

CHAPTER I

INTRODUCTION

This chapter presents aspects that underline the study topic. The background of the study, the formulation of the research problem, the purpose of the study, the significant of the study, the limitation of the scope of the problem in the study, and the definition of keyword terms.

A. Background of the Study

English has four language skills: reading, writing, listening, and speaking, all of which need to be developed and mastered by students¹. Among these skills, listening plays an important role because it involves a series of speech recognition processes that create perceptions and indicate information that has been spoken by the speaker, because In a book entitled “An Introduction Applied Linguistics”, it is more appropriate to think of listening as a collection of bounded processes - recognition of the sounds a speaker utters, the perception of intonation patterns that indicate the focus of information, the interpretation of the relevance of what is said to the current topic and so on. Listening is the first skill and basic ability in learning a new language that beginners have to learn². So, we know that listening is a skill that must be honed for the first time because it includes the basics of beginners to learn English. If the students listen

¹ Cecep Setiawan, “Improving Students Vocabulary Through Listening Song” 2, no. 3 (2019): 392–97.

² Nurmala Hendrawaty, “The Influence of Listening English Pop Songs to Improve Learners’ Vocabulary at LKP Nuansa Jaya,” *Loquen: English Studies Journal* 12, no. 1 (2019): 56, <https://doi.org/10.32678/loquen.v12i01.1192>.

incorrectly, what happens is that they get the wrong information, sometimes this mistake can occur when the speaker talks too fast, so what we can do practice listening to something that is spoken quickly.

Even beginners and advanced students sometimes struggle when doing English exercises or tests, or when listening to the news. They find it difficult to grasp the information because it is not their daily language and the speakers of course talk using high speed. To the surprise of many new students, listening to a foreign language is difficult. If the students ever had to sit for a second language test, they will know that the listening section is almost always the hardest. Research shows that during the process of communication, people spend around 40-50% of our time listening, 25-30% speaking, and 11-16% reading and only 9% writing that means we spend about half the time listening³. Therefore, it can be concluded that listening is emphasized more in this context than other language skills, mainly because developing effective listening skills requires consistent practice and exposure, so it is important for students to prioritize and focus on improving this ability.

Talking about listening ability, listening ability involves understanding and integrating information from spoken language, requiring deep comprehension rather than mere auditory reception⁴. So, Listening ability is an active process that involves an individual's ability to understand and integrate information obtained from spoken language. This process not only requires

³ A Madhavi Latha, "International Journal of Advance Engineering and Research IMPORTANCE OF LISTENING SKILLS OVER OHER SKILLS," 2018, 1–4.

⁴ Komang Ayu Trisnawati, "Teaching Showing Ability Through Songs : How Effective Is It for Students Listening Comprehension ?" 5, no. 2 (2024): 153–61.

listeners to passively receive sound stimuli, but also requires deep cognitive processing, such as recognizing speech sounds, vocabulary, and grammatical structures, interpreting explicit and implicit meanings, and connecting the information heard with prior knowledge and experience. Through this process, listeners are able to build a complete understanding of the message conveyed by the speaker, so that listening cannot be understood as merely an activity of hearing, but rather as a language skill that requires concentration, contextual understanding, and comprehensive interpretation skills.

Listening is a skill that difficult to be mastered, because it needs more attention and concentration to comprehend the sounds⁵. When listening, students must have more concentration, with that concentration students can understand the content explained easily, although listening is not easy, but by paying attention to the sound well it will be easier, if the students do not pay attention at all, they will be left behind even if it is only one word but it can make they do not understand the content of the sound explanation. If they do not listen to something carefully, then everything we do will be a problem. The mistakes are inevitable if one does not listen well. Therefore, what they need to do is prioritize improving listening skills first, because effective communication depends on they ability to understand and interpret spoken language accurately. By improving their listening skills, they can minimize misunderstandings that often occur in educational settings, given that listening is a receptive skill that forms the basis for language mastery and comprehension, focusing on developing this

⁵ Setiawan, "Improving Students Vocabulary Through Listening Song."

skill will certainly improve overall English language proficiency.

The importance of listening as a receptive skill in language learning is truly significant, as it plays a vital role in acquiring essential information for daily life. Every day, people rely on listening to news broadcasts, following directions to reach different places, following weather forecasts, and paying attention to important announcements, all of which provide information necessary to function effectively⁶. Furthermore, in an academic setting, listening is equally important as students rely on it to absorb lecture material, participate in seminars, and attend presentations aimed in expanding their knowledge and improving their skills. In fact, listening is at the core of the learning process, and a student who has difficulty understanding the teacher's instructions in class will be at a disadvantage, facing obstacles that can hinder their academic progress and overall development. Students listen to lectures, seminars and talks as a way of extending their knowledge and skills.

