

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, aims of the study, significance of the study, clarification of the terms, and organization of paper.

1.1 Background of the Study

English has been recognized as being an important language for international communications. Foreign language learning can be considered from the four aspects of listening, speaking, reading, and writing. According to Hsu, et al. (2013) among these aspects, listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading. The vital role of listening in communication begins with the recognition that listening is the first language skill to be acquired (Wolvin, 2009). In his study, he found that people listen for as much as 55% of their day. The primacy of listening is not just a matter of time on the task.

To say that listening is part of teaching is neither a surprising nor controversial statement. According to Wolvin (2009) listening is a critical factor in academic success. Listening used in language teaching refers to a complex process that allows people to understand spoken language. Listening is a basic skill in first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning (Bozorgian & Pillay, 2013, p.107)

Listening skill is essential for learning since they enable students to acquire information and knowledge, and to achieve success in communicating with others. However, many teachers believe that listening comprehension is a complex activity. As said by Vandergrift (2004), there are some process of listening such as coordinating sounds, vocabulary, grammatical structures, and background knowledge that involves a great deal of mental processes on the part

of the listener. Listening is the ability to concentrate on sounds in general and on speech in particular (Horn, 2007, p.9).

Teachers can show students why good listening is useful and even crucial in some situations. Poor listening can lead to unnecessary arguments and problems. As in the case of doctors, careful listening and questioning might even save lives. Life within and outside school affords many listening opportunities but some students fail to seize them because they may concentrate on what they want to say themselves rather than on what a speaker is saying. Teachers typically use an auditory method of teaching because they assume that students know how to listen. But, this case does not assume that their students know how to listen. According to English (2009) listening skill in many classrooms are taught with the traditional classroom setting with rows of desks and chairs symbolic of the type of learning that is based in passive listening. It is important to teacher to find another way in teaching listening skill that suitable with students' interest, one of the techniques is by using music or song.

The use of music and song in the English language-learning classroom is not new. It has been proven by many researchers that music and songs become one of the effective ways in English classroom. The study conducted by Horn (2007) found that in terms of attitudes toward learning English, again the group with the most songs had a more positive attitude toward their learning of English and greater confidence in their ESL instruction. According to Brand & Li (2009) teachers of English as a second language (ESL) from around the globe enthusiastically report contributions to music education about their successful use of music and associated song lyrics with students. Various teaching methods are used to teach ESL learners and, according to research, music is the most important method to enhance the learning of ESL. (Horn, 2007, p.7)

Alipour, et al. (2012), said that scholars have been arguing for the use of music in a language acquisition context for both its linguistic benefits and for the motivational interest it generates in language learners. Salcedo (2010) said that music is a universal in human culture. All cultures on this planet have music.

Language and communication are also universal. There are examples in the Mellasari Hadian, 2015

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literature to argue the strong relationship between music and language that are conducted by researchers. Music had been used on occasion with the Audio-lingual Method in language teaching classrooms to reduce the boredom that could occur from repetitive drills from the 1950s through to the 1970s (Engh, 2013).

There are several reasons that songs, particularly pop songs, might be helpful for learners. Young learners enjoy music activities. Music activities help the learners to relax and are beneficial in learning a second language. Brand & Li (2009) advocated using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. Song lyrics are embedded within a culture, its values, symbols, and beliefs. Thus, according to them, exposure to song lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings. Horn (2007) said that singing in the classroom helps the learners to relax and speaking English comes more as a joyful experience and this is a way of “speaking” without making mistakes. Brand & Li (2009) argues that songs, with their repeated lyrics and rhythms, have been examined by researchers as possible tools for enhancing learning or memory of vocabulary development and other language competencies such as grammatical structures and pronunciation.

Harmer (2007) said that one of the most useful kinds of text for students to work with is song lyrics, especially where the song in question is one which the students are very keen on. Ayotte (2004) said that several studies have illustrated that teaching different aspects of a language utilizing songs might facilitate the process of language learning in the classroom. It means that children and youth will be easier in learning new language by using songs. According to Engh (2013), many researchers have been conducted the use of music for English-language classroom especially for ESL learners. However, songs can present a problem, particularly with teenage students; because it is often difficult to know exactly which songs the students like at any particular time, and which songs, very popular last week have suddenly gone (Harmer, 2007, p.320). So, this study is conducted to seek the response of the EFL students toward using song lyrics in

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teaching listening and investigate some challenges that faced by teacher when use song lyrics in teaching listening in the classroom.

