

# CHAPTER I

## INTRODUCTION

This chapter discusses the research background, problem identification, limitation of the problem, research question, research objective and the research significance.

### 1.1 Background of the Research

In learning a language, language learners must devote a significant portion of time to have some listening practices. Language learners hear sound, sentences, and speech patterns until they can understand and begin to speak. Hence, the first step in learning a language is to learn to listen. Listening is an essential skill in human life to have all effective communication (Izzah, 2014). This is due to the fact that most people learn by hearing. Besides, listening is an essential skill to be mastered as students' ability and idea in this process.

In fact, listening skill is essential for English learners and challenging to be learned than other language skills (Gilakjani & Sabouri, 2016). During listening, the brain trying to connect the words and construct the information, then creating a meaning or comprehend it are a difficult of requirements in learning listening. Listening has several advantages for students as it develops their social skills and introduces them to a new language. Listening skills is useful to help students understand some word that they possible find outside of the learning process in the school (Ghonivita, Pahamzah, Syafrizal, & Wijayanti, 2021). Students who fail to comprehend the message effectively from the speaker could easily misunderstand. Therefore, listening practices is significant way to promote students' ability to convey the information easily.

Since the development of education field, teachers are demanded to be able facilitating meaningful learning and teach students creatively. Meaningful learning will be achieved when students have opportunity to learn through authentic materials and entertaining of

learning techniques. It also needed during learning listening. As the option, teacher can choose an appropriate technique to motivate the students to learn listening by engaging in fun activities that are tailored to their ages.

Teaching listening can be implemented through two techniques; conventionally or innovatively. Conventional technique of teaching listening comprehension mainly refers to the activities (Siegel & Siegel, 2015). When the answers were done, teachers should check it to ensure the students' listening ability. The conventional listening technique mostly word and sentence oriented instead of understanding the context (Ünveren Kapanadze, 2019). The conventional listening activities usually focus on exercises such as dictation, cloze listening, multiple choice questions which only needs students to use recognition than comprehending (Richard, 2008). These traditional ways course learners feel unmotivated, lack of understanding the context, and find difficulties during listening activities. Jiang (2009) also mentions that the traditional technique of listening activities only focusses on the results than the process itself.

In the digital era, a lot of teaching techniques can be applied to deliver the learning material of listening lesson. Which of them is songs, song have become more popular in the education field specifically for listening class. Song is defined as types of scientific and formal text as they contain rhymes and an informal style of expression (Bhsarat et al., 2021). According to Johnson (1884), song is melodies which associated with words that has emotional meaning. Songs are an excellent auditory medium for learning since they may provide both fun and a non-threatening learning environment. Song is written to encourage students to participate in English classes and learn to listen the second language acquisition (Winasih, 2018).

Song can be added into listening process as an innovative technique. Theoretically, Sevik (2006) states that listening comprehension is best taught through songs. Listening to songs in

English lessons may be beneficial for children in many areas (Murphy, 1992). Song has created various tremendous impact on listening comprehension (Mailawati & Anita, 2022; Murniaty, 2017). In line with this statement, Ratminingsih (2017) adds that songs are a good technique to contextually impart grammatical knowledge. This concept believes that song can be utilized to teach a variety of phrase patterns, including adjectives, adverbs, and others, as well as listening.

Further, songs have represented as an effective learning technique due to its benefits to learners' language development. Tasnim et al., (2022) mentioned that song has beneficial for several things such as (a) bring various positive effects by creating an entertaining class environment; (b) facilitate authentic material by connecting to real-life emotional factors, (c) building learners' confidence, (d) increasing motivation, and (e) developing grammar, pronunciation, vocabulary, and memory. Songs also promote students' motivation to learn English in the classroom (Dzanic et al., 2016). Wahyuni (2012) states that English learners can comprehend and acquire new terminology by listening to some popular songs. Song also helps students' drive to learn as well as their interest in the English language (Adnyani et al., 2020).

Even though song becomes an appropriate English teaching technique, Among these few studies, there are Nurteteng et al., (2019) who investigating the effectiveness of song towards listening skill on seventh graders of SMP N 11 Sorong and revealed that song had a significant effect on listening skills. The other study also conducted by Huda and Huda (2022) by involving seventh graders of SMPN 2 Sutojayan. They noted that that song is effective for teaching listening and contributes positive effect on students' listening comprehension. Then, Ridhani et al., (2022) showed that song gave a significant effect on the improvement of listening VIII MTs. Muhammadiyah 13 Tanjung Morawa. The relevant studies proved that the utilization of song as a learning technique have significant and

positive impact towards students' listening comprehension. It was revealed through the previous studies that students' listening comprehension by integrating English song is better than students who taught conventionally.

