

# CHAPTER I

## INTRODUCTION

### A. Background Of The Research

English is an international language that used by people around the world to communicate each other. As a universal language, English is very important. In Indonesia, English considered as a foreign language or second language and taught formally in elementary up to university level. To have excellent English, students' have to master in two aspect: language skills and component skills. Language abilities include both reception (listening and reading) and production (speaking and writing). Students need to master component skills such as vocabulary, grammar, and pronunciation to complement those talents (Chiriana, 2015).

Many people have used English to support their life goals since it has become an international language for communication around the world (Sari & Aminatun, 2021). Moreover, English skill is essential for everyone living in this globalized time who want to compete with others, as English is utilized as a means of communication on a global scale. It is impossible to deny that English has become an important language in Indonesia, as it is taught at nearly every educational level (Handayani & Aminatun, 2020). According to Pustaka & Wiedarti (2019), one of the most significant subjects in our educational system is English. It may be demonstrated through the Indonesian government's concrete measures that English is

covered in the curriculum. It means that the Indonesian government expects its students to be able to communicate in English.

Learning vocabulary is a key aspect in learning English. This is a major aspect in learning a foreign language (Ambarwati & Mandasari, 2020). According to Thornbury (2002), "if you spend much of your time learning grammar, your English will not change very much; you can see the most progress if you learn more vocabulary and expression; you can tell very little with grammar, but almost all with words." Furthermore, Viera (2017) claimed that vocabulary skill is an essential tool for being fluent in any language skills; it also aids in the comprehension of written and spoken texts. Similarly, Simamora & Oktaviani (2020) stated, if students want to be proficient in English, they must learn as much vocabulary as possible. Vocabulary is one of the most important aspects of the language. According to the statements, mastering vocabulary is an integral part of learning a foreign language. So we may assume that without proper language, we cannot interact effectively or articulate a concept. Knowing the meaning and comprehension of a word as we talk is what learning English vocabulary implies. As a result, students with a limited vocabulary would fail to learn English. Students are also having difficulty expanding their vocabulary and memorizing the words.

The habit of listening to songs in English can be an exercise for students in mastering vocabulary skills. When listening to English songs becomes a habit for students, they will feel foreign to the new words they

hear because they may have heard the words in the song. When listening to songs, students tend to follow the lyrics and rhythm. This helps students catch English words easily because as Griffie (1992) mentions sensitivity in rhythm is a fundamental and necessary first step in learning a language. Songs in English lessons may be a useful teaching technique. It is thought that song may be a highly helpful method for teaching new English terms and expanding students' vocabulary who are learning English as a foreign language. One benefit of employing songs in English lessons, according to Kusnierek (2016), is that they offer linguistic information, such as vocabulary, pronunciation, or grammar.

Additionally, according to Gottfried (2007), music introduces students to many cultures and opens them a whole new world, It is only one of the factors that make songs a crucial part of teaching foreign languages. Students will also pick up new vocabulary or improve their pronunciation if songs are utilized in class (Aguirre et al., 2016). A song's lyrics can contain new language-learning techniques in addition to being purely entertaining. Playing a song can assist to create a happy atmosphere in the classroom or for the whole of the day (Brewer in Sari et al., 2019). It can also help to maintain a positive mood throughout the day.

According to the findings above, students' will gain new concepts and expand their vocabulary by listening to English song. Students may listen to song while learning and acquire new language by reading the song lyrics. Their practice of listening to English song might help them improve

their vocabulary. According to Cebula in Gasma (2017), students who participate in song-based learning may easily express themselves and acquire a lot of new terms. Furthermore, the environment created by the song.

According to Lozanov in Wangi (2017), boosts the capacity to recall new vocabulary since individuals find it much easier to retain something that is pleasant and melodious than something that is dry and boring.

The use of English song can improve the quality of vocabulary in the teaching and learning process. It happens because English song can stimulate students to reach new words that they have heard from an English song and repetition of song may make it easier for students' to remember the vocabulary. Listening English song is a fun way to master vocabulary. It would be an alternative for students to memorize, find the meaning, and also pronounce the word easily. Basically, people should master noun, verb and adjective words because these words are the most used in English. In this research, the researcher tried to find out if there is significant correlation between habit of listening to English song and their vocabulary mastery. The researcher need to investigate the contribution of student habit in listening to English songs for their vocabulary mastery. There for the result of this research can be used as approach to teach listening, especially for students'.