Listening also the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Everyone can participate in the class of listening in the sense that they can improve their skills in listening, grammar, pronunciation, vocabulary, and speaking⁷. Thus, listening is not only about understanding what is said, but also about building a strong foundation for mastering the language as a whole. Every

⁶ Al-Jawi D. Fadwa, "TEACHING THE RECEPTIVE SKILLS Listening & Reading Skills," *The English Journal*, 2010.

⁷ Dewi Kurniawati, "The Essence of Classroom Technique and Activities in Teaching Listening as A Foundation Skill for Other Skills in The Early Acquisition of Language," *English Education: Jurnal Tadris Bahasa Inggris* 9, no. 1 (2016): 29–42, <https://doi.org/10.24042/ee-jtbi.v9i1.417>.

student, regardless of their ability level, can improve their other skills through consistent listening practice.

However, when trying to improve listening skills, EFL students encounter several difficulties. Discovered five major listening difficulties: speed, a cluster of sounds difficult for segmentation, obsession with the translation, association of sounds with words and meanings, and idiomatic expressions⁸. From the statement above, it can be seen that EFL students experience difficulties in listening, such as difficulty in understanding spoken language due to the speed of speech being too fast, then difficulty separating words in sentences due to fast or unclear pronunciation, difficulty understanding spoken language because they focus too much on translating words, then difficulty understanding idiomatic expressions that cannot be translated, so that some of these difficulties can be challenges for language learners in improving their listening skills. Researcher also experienced some of these difficulties when taking listening tests at Islamic boarding schools. Not only researcher, but several other students also often misheard the audio, and resulting in poor scores, the listening tests can involve listening to music or a story in English, which sometimes has different accents or dialects, these difficulties mean that we have to practice more diligently to improve our listening skills.

There are principles of teaching listening comprehension, and various kinds of listening materials that can be used in the classroom; radio-based news

⁸ Seli Siti Sa'diyah, "Efl Learners ♦ Faced Problems in Listening Comperhension," *Indonesian EFL Journal* 2, no. 1 (2017): 53, <https://doi.org/10.25134/ieflj.v2i1.637>.

programs, podcasts, songs, public announcements, recorded speech, lesson recording, recorded stories, etc. So, there are many ways to improve our listening skill, one of them is listening to a song⁹. When listening a song the students will definitely find vocabulary that is unfamiliar and heard for the first time, from that activity they can increase their vocabulary too. This method is very effective for anyone who wants to improve their English skills, by often listening songs, it is also faster to memorize and be able to pronounce well because by acquiring a lot of new vocabulary, we can definitely quickly master English. To improve listening skill, students are require to have habbit in listening to English songs and master the vocabulary too¹⁰. Listening to a song also a fast way to develop these skills, because the students enjoy the activity, it can touch their hearts and express their feelings¹¹. Listening to songs is not just entertainment, but can also be an effective learning method. By listening to songs in the language they are learning, they can improve their listening skills and understand new words. Songs have the power to touch hearts and express feelings, making students feel more connected to the language they are learning, if the students enjoy, they will definitely repeat the song several times, of course at that time they find new vocabulary words then start to memorize them, and finally they can improve their other skills.

⁹ Tri Listiyaningsih, "The Influence of Listening English Song to Improve Listening Skill in Listening Class," *Academica : Journal of Multidisciplinary Studies* 1, no. 1 (2017): 35–49, <https://doi.org/10.22515/academica.v1i1.601>.

¹⁰ Despita, "A Correlational Study Between Habit in Listening to English Songs, Vocabulary Mastery, and Listening Skill Despita STIA Satya Negara Palembang," *JOURNAL of ENGLISH EDUCATION LITERATURE AND LINGUISTICS* 3, no. 2 (2020): 52–60, <https://www.ojs.stkippgri lubuklinggau.ac.id/index.php/JEELL/article/view/1131/517>.

¹¹ Hendrawaty, "The Influence of Listening English Pop Songs to Improve Learners' Vocabulary at LKP Nuansa Jaya."

A song is a poem that is performed according to specific tone, rhythm, time and melody to create harmony. From the statement above, a song is not only words that are combined, but songs have important elements of tone, rhythm, tempo, and melody to create beautiful harmonies so that students will like and enjoy it. Music and song can be as useful as, and sometimes more than, conventional classroom materials. So, songs are one of the modern tools that are very useful for learning in the classroom, sometimes more than conventional lessons which use traditional teaching, because by using songs the atmosphere in the classroom becomes more fun and not monotonous. There is another reason why we need to use songs because songs can stick in our memory, by listening to the song more often, the song will stick in our memory faster, so that they can become part of us too. For a variety of reasons, songs stick in our minds and become part of us, and lend themselves easily to exploitation in the classroom¹². There are many ways to improve listening skills using songs. One strategy that can be used is to choose various types of music that suit your needs and skill level. For example, songs with a fast tempo can challenge listeners to improve their speed of comprehension and accuracy in capturing information. Fast tempo songs are generally characterized by a tempo of approximately 120 beats per minute (BPM) or higher. This tempo creates a lively and energetic rhythm, which can increase students' attention and engagement during listening activities.