Therefore, the current research is intended to fill this gap by investigating the effectiveness of song towards showing ability topics on students' listening comprehension in one of the state Junior High School in Singaraja, Bali. The study also emphasizes on proving the theory by (Sevik, 2006) and (Millington, 2011) towards the effectiveness of song in enhancing students listening comprehension skills. The songs are made by native speakers that will help learners to learn listening comprehension optimally.

## **1.2 Problem Identification**

Students' problems in learning English are mostly found in the listening comprehension and their low motivation to learn English language, especially in learning English grammar (Kolin et al., 2019). These cause the students to have limited listening comprehension which is resulted in difficulty in understanding the language. Most of students feel under pressure to understand the meaning and are easily bored to find the meaning during listening activity (Hadi, 2019). According to the similar research Azura & Daud (2017) The students' low motivation to complete listening exercise is due to poor preparation, ineffective teaching method and the implementation of lesson plan which is more focused into speaking and writing rather than listening. Therefore, teacher should select an appropriate teaching technique in order to achieve optimal listening comprehension skills.

In the education system, school institutions have the right to prepare the materials and topics that will be taught to students. Teachers will tend to take more references from textbooks prepared by the government. one example is material about showing ability, in this material students are expected to be able to identify, express and ask questions about spoken and written texts to express abilities with a coherent text structure and linguistic elements that

are correct and appropriate to the context. Meanwhile, referring to the syllabus design the learning outcomes in this material are listening and speaking. Students will have no more difficulty understanding using showing ability expressions if listening exposure is rarely given through native speakers.

Relating to the existing literature, Ünveren Kapanadze (2019) and Richard (2008) claim that conventional listening technique intended to the word and sentence oriented instead of comprehending the language context. Jiang (2009) also mentions that the traditional technique of listening activities only focusses on the results than the process itself. It impacted to the learner's motivation and listening comprehension skills. Meanwhile, Millington (2011) and Sevik (2006) state that the utilization of song as a learning technique during listening lesson contribute positive impact on students' listening comprehension. Various relevant studies also report that song has a significant effect on students' listening comprehension (Huda & Huda, 2022; Kolin et al., 2019; Ridhani et al., 2022). Therefore, to fill the gap of effectiveness between conventional and innovative listening technique using song on showing ability topics in listening comprehension, it is necessary to conduct this recent study. The study emphasizes on investigating which theory is relevant in enhancing students' listening comprehension based on topics showing ability.

### **1.3 Research Limitation**

Based on the problem identification, the study focuses on investigating the effectiveness of song of showing ability towards eighth graders' listening comprehension. The integration of song as a technique in English teaching aimed to create innovative teaching technique for listening comprehension. There will be two groups of students involved as a sample of groups which consist of 80 students from second graders of SMP Negeri 4 Singaraja. One group as an experimental group who will be taught showing ability by song as learning technique. Meanwhile other group as a control group who will be taught

showing ability conventionally without song. Therefore, the research is limited by the setting, the learning technique, the sample and the types of song which are used in the study.

#### **1.4 Research Question**

Based on the research limitations, the research of this research is formulated as follows:

“Is there any significant effect of song towards showing ability topics in students’ listening comprehension at SMP Negeri 4 Singaraja?”

#### **1.5 Research Objective**

Regarding the research question, the study purposes to prove whether song about showing ability has a significant effectiveness towards students’ listening comprehension at SMP Negeri 4 Singaraja.

#### **1.6 Research Significance**

##### **1.6.1 Theoretical Significance**

Theoretical significance of this research is to expand and confirm the existing knowledge about listening media for teaching foreign languages, especially the use of song. The study is expected to be a reference for English teachers in relation to the implementation of song in listening class.

##### **1.6.2 Practical significance**

###### **a. For EFL students**

For students’ the result of this study to improve the students’ learning activity and outputs in listening through a song. Hopefully the students can enjoy the process of learning to make a good atmosphere in learning listening comprehension by using song. Then the students will easily get the knowledge by remember the lyric of the song to make them motivate to use the second language.

b. For EFL Teachers

This study expected to improve the quality of teaching listening comprehension through a song. Besides, the integration of song can contribute an innovative teaching during listening section. Through the result of the research, EFL teacher will know what activity contributes significant impact towards students' the listening comprehension so that listening outcomes will be achieved maximally.

c. For future researcher

The result of this study is expected to provide data in order to proceed more deeply in listening through a song for future researchers. Then it also can enrich the ideas for investigating the other impact of song on language skills.

