

## CHAPTER I

### INTRODUCTION

In this chapter, an introduction is presented. It consists of background of the research, research questions, aim of the study, scope of the study, hypothesis, significance of the study, research method, clarification of terms, and organization of the paper.

#### 1.1 Research Background

The very first language skill we picked up as we grew up is listening. Speaking, reading, and writing came later on after we have learned from listening. Listening to other people speaking English is the foundation to mastering English language. It is the medium through which people gain a large portion of their education, their information, their understanding of the world, their ideals, and their appreciation (Wills and Nizhou, 2006, p.3). Listening has relegated to a secondary position in the English language-teaching classroom. Compared to speaking, reading, and writing skills, there is a lack of research interest into listening. It has not received wider attention although listening is actually the language skill most often used in daily life. More than forty percent (40%) of our daily communication time is on listening, thirty-five percent (35%) on speaking, sixteen percent (16%) on reading, and only nine percent (9%) on writing (Burely-Allen 1995). In Indonesia, teaching of listening skill at school especially at senior high school becomes considerable attention. Students' listening ability has arisen since the listening

test was first included in the 2004 National Examination for English, like other three language skills. Listening skill is crucial to learning, students who listen well will be able to follow direction, and complete activities, students cannot learn effectively if they cannot listen and follow to directions (Carole Elckeles, 2003). Thus, it is clear that listening is one of important skills that students should master.

Teaching English in school is generally based on how the teacher applies manner in teaching English. In teaching listening, it is advisable to orient students to what they are about to hear by providing various form of listening supports (Pospoczynka, 2000; Chang and Read, 2007) in order to give learners a context for interpretation and also active background knowledge (Chang and Read, 2007; Brown, 2006). One way to raise their self-enthusiasms is by the use of songs, which will enable them to give more reaction in learning English (Dickson, 1987; 34). As an attractive technique, taken from student's daily activities, the students will feel engaged in the English tutoring (Cross, 1992; 164). Besides, the songs are part of authentic materials required for studying about foreign language directly from the native speakers. A problem on the teaching of listening skill in Indonesia school is lack of listening audio and video materials from the native speakers of English. In fact, students should be familiar with 'how' the language pronounced or spoken and finally they will be able to adopt and use it naturally in authentic situation. Students are listening materials as often as possible, so that they have enough input as the references to use in communication. Moreover, learning English through songs can be more effective to assist listening skill, in addition, students get knowledge on what they can hear the words from the songs,

when students learn in an enjoyable situation because teenage learners usually like listen to music, and they will digest the lesson easily.

Based on the consideration above, therefore, this study investigates whether or not using English songs as a technique improves students' listening skill. This study also investigated the students' perception towards the use of English songs in developing students' ability in listening skill.

## **1.2 Statements of the Problem**

The issues to be discussed in this study are summarized in the following research questions:

1. Does the use of English song improve students' listening skill?
2. What are students' responses towards the use of English song in teaching students' listening skill?

## **1.3 The Aims of the Study**

The study is conducted to investigate further about teaching listening skill using English songs. In accordance with the research questions, the aims of the present study are hopefully able to:

1. Find out whether the use of English songs improves students' listening skill.
2. Find out students' responses towards the use of English songs in improving students' listening skill.

#### 1.4 Scope of the Study

This study focuses on identifying whether the English song can improve student's listening skill used by English teacher and the responses toward using English songs in improving students' listening skill. Eleventh graders of SMA Negeri 4 Cimahi were investigated in this study. The aim of teaching purpose was practicing the listening skills for students through English song.

#### 1.5 Hypothesis

The null hypothesis ( $H_0$ ) in this study is that there is no difference between students' listening skill who's used English songs as technique in teaching listening skill and those who did not. This null hypothesis ( $H_0$ ) is formulated as follow:

$$H_0: \mu \text{ pre-test} = \mu \text{ post-test}$$

Where,

$H_0$  : there was no difference between teaching listening skill by using English songs technique in experimental group and in control group after being given the treatment.

