

## CHAPTER 1

### INTRODUCTION

This chapter discusses about the introduction of the research. It elaborates the research background, identification or research problem, research limitation, statements of problem, research objectives, and research significances.

#### 1.1 Research Background

Listening is one of the most important language skills in language learning. It is because listening is a key to all effective communication, without the ability to listen effectively, messages are easily misunderstood. It is supported by Hamouda (2013), the real goal in most listening is not only to understand every word but also to comprehend the information that the listener wants or needs from the message. This skill is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning (Renukadevi, 2014).

Some people think that listening is a passive because they do not need to produce sounds when they are listening. However, listening is not a passive activity. Ghanbari and Hashemian (2014) indicate that listening is an active process which occurs in the mind. They state that, something that occur in our mind is the process of creating meaning from the listening. During listening, our

mind is trying to construct meaning by connecting the new information with the prior knowledge (Ghanbari and Hashemian, 2014). Thus, activating the listener's prior knowledge is really helpful in listening.

The ability of listening skill depends on comprehend the speaker's grammar, vocabulary, and pronunciation to avoid misunderstanding the speaker words' meaning. Millington (2011) states that there are two processes involved in listening. The first one is bottom-up processing, where the listener builds up the sounds into