¹² Sigrid Rieuwerts and Tim Murphey, "Song and Music in Language Learning. An Analysis of Pop Song Lyrics and the Use of Song and Music in Teaching English to Speakers of Other Languages," *Jahrbuch Für Volksliedforschung*, 1992, <https://doi.org/10.2307/848553>.

Listening to fast tempo songs can be an effective learning method for advanced language learners for several reasons. Fast songs can mimic the speed of unstructured, real-life conversation, helping students improve their listening skills in a more natural context. This way, students can be better prepared to handle fast speech and dynamic everyday conversations. Understanding fast tempo songs can provide a significant confidence boost for students. When students can successfully understand fast songs, they will feel more prepared to face fast rate speech and dynamic real-world conversations. This can increase their motivation to continue learning and improving their language skills. Successfully understanding a fast song can provide a significant confidence boost, making a learner feel more prepared for high-speed, real-world conversations.

There are lots of previous studies, the first study entitled “The Use of English Song in Teaching Listening Skill (A Quasi Experimental of Eleven Grade of Senior High School at SMA Negeri 4 Cimahi” stated the use of English songs helps students’ in listening skill especially in predicting what the native speakers pronounced, further, they can understand what the speaker said. Besides that, it also makes a new atmosphere for students’ in the classroom; they fell interested and enthusiastic to follow the listening teaching and learning process¹³. The second study is “The Effectiveness of Popular Songs in Improving Students’ Listening Skill” mentioned by using popular songs, they were curious each English time begin. They interested to what kind of popular songs that will be

¹³ I Gusviani, “The Use of English Song in Teaching Listening Skill,” 2014, https://www.academia.edu/download/57130110/123dok_the_use_of_english_song_in_teaching_listening_skill_a_quasi_experime.pdf.

hear when the class would begin. Also, they were being fun in the classroom activity¹⁴. The third study is “The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru” which states that song significantly affects listening comprehension at X grade students of MAS NU Batangtoru. So, conducting the variety of songs in a classroom can create several types of activities for innovative in teaching listening. In addition to making learning more enjoyable, It can also make students relax and reduce the anxiety¹⁵. The next study is “The Effect of Music Tempo on Performance, Psychological, and Psychological Variables During 20KM Cycling in Well-trained Cyclists” which reveals that Fast tempo music is often perceived as highly motivational and results in increased arousal in the listener¹⁶. The last study is “The Effect of Pop Musical Tempo During Post Treadmill Exercise Recovery Time” stated the experiment result concludes that pop musical tempo significantly affects the post ten minutes treadmill exercise recovery time¹⁷.

So, after reading several studies, no one has mentioned fast tempo songs in their study, so researchers used songs to teach student listening but mentioned about fast tempo, also, music tempo has not yet been used in listening context, the previous researchers have only used it in sports. By listening to song is

¹⁴ Ayatika Adawiyah, *The Effectiveness of Popular Songs in Improving Students' Listening Skill*, 2017.

¹⁵ Ayu Ashari, “The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru,” n.d.

¹⁶ Barry Dyer, “THE EFFECTS OF MUSIC TEMPO ON PERFORMANCE , PSYCHOLOGICAL AND PHYSIOLOGICAL VARIABLES DURING 20KM CYCLING IN WELL-TRAINED CYCLISTS Mr Barry Dyer Supervisor : A / Professor Andrew McKune (DTech) Submitted to the School of Health Sciences , in Fulfilment ,” no. July (2013).

¹⁷ Herry Christian Palit and Debora Anne Yang Aysia, “The Effect of Pop Musical Tempo During Post Treadmill Exercise Recovery Time,” *Procedia Manufacturing* 4, no. Iess (2015): 17–22, <https://doi.org/10.1016/j.promfg.2015.11.009>.

normal, but in this method we can use fast tempo songs, using this method is a bit difficult but it is worth trying to be more focused, careful and can improve our English skills too.