$\mu$  Pre-test : score of pre-test

$\mu$  Post-test : score of post-test

#### 1.6 Significance of the Study

The results of this study highlight the use of English songs in teaching listening to improving students' listening skill. This study is hopefully able to present a real

portrait of using English song in improving students' listening skill at SMA Negeri 4 Cimahi.

## 1.7 Research Methodology

Research methodology in this present study includes research design, population and sample, data collection and data analysis.

### 1.7.1 Research Design

The study is quantitative research because it proposed to test a hypothesis through collection and analysis numerical data. Sugiyono (2008:34) said that quantitative method is used when a study aims to test a hypothesis. Banner (2005) also said that quantitative research shows the implementation of numerical approach toward data collection and analysis.

The method of this study is carried out by using quasi experimental design. According to Hatch & Farhady (1982: p. 24) state that quasi experimental design are practical compromises between true experimentation and the nature of human language behaviour which we wish to investigate.

The experimental design in the study is described in the following table:

**Table 1.1**

#### **The Quasi-Experimental Design**

Group	Pre-test	Treatment	Post-test
Experimental	Xe 1	T	Xe 2

Control	Xc 1	O	Xc 2
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Xe 1 : Students' listening scores of experimental group on pre-test

Xc 1 : Students' listening scores of control group on pre-test

T : English song treatment

O : Non- English song treatment

Xe 2 : Students' listening scores of experimental group on post-test

Xc 2 : Students' listening scores of control group on post-test

### 1.7.2 Population and Sample

The writer chooses the population and the sample from students at SMA Negeri 4 Cimahi. It should come from same grade level; eleventh grade which are taught by the same teacher. From the population, the sample of this study was the students from two selected classes, the first class is the experimental group and the second class is the control group. Each class consisted of 40 students; however, to anticipate the research samples' absences, this study only took 30 students from two selected classes. As a result, the total fix numbers of the sample are 60 students. The sample is chosen based on the consideration that students in this level have sufficient experience in listening skill.

### 1.7.3 Data Collection

This study will use some instruments when collecting data. Those are:

- 1) Pre-test and post-test which include completed a missing words test. Pre-test and post-test are directed to both of experimental and control groups.

- 2) Questionnaire which is used to gather the information from students in experimental group about their responses on the use of English song in teaching students' listening skill.

#### **1.7.4 Data Analysis**

The data were analyzed through quantitative approaches. The following activity after collecting the data is the data analysis. In order to meet the aims of the study, several steps are established to analyze the collected data:

- 1) Delivering pilot-test to students for checking the validity, level of difficulties and reliability of the test before conducting a pre-test;
- 2) Providing the instruments, they are pre-test and post-test;
- 3) Testing hypothesis and interpreting the result using SPSS 17.0 for windows;
- 4) Conducting questionnaire to know the students' responses.

#### **1.8 Clarification of Terms**

In order to avoid unnecessary misunderstanding, some terms are clarified as follow:

1. Song is a relatively short musical composition for the human voice (possibly accompanied by other musical instrument), which features words (lyric).
2. Listening skills allow one to make sense of and understand what another person is saying.

## 1.9 Paper Organization

This paper presented in five chapters. They are:

*Chapter I is Introduction.* It provides information about background of the study, statements of the problem, the aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and paper organization.

*Chapter II is Theoretical Foundation.* This chapter provides the theoretical foundation of teaching listening through English song,

*Chapter III is Methodology.* It elaborates the procedures of the study in order to find out the answer of the questions stated previously in chapter I.

*Chapter IV is Results and Discussions.* The chapter gives clear answer to the study questions that have been proposes before. The results and discussions presented based on the data that analyzed and they are related to theoretical in chapter two.

*Chapter V is Conclusions and Suggestions.* This chapter presents conclusions of this study and suggestions for further study.