Several researchers related to the use of songs in enhancing students' English skill had ever been conducted. The first research comes from

Mubarak (2017) found that there was any correlation between vocabulary mastery, habit of listening English song and speaking skill. Then, research related to the habit in listening English songs, the research from Solehudin (2018), the research showed there was positive correlation between students' listening English songs habit and their listening skill.

This research will be different from previous study, the differences of these research can be seen from the variety of variables and research location, both are different from this research.

Related to the phenomena found and the previous related study, the researcher is interested in conducting a research to know the extent of the correlation between students' habit in listening English songs and their vocabulary mastery. Thus the title of this thesis was 'THE CORRELATION BETWEEN HABIT OF LISTENING ENGLISH SONG AND THE STUDENTS' VOCABULARY MASTERY AT SMAN 1 SUTOJAYAN'.

## **B. Formulation of The Research**

Based on the background of the problems above, the researcher formulated the problem as follows:

Is there any correlation between habit of listening English songs and SMAN 1 Sutojayan students' vocabulary mastery?

## **C. Objectives of The Research**

With regard to the problems above, the aim of this research is to find out whether there is a significant positive relationship between the habit of

listening to English songs and the students' ability to master vocabulary at SMAN 1 Sutojayan.

#### **A. Research Hypothesis**

A research hypothesis is a temporary answer that must be tested empirically. The truth can actually be obtained through scientific investigation. Based on the conceptual framework that has been put forward, the formulation of the hypothesis in this research is as follows.

H<sub>0</sub> = There is a correlation between mastery of understanding (X) and the habit of listening to English songs (Y) of students at SMAN 1 Sutojayan.

H<sub>a</sub> = There is no correlation between mastery of knowledge (X) and the habit of listening to English songs (Y) of students at SMAN 1 Sutojayan.

#### **D. Significance of The Research**

1. To prove whether there is a positive correlation between habit in listening to English songs and vocabulary mastery students of SMAN 1 Sutojayan.
2. This research can be an offer solution to face problems in English learning vocabulary which happened in the certain field.
3. After conducting the research, the researcher hopes that the results will be useful and the teacher will consider the appropriate method for teaching vocabulary to students. The researcher hopes that this research will have some benefits in learning English, especially in vocabulary development.

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

This study focuses on students' habits in listening to English songs. The main objective of this study was to determine the correlation between the habit of listening to English music and the students' vocabulary skills which were identified through the use of a questionnaire on students' habits and a text reading test taken from students' textbooks.

This research will be conducted on class X high school students. Researchers will only take one class as a sample by using cluster random sampling. The aspects to be evaluated include English songs and vocabulary.

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

### **1. Habit of Listening English Songs**

According to Richard & Schmidt (2010), a habit is a consistent pattern of action that has become automatic via repetition. Habits are repetitive behaviors that occur automatically and without conscious thought. Macknight, in Maghfiroh (2015), adds that habits are created via repetition. Bad habits develop more easily because they need less effort. Habits can be difficult to break once developed. Habits developed throughout childhood are likely to persist throughout life. Listening to English songs involves appreciating the words, rhythms, vocals, and melody, and attempting to comprehend the message. Singing is a kind of music that involves singing words. Nowadays, many individuals, particularly students, choose to listen to English songs for enjoyment

during dull activities. According to Murphey in Rosova (2007, p. 16), music and song are ubiquitous in our daily lives, including theaters, restaurants, cafés, shopping malls, sporting events, and vehicles. Music and singing have been sluggish to gain popularity in schools. The song expresses concepts and sentiments through its lyrics. It means that song not only entertains listeners but song can be used as learning activity.

From the definition above, habit of listening English song is a form of repeated listening to English song which is done regularly, and the students who do this action feels joyful as if they really have a great need on doing this habit.

## 2. Vocabulary Mastery

As is defined in terms of educational objectives, mastery is the ability each student is expected to achieve in an educational objective. James (1981:7) states: “Mastering was defined in terms of specific set of major objectives (content and cognitive-behaviors)”, then, Ray (1988:67) writes that vocabulary is the stack of words used by or known to particular person or group of person, a list or collection of the words or phrases of the language.