

CHAPTER I

INTRODUCTION

This chapter contains an overview of the present research. The chapter content consisted of the background of study, the problem of study, the objectives of study, the limitations of the study, and the significance of the study.

1.1. Background of Study

An important communication tool for human life is language. According to Iskandarwassid and Sunendar (2013: 226) through language, everyone can convey ideas, thoughts, feelings or information to others, either verbally or in written form. Thus, effective language learning should be able to bring someone to use language as an interaction and communication tool.

English is a foreign language that is widely used as the international language for communication around the world. Being able to speak English is necessary in this current era of globalization, because it is used as a language of commerce, of education, and of technology, where all three are interrelated. By understanding English, we can increase knowledge, know world developments, and can communicate and interact with people from various countries.

In Indonesia, English is learned as a foreign language yet has an important meaning, as a preparatory effort for Indonesians to prepare for the world competition. Therefore, English education starts from elementary school and as a compulsory subject in junior and senior high schools. In its process, it is often found that students have difficulty in learning and understanding English. That is acceptable thinking about the role of English in Indonesia as a foreign-language. Generally, foreign language means a language not spoken or used as a

means of daily communication by the people of a society or nation but only used in the classroom when the teaching-learning process takes place.

In addition, learning English is a complex process because students are required to master four basic skills namely listening, speaking, reading, and writing. In addition, English has three additional capabilities that are vocabulary, grammar, and pronunciation. All components are very important and have to be studied. Therefore, students will use all of those components in teaching-learning activities if they want to master English well. Not a few students are still unable to understand a word or a sentence that is spoken in English verbally by their interlocutor, so that misunderstanding can occur. This means, their English listening skill is still lacking and their Vocabulary is still limited.

Humans could not talk before listening; we can observe this in the development of children under five. In general, the children get the vocabulary from what they hear and what they see when interacting with their mother and the people around them. This also applies in the process of learning a foreign language, especially English, where it starts from listening. Myers and Myers (1999: 143) as cited from Sukatno (2008: 26), Listening includes not just hearing, but also comprehending, interpreting, paying a lot of attention, analyzing spoken messages, and also reacting on what has been heard. Besides, Howatt and Dakin (1974) as cited from Saricoban (1999) states listening is the ability to recognize and comprehend what someone is saying. It includes comprehending a speaker's pronunciation, accent, getting the meaning, grammar, and vocabulary. Hence, before learning to read, speak, or write, the ability to listen is the most important skill.

Learning to listen is not easy, because someone who listens must understand the context, grammatical structure, distinguish between sounds, stress, and intonation and remember the sentence used by the speaker to understand the significant meaning at the same time. Many factors can affect the listening learning process, one of which is to use learning media that is

suitable and fun. The use of media and suitable methods can develop students' ability to learn to listen. Technological development in education has brought a variety of media that can be used as an English learning tool. Some enjoyable media can be used, one of which uses sound to help students practice understanding, such as music, video, film, and others. Slameto (2010) as quoted in Angmalisang (2013: 2) argues that learning activities are more efficient when related to students' interests, desires, and goals. Nowadays, most students prefer to listen to songs to spend their free time rather than to study. Therefore, it needs a way that students can take advantage of the activities of listening to songs while learning English.

Besides the enjoyable way, listening to English songs can help students to increase their listening comprehension. In this way, students can learn English from the songs' lyrics and will find new vocabulary or words and the pronunciation of English words from the songs that they heard, and it could be also one of the most enjoyable ways to develop the listening skill or comprehension in learning English. In addition, if the students are interested in listening to English songs, it has the potential to encourage students to listen to English songs more frequently and consistently, resulting in a habit. Thus, students who are used to listening to English songs, the problem in their listening comprehension probably will increase.

In this analysis, the researcher will test students' listening comprehension based on their habits of listening to English songs. The researcher chooses this listening comprehension because the researcher believes that before speaking we must understand what the speaker said by others who use English, because by being a good listener, we can be good speakers too, besides that the researcher besides that the researcher believes that listening to English songs is an effective technique for students to improve their listening comprehension. Referring to this idea, the researcher will establish a research entitled "The Correlation

between Students' Listening Habits to English Songs and Their Listening Comprehension at SMA Pusri Palembang".

1.2. Problem of study

Based on the background stated previously, the researcher formulates the research problem of this study as follows: "Is there any significant relationship between listening habits to English songs and listening comprehension of XI. IPA grade 1 student at SMA Pusri Palembang?"

1.3. Objective of study

In order to deal with the study's problems as defined in the research questions, then, the objective of this study is arranged as possible responses to the research question. The researcher wants to know the correlation between students' listening habits to English songs and their listening comprehension for XI. IPA grade 1 student at SMA YSP Pusri Palembang.

1.4. Limitation of Study

Avoiding being too broad, this research only focused on observing the relationship between students' habit listening to English songs toward their ability to listen to English. The research used students in the 2nd semester of XI. IPA grade 1 at SMA YSP Pusri Palembang in the academic year of 2020 -2021 as a sample of this research.. The instruments that were used to find out the related data were an English listening comprehension test and questionnaire.

1.5. Significance of Study

By examining the correlation between students' listening habits to English songs and listening comprehension, the researcher hopes this research can give the information and benefit to the readers:

1. In theoretically:

- a. It can be useful as a reference and comparison for other researchers who want to do similar research.
- b. It can give an idea of teaching listening English to SMA Pusri Palembang.

2. In practically:

a. For teacher

This research can be useful as a teaching reference method, so that teachers can improve their performance, especially in honing students' listening skills through song.

b. For student

Through this research, the researcher hopes that students who have difficulty in listening to English can apply song media to improve their ability to listen to English.