

CHAPTER I

INTRODUCTION

This chapter presents a general description of the paper. It covers the background of the study, research problems, the aim of the study, the scope of the study, significance of the study, hypothesis, and organization of the paper.

1.1 Background

Nowadays, people use many foreign languages that are important to support their activities. English is one of the most popular and demanded foreign language since it is claimed as an international language. From time to time, more Indonesian people realize the importance of English proficiency. It gives people an opportunity to get access to knowledge, technology, career forward, and even to support our successful life. English proficiency consists of the four basic skills of language; these are listening, speaking, reading and writing.

Listening as one of the basic skills of language plays an important role in the language learning. It is in line with Vandergrift (2007) who states that listening comprehension lies at the heart of language learning, but it is the least understood and least researched skill.

In learning a second language, students must acquire the skill of listening. Regarding this, Nunan (2003) argues that there are two factors in considering listening as an important element for language acquisition. The first is to provide

input for the process of language acquisition. The second reason is that listening is dominantly used in everyday life.

In daily activities, people spend most of their time to listen to things, such as music, lectures, and utterances. Cohen in Suryanti (2002) states that about forty-five percents of our time in communication is spent in activities related to listening as well. Thus, there can be no doubt that every time we do the listening activity.

Actually, learning a foreign language and comprehending spoken language in listening activity is not easy. The listeners need not only to understand what is being said, but also to select the important and relevant information and reduce it to a form that can be taken down quickly in writing and remain understandable for intake later. As a result, the mastery of listening ability is crucial for English foreign language learner, and it should play an active role in activities and focused tasks (Lijun Lou, 2005).

For that reason, Mendelsohn (1994) believes that if students listen to the target language all day, they will improve their listening ability through the experience. One way of developing listening ability is by listening to song, since for most students singing songs and listening to music are enjoyable experiences (Lynch, 2006). Through listening to English songs, students are exposed to authentic example of the second language, because simple and repetitive songs often contain a resurgent grammatical pattern (Lynch, 2006).

In terms of language learning, students can take advantage of using songs as an input for their language learning, especially for improving their listening

skill. That listening to song can develop listening skill has been observed by Moriya (1998), Orlova (2002), and Wonho (2002). They believe that students from any language background can benefit from a choral or individual listening of the lyrics from songs, practicing the natural reductions that occur in spoken English”. Songs contextually introduce the features of supra-segmental (how rhythm, stress, intonation, and pronunciation affect students in English context) (Moriya, 1998; Orlova, 2002; Wonho, 2002).

Referring to those explanations above, this study aims to investigate the frequency of listening to English songs amongst the third year students of English department of UPI, and their listening achievement as indicated in their latest test (exit level test) held by the English department. The writer assumed that the more often students listen to English songs, the better skill they have in listening ability. A large amount of time or a high frequency in time of listening to English songs can help develop listening mastery in better ways.

1.2 Research Problems

This study is intended to find out the answer to the following questions:

1. What is the students' frequency in listening to English songs?
2. What is the students' listening achievement based on the Exit Level Test carried out by the English department?
3. Is there any correlation between the students' frequency of listening to English songs and their listening achievement?

1.3 The Aims of The Study

Relevant to the research questions above, the study aims:

1. to identify the students' frequency of listening to English songs.
2. to identify the students' listening achievement.
3. to identify the relationship between the students' frequency of listening to English songs and their listening achievement.

1.4 Scope of The Study

Relevant to the problems that have been formulated above, the study is only limited to investigate the third year students' frequency of listening to English songs at the English Department of UPI correlated to their listening achievement, as indicated by their listening score attained from their latest test (exit level test) held by the English department, and to describe other required information needed to support this study as how it correlates to their listening achievement.

1.5 Significance of The Study

This study is expected to provide theoretical, practical, and professional benefits.

1. Theoretical Significance

The research finding can be used to enrich the theories and methods regarding the use of English songs toward students' listening skill development.

2. Practical Significance

Practically, the research finding provides the information to the English teachers in teaching listening by using songs, so they can teach students in an effective and joyful way. While for students, it will give information on direct contribution to both students' language development in listening skill and successful achievement in listening test.

3. Professional Significance

The research finding provides information for English teachers on how listening to English songs can develop students' listening skill. Thus, it is true that the use of English songs develop students' listening ability. In addition, it gives wide space to the coming researcher who would like to do a research in the same topic in broader scope and larger samples which can be used as reference.

1.6 Hypothesis

Related to the problems mentioned earlier, the writer proposed the hypothesis as follows:

Ha: There is a positive correlation between students' frequency of listening to English songs and their listening achievement.

1.7 Organization of the Paper

The paper of the research will be organized as follows:

Chapter I (Introduction)

This chapter contains background, research problem, the aim of the study, the scope of the study, significance of the study, hypothesis, research method, as well as organization of the paper.

Chapter II (Literature Review)

This chapter covers literature review related to the study, namely students' frequency of listening to English songs and their listening achievement.

Chapter III (Research Methodology)

This chapter deals with Methodology which covers research design, population and sample, data collection and data analysis.

Chapter IV (Research Findings and Discussion)

This chapter describes and interprets the findings based on the collected data.

Chapter V (Conclusion and Suggestion)

This chapter presents the conclusion of the study and draws some suggestions as a contribution for English teaching and learning and for further research.