the English language, providing a well-rounded learning experience for students of all ages and levels.

In education, English is one of the subjects that must be mastered at school to support future careers. One skill that is essential to develop when learning English is listening. Listening activities are important in academic settings, where students are required to comprehend spoken information and then express their own

opinions. According to (Gilakjani & Ahmadi 2013), listening is the most crucial skill to master. According to (Nunan, Ziane, 2011) listening comprehension is a challenging yet crucial skill. Its importance lies in the substantial role it plays in learning a first or second language. Listening comprehension can greatly impact language acquisition and communication proficiency. It allows individuals to understand spoken language, interpret meaning, and respond appropriately. Developing effective listening skills involves active engagement, concentration, and the ability to extract essential information. By honing listening comprehension abilities, individuals can enhance their overall language proficiency and communication effectiveness. Many students encounter challenges in communication, which can be attributed not only to their own skills but also to the teaching methods employed by educators. The level of interest that students have in improving their skills is often influenced by the approach taken by educators. Therefore, educators should utilize more engaging methods of instruction in order to capture students' interest and motivate them to practice their skills. When teaching listening, educators often rely on basic audio materials, resulting in suboptimal absorption of spoken words by students. This leads to a lack of full engagement in the learning process, making it passive and uninteresting. Difficulties in mastering English listening skills can arise due to uninspiring classroom settings, uninteresting topics, and unsuitable learning materials (Lengkoan et al., 2022). To address this issue, it is essential to incorporate suitable media into listening instruction to enhance student involvement and improve the overall learning experience.

Among the various options for learning media, songs have been identified as a valuable tool. According to (Almutairi & Shruki, 2016) songs are artistic expressions conveyed through words accompanied by music. Songs provide a dynamic and enjoyable approach to language acquisition. Typically, songs feature conversational language with frequent repetition, which aids in language retention. The repetitive nature of words or phrases in songs can enhance students' language skills. Through listening to songs, students unconsciously internalize phrases and sing along, thereby enhancing their English listening skills without even realizing it (Jumadullayeva, 2020). Additionally, as songs are pervasive and easily accessible, using them as listening aids does not induce stress or tension. This can lead to a more relaxed and enjoyable learning atmosphere, promoting interest and enthusiasm among students. In addition to improving listening skills, songs can also be a great way to introduce cultural aspects of the English language and broaden students' understanding of different musical genres. By integrating songs into listening activities, educators can create a more interactive and engaging learning environment that facilitates language acquisition and retention.

When listening to English songs, one's ears will unconsciously become accustomed to the language. This familiarity can make it easier to understand the spoken word in a classroom setting. Various media, including videos, movies, and songs, can aid students in enhancing their listening skills while learning English (Simamora & Oktaviani, 2020). Consequently, incorporating English songs into language learning activities can be a fun and effective way to improve listening comprehension. By immersing oneself in the rhythm and melody of songs,

students can subconsciously pick up on pronunciation, intonation, and vocabulary. This multisensory approach can complement traditional classroom instruction and enhance overall language acquisition. Songs improve listening skills, as they are easily accessible and help train our ears. When students listen to and memorize songs in class, the lyrics become ingrained in their long-term memory. Listening is not only a creative skill but also involves understanding the sound, including words, word arrangements, and the intonation of the voice. As listeners, we create meaning based on linguistic cues, situational context, and the speaker's intentions (Rivers, 1980). By regularly engaging with songs in the classroom, students can enhance their ability to differentiate between various sounds, tones, and accents. This practice ultimately contributes to their overall language proficiency and communication skills. Moreover, songs provide a fun and engaging way to learn vocabulary, grammar, and cultural nuances in a foreign language. In essence, incorporating songs into language learning not only improves listening skills but also fosters a deeper appreciation for music and language.

