

CHAPTER I

INTRODUCTION

This chapter presents brief description of the research including background of the study, statements of the problem, aims of the study, scope of the study, significance of the study, hypothesis, and research methodology.

1.1 Background of the study

In learning English as a foreign language, listening is considered as an important skill that has to be mastered. How well someone listens has a major impact on the quality of their relationship with others. Listening skill is also important to be mastered for its benefit in building knowledge.

In building a good communication with others, individuals have to understand the meaning of the messages conveyed by their partners when they have a conversation. In comprehending the message conveyed by others, listening ability is needed. Kirwan (2009) quotes Laurent's statement (2000) that 'It is impossible not to communicate'. In humans' daily life, there will be a communication which involves listening activity. Without listening ability, communication is impossible. This statement is in line with Burnard's (1992) cited in Kirwan (2009), he states that listening and attending are cited as the two most important elements of communication. Without listening, communication between people will not work smoothly.

Listening is considered as an essential element in a human's life. Listening is the catalyst that fosters mutual understanding and provides us with insight into

people's need and desires so that we can connect with them (Lawson, 2007). Rixon (1986) cited in Alam (2009) points out the importance of listening. First, listening could improve the understanding of spoken word. Second, listening provides someone with a model of the spoken language to imitate in oral production.

A study conducted by Wilt (1950) also finds that people listen 45% of the time they spend communicating (Wilt, 1950 cited in Guo et al, 2004). These finding shows that human mostly spend listening more than other language skills (speaking, reading, and writing). Considering these facts, the researcher believes that his phenomenon also exists in the classroom. In the classroom, most of the teaching and learning activities spent on listening. This statement is supported by the study conducted by Taylor (1964) cited in Purdy & Borisoff (1997). The study found that close to 90 percent of the class time in high schools and colleges is spent in listening to discussion and lectures. The above explanation proves that listening activity also exists in academic context, where the students have to deal with listening comprehension in the class. Therefore, listening ability in education field has to be mastered especially in EFL class.

In EFL class, the students face difficulties in order to communicate. This problem commonly appeared because they have to listen to what the speaker said clearly to get the meaning. The problem faced by the students in listening ability is not only because of their ability, but also from the teachers. The teachers have to develop several strategies to teach the students especially in listening

comprehension. It is essential for language teachers to help their students become effective listeners (Schwartz, 1998).

Snell (1999) states that the common problem for EFL teachers is dealing with passive class where students are unresponsive and avoid interaction with the teacher. In traditional classroom, the students tended to be more passive in the class. This phenomenon shows that conventional teaching of listening strategy may not help the students to handle the difficulties they faced and may not improve their listening skill. To overcome this problem, the teacher may develop such an interactive way to teach listening so that the students' interest 'boosted' and they will be active and involved in the teaching and learning activity. Since listening is a part of the learning process, teachers also must consider the learning styles of their students when creating lessons, presenting material, and eliciting effective listening (Beall et al, 2008). Particular listening strategy is needed not only to overcome the students' difficulties, but also to improve their listening abilities. The importance of finding listening strategy also suggested by Wallace et al. (2004), he states that experience with a variety of reading, writing and speaking activities in school can help learners acquire the skills they need to be successful. The teachers have to find particular strategies to make the students overcome their difficulties in listening, because variety of experience in listening comprehension may make them acquire the skills. Hence, the researcher chooses song as the strategy to improve the students' listening ability.

Murphey (1990) suggests that many English teachers have long recognized that song and music work well in language classes. The statement shows that

teachers can use song as a media to overcome the students difficulties in listening and improve their listening ability. Creative teacher can also use songs to teach English through songs since they provide a break from the textbook and work book. It is new and interesting for them. Therefore, with this situation, they will be motivated especially in learning listening.

Therefore, the present study is aimed to investigate the use of songs in teaching students' listening ability. Furthermore, the researcher expects that this research will give contribution to the practice of listening teaching and learning in the future.

1.2 Statements of the problem

This study aims to answer the following questions:

- 1) Does the use of songs affect students' listening ability?
- 2) What difficulties are faced by the junior high school students in listening comprehension using songs?

1.3 Aims of the study

Associated with the research questions above, this study is proposed to identify whether songs can increase listening ability of junior high school students. This study also aims to analyze the difficulties faced by the junior high school students in listening comprehension using song as the media of teaching and learning process.

1.4 Scope of the study

The limitation of the study is divided into two main concerns; the use of song as the media of teaching students' listening skill and the difficulties faced by the students in mastering listening abilities using songs. Moreover, as the subject of the study, the writer chooses the second grade students in one of Junior High School in Sumedang, which divided into two groups; experimental and control group.

1.5 Hypothesis

In this study, the writer uses the null hypothesis:

$$H_0: \mu_1 = \mu_2$$

So that the null hypothesis in this study is:

H₀: "there is no significant result in using song as the media of teaching listening to improve the students' listening ability."