1.2 Research Questions

The study is conducted to answer the following questions:

- a. How do the students respond to the use of song lyrics during the teaching of listening?
- b. What are the challenges faced by the teacher and the students in using song lyrics in listening class?

1.3 Aims of the Study

The aims of this study are as follow:

- a. To investigate the students' response toward the use of song lyrics during the teaching of listening,
- b. To find out the challenges faced by the teacher and students in using song lyrics in listening class.

1.4 Scope of the Study

This study focuses on discovering the students' response to the use of song lyrics in their listening ability after they learn English by using song lyrics as the learning media. In addition, this study also investigates the challenges faced by the teacher and students in using song lyrics in listening class.

1.5 Significance of the Study

1.5.1 Practical Perspective

Finding of this research is expected to contribute to language learners and language educators about informative inputs with empirical evidence on the use of song lyrics in improving students' listening ability at the second grade of

junior high school in Bandung. Besides that, this study gives further information about the students' response toward the use of song lyrics in their listening skill.

1.5.2 Professional Perspective

The discussion of this study may help teachers find some innovations and appropriate methods in teaching listening skill especially for junior high school students. It can also be used as consideration to be a chosen media by language courses or schools. Lastly, the research finding will help the researcher in reflecting how to teach listening skill by using song lyrics.

Hopefully, by using this kind of technique, the students' listening ability can be improved well. Furthermore, the result of the study hopefully offers an alternative method for teachers to create their meaningful teaching-learning process in improving students' listening ability based on the students' characteristic.

1.6 Clarification of Terms

1.6.1 *Song*: a usually short piece of music with words which are sung. (Cambridge Advanced Learner's Dictionary Third Edition)

1.6.2 *Music* : a pattern of sounds made by musical instruments, singing or computers, or a combination of these, intended to give pleasure to people listening to it. (Cambridge Advanced Learner's Dictionary Third Edition).

1.6.3 *Listening skill*: Listening is a basic skill in first language acquisition and is crucial in English as Second/Foreign Language (ESL/EFL) learning. Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. (Bozorgian and Pillay, 2013, p.107).

1.6.4 *Case Study*: A case study is one which investigates the above to answer specific research questions (that may be fairly loose to begin with) and which seeks a range of different kinds of evidence, evidence which is there

in the case setting, and which has to be abstracted and collated to get the best possible answers to the research questions. No one kind or source of evidence is likely to be sufficient (or sufficiently valid) on its own. This use of multiple sources of evidence, each with its strengths and weaknesses, is a key characteristic of case study research. (Gillham, 2000, p.1)

1.7 Organization of Paper

The paper is presented into five chapters. Each chapter divided into subtopics that elaborate the investigated issues.

Chapter I contains the introduction to the present study. It covers an introduction to the important of listening skill, the role of music and songs in learning English, and the previous studies about the use of songs in language teaching. This chapter also reviews the research questions, aims of the study, scope of the study, significance of the study, clarification of the terms, and organization of paper.

Chapter II focuses on theoretical framework of the study related to the use of songs in teaching listening. It reviews the nature of listening, the process of listening, the types of listening, teaching listening, and the approaches of teaching listening. This chapter also defines the role of songs in language learning and the previous study related to the use of songs in teaching listening.

Chapter III describes the research methodology. It discusses research design, population and sample, data collection and data analysis.

Chapter IV describes the findings from analysis and the corresponding discussion. It elaborates and interprets the findings and the discussions of data obtained from data collections.

Chapter V describes the conclusions and suggestions. It provides conclusions of the research and suggestions for further research.

1.8. Concluding Remark

The present chapter has presented the background of the research which includes to the important of listening skill, the role of music and song in learning English, and the previous studies about the use of song lyrics in language teaching. This chapter also discovered research questions, aims of the study, scope of the study, significance of the study, clarification of the terms, and organization of paper.