The urgency of this study lies in the fact that many students still struggle to comprehend spoken English, particularly when the speech is delivered at a naturally fast pace. This suggests that the listening activities and teaching media commonly used in the classroom may not yet be fully effective in meeting students' learning needs. The use of fast tempo songs offers a potentially effective alternative medium for improving listening skills. Fast tempo songs expose learners to a more natural speed of spoken English, enrich their vocabulary through meaningful contexts, and strengthen their auditory concentration. Moreover, music is widely recognized for its ability to increase motivation, reduce learning anxiety, and create a more enjoyable classroom atmosphere.

The findings of this study are expected to provide practical contributions for English teachers in selecting engaging and relevant teaching media, as well as theoretical contributions by enriching the existing literature on the use of music-based media in listening instruction. Additionally, the results may serve as a foundation for developing more creative, effective, and student-centered listening strategies in the classroom.

B. Formulation of Research Problem

The researcher formulates the research problem based on the background as "is the use of fast tempo songs effective on twelfth grade students' listening

ability at Al- Madienah Islamic Boarding School?”.

C. Purpose of the Study

The purpose of the study is to test whether fast tempo songs effective on twelfth grade students' listening ability at Al-Madienah Islamic Boarding School.

D. Significance of the Study

The expected results of the study is the use of fast tempo songs on twelfth grade students listening ability at Al-Madienah Islamic Boarding School.

1. For the teachers

The researcher hope that teachers will understand that the use of fast tempo songs is very interesting and useful, It can also add variety to learning methods that can improve English skills, especially students' listening skills.

2. For the students

The use of fast tempo songs can increase students' interest in learning English and boost their enthusiasm, enabling them to be better in answering audio-based questions. Using this method also makes learning more enjoyable and motivate students to learn to listen in order to get good scores.

3. For the future researchers

The results of this study are expected to be a useful reference for future researchers on educational media and listening development. This research may provide insight and a basis for future researchers in how effective this method in improving students' language skill. The suggestion for further research, it is recommended to use this title but try to apply this method to general schools,

rather than Islamic boarding schools.

E. Scope and Limitation of the Study

This study focused on the effectiveness of fast tempo songs on students' listening ability. The study only involve students with a certain level of English proficiency. This research only use fast tempo songs in English, and only measure the effectiveness of fast tempo songs on students' listening ability within 5 meetings. This study also focuses on Al-Madienah Islamic Boarding School and the sample that taken is twelfth grade girl students only. Then this study did not discuss the effectiveness of fast tempo songs in other language skills, so this research only focuses on listening skills, not other skills such as reading, writing and speaking.

F. Definition of Key Terms

This section explains the study in previous point. "The Effectiveness of Fast Tempo Songs on Twelfth Grade Students' Listening Ability at Al-Madienah Islamic Boarding School". The definition of key terms is as follows:

a. Listening Ability

Listening ability involves understanding and integrating information from spoken language, requiring deep comprehension rather than mere auditory reception¹⁸. So, Listening ability is an active process that involves an individual's ability to understand and integrate information obtained from spoken language.

¹⁸ Trisnawati, "Teaching Showing Ability Through Songs : How Effective Is It for Students Listening Comprehension ?"

b. Effectiveness

Effectiveness is that degree to which something is successful in produced a desired result¹⁹. So, in learning, effectiveness refers to the ability of a learning method to achieve the desired goals. This can measure students' ability to understand the material or improve their competence. And this study can be considered effective if the results of the statistics using the paired sample t-test show ($\text{Sig} < 0,05$).

c. Song

Song is a poem that is performed according to specific tone, rhythm, time and melody to create harmony²⁰. From the statement above, song is a combination of words that have intonation, rhythm, tempo, melody that creates a beautiful harmony so that makes the listeners like it.

d. Fast Tempo

Tempo is an index of speed²¹. In music, tempo refers to the speed at which a piece of music is played, so, tempo is a measure of the speed of the song when played, and fast tempo here means high speed of a song.

G. Formulation of Hypothesis

The null hypothesis (H_0): the use of fast tempo songs have no significant effect on twelfth grade students' listening ability at Al-Madienah Islamic

¹⁹ Prakash Patel, "Efficacy , Effectiveness , and Efficiency Getting Things Done," *Natl. J. Community Med.* 12, no. 2 (2021): 33–39, <http://njcmindia.org/uploads/NJCM-12-2-33-39.pdf>.

²⁰ Ashari, "The Effect of Using Song on Listening Comprehension at The Tenth Grade Students of MAS NU Batangtoru."

²¹ Costas I. Karageorghis et al., "Revisiting the Relationship between Exercise Heart Rate and Music Tempo Preference," *Research Quarterly for Exercise and Sport* 82, no. 2 (2011): 274–84, <https://doi.org/10.1080/02701367.2011.10599755>.

Boarding School.

The alternative hypothesis (H_1): the use of fast tempo songs have significant effect on twelfth grade students' listening ability at Al- Madienah Islamic Boarding School.