1.6 Research Methodology

Below, there are methods used in this research. This explains the design of the research, the instruments which are used to gain the data, the data collection, and how to analyze data.

1.6.1 Research Design

This research was conducted based on quantitative method. The research used quasi experimental design. The sample is divided into two classes; experimental class and control class. Both classes were tested by pre-test and post-test. Before giving the post-test, songs were given to the experimental class as the treatment. Besides, the control class was taught by conventional methods; the

researcher taught listening by explaining through TOEFL based test and speaking in front of the class (the combination of teaching listening through songs and lecturing learning strategy). Afterwards, the data which are taken from experimental class and control class were compared and analyzed to find out its significance.

The analysis of this study used *t-test*. Its primary purpose is to determine whether the means of scores of the two groups are different to a statically-significant degree (Kranzler and Moursund ch.7: 89.) The focus of the *t-test* is to determine whether there is a significant difference between the experimental and control groups' means (Coolidge, 2000, p. 141).

The experimental design in this research is described as follows:

Sample	Pretest	Treatment	Posttest
Experimental Group	V 1E	T	V 2E
Control Group	V 1C	0	V 2C

Notes:

V 1E : Students' listening scores of experimental group in pretest

V 1C : Students' listening scores of control group in pretest

V 2E : Students' listening scores of experimental group in posttest

V 2C : Students' listening scores of control group in posttest

T : Treatment using songs

1.6.2 Data Collection and Techniques

1.6.2.1 Population and Sample

The subject of this study is the students of one junior high school in Sumedang. The study and the subject of the study focused on the second grade students. One class was selected as experimental class and the other class as control class. The population of this study was selected based on purposive sampling which selected based on the classification made by the school.

1.6.2.2 Instrument

In collecting data, the study used two kinds of instruments. The first instrument is listening test 1 as the pre-test and listening test 2 as the posttest. Listening test 1 is given to both classes, experimental and control class, based on the syllabus to know the score of the student before the experiment. This test comprises 42 questions of listening based test in the form of multiple choices. Afterwards, listening test 2 were given to both classes. This test was applied to both classes after the treatment given to experimental class. The result of the post-test was compared with the result of the pre-test using t-test formula. In doing so, the research used IBM SPSS 20 for windows software. After testing both classes with listening tests, then the second instrument is used.

The second instrument is questionnaire. Questionnaire is used to gain appropriate data from the students about their difficulties in acquiring listening abilities using songs. Furthermore, this research used close ended questionnaire. Close ended questionnaire presented in such a way so that the respondents were limited to the sets of alternative answers (Foddy, 1993). Hence, this questionnaire

covered a set of questions related to the difficulties of the students in listening comprehension using songs.

1.6.2.3 Procedure

To conduct the research, there are several procedures used by the researcher.

The procedures of this research are described as follows:

1. Organizing the research procedures and research instruments.
2. Clustering respondents into experimental and control classes.
3. Trying out the research instrument to check its validity and reliability.
4. Giving test to both classes with pre-test (listening test 1).
5. Giving treatment to the experimental class.
6. Giving test to both classes with listening test 2 as post-test.
7. Comparing the data by using t-test in order to seek out whether the effect is significant or not.
8. Distributing questionnaire to the experimental class to know the difficulties they faced when using song as the media of teaching.
9. Analyzing the collected data.
10. Drawing conclusions.

1.6.3 Data Analysis

In analyzing the data, there are several processes involved, such as:

1. Analyzing the students' scores in pilot test (try out test) in order to determine the validity and reliability of the instruments.

2. Analyzing the students' scores of experimental and control group in pre-test and post-test using the t-test formula as is stated in research design section in order to investigate whether or not there was a significant improvement in students' listening scores.
3. Analyzing the results of the data gained from questionnaire. Since the questionnaire is in the form of close ended questionnaire. The collected data were analyzed by coding or scoring the answers into numbers (Foddy, 1993). The most occurred answers presents on the data will be used to find the most common difficulty faced by the students in listening comprehension using songs.
4. Drawing conclusions

1.7 Organization of the Paper

The research paper is organized as follows:

I. Chapter I Introduction

This chapter consists of an introduction which provides the information on the background of the study, the scope of the study, statement of the problem significance of the study, research technique that comprises population, sample, instrument, and procedure, clarification of terms, and organization of the paper.

II. Chapter II Theoretical Foundation

This section focuses on the theoretical foundations that are relevant to the present study, with song as the main issue.

III. Chapter III Research Methodology

This part comprises the methodology of the research includes the formulation of the problems, aims of the present study, data collection, scope of the study, analytical frameworks and data analysis.

IV. Chapter IV Findings and Discussions

This chapter provides the results of the research and discussion of the research findings.

V. Chapter V Conclusions and Suggestions

This chapter presents conclusions of the study and also provides for implications and suggestions for further researchers and related institutions.