The researchers conducted this research with the aim of describes students' perception in the use of popular English songs as learning media in listening skill at UIN Sayyid Ali Rahmatullah Tulungagung. The data collected from this research is expected to provide a deeper understanding of the effectiveness of using popular English songs in teaching listening skills in a higher education environment like UIN Sayyid Ali Rahmatullah Tulungagung. Additionally, the results of this research are also expected to provide useful recommendations for educators in enriching their teaching methods.

## **B. Statement of Research Problem**

Based on the background above the research problem formulated:

1. How is the students' perception on the benefit of using popular English songs as learning media in listening skill?
2. How is the students' perception on the challenges of difficulties of using popular English songs as learning media in listening skill?

## **C. Objectives of the Research**

1. To describe the students' perception on the benefit of using popular English songs as learning media in listening skill.
2. To describe the students' perception on the challenges of difficulties of using popular English songs as learning media in listening skill.

## **D. Significance of the Research**

The results of the research are expected to have a contribution to the following people:

### **1. For Students**

The results of this research will show them the strategies commonly used when practicing listening skills. The researcher hopes that in this way, students can address their issues with appropriate strategies and improve their listening comprehension.

### **2. For Lecturers**

The results of this research can make a significant contribution to enhancing the quality of listening skills instruction in educational settings. Additionally, it is hoped that the findings from this research

can serve as a reference for educators in designing more effective and innovative teaching methods to develop students' listening skills.

### **3. For Future Researchers**

This research can provide innovation, inspiration, and tangible benefits for other researchers in the future in their efforts to improve the quality of education and advance students' overall communication abilities.

## **E. Scope and Limitation of the Research**

To conduct this research, the first limitation is that the researcher collected information about the perceptions of 6th-semester students in the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung in the 2021 academic year as respondents by conducting interviews. The second limitation is that the researcher only focused on describing the students' perceptions on using popular English songs as a learning media for listening skills. Thus, the development of using popular English songs in listening classes in the future can be observed through this research.

## **F. Definition of Key Terms**

### **1. Perception**

There are various definitions of perception. (Dange, 2016) stated that perception is the ability to sense something through the senses, such as sight, hearing, or awareness. Perception is the way something is seen, understood, or interpreted. Therefore, perception can be explained as the result of an experience that then forms an opinion from that experience. Perception can also be influenced by psychological factors, such as a



person's beliefs, values, and emotions. In a social context, perception can be defined as the way individuals interpret and understand information from their social environment. This can affect interpersonal interactions and social behavior as a whole. Therefore, it is important to understand that perception can vary between individuals, and experiences and psychological factors play a significant role in shaping a person's perception.

## 2. Listening Skill

Attempting to elaborate more on listening skills, according to (Lengkoan, 2017), Listening is listening specifically and focused on the object being listened to. Speaking naturally is the initial step before listening, and listening also plays an important role in the early stages of language development, whether in one's native language or a second language. A skill can be defined as the ability to perform an action with a predetermined outcome, and good execution often requires time and effort that have been planned in advance. Skills can be divided into two main categories: general skills and specific skills within a particular domain.

## 3. Song

A song can be defined as a musical arrangement sung by many vocalists, containing lyrics and short poetry. Simply put, a song is a combination of beautiful words that convey a message and music that harmoniously accompanies that message. Various themes such as stories, instructions, education, religion, environment, nature, love, happiness, and sadness can

be expressed through songs. Songs can be very helpful in learning English by enhancing students' listening sensitivity. Carefully chosen songs can motivate students when learning English. Music also plays an important role in the English learning process by increasing students' awareness of various meaningful sounds. According to Hampp (2019), music can also make learning more interesting and energetic. Listening to music while engaging in different activities like working, studying, reading, or driving is a widespread practice for numerous individuals. Some positive effects of listening to songs can be felt both physically and psychologically. Listening to songs can lower blood pressure and reduce muscle tension in various parts of the body, creating a relaxed and comfortable atmosphere. Listening to songs with high-quality audio devices and favorite songs that are liked can improve mood and provide a more positive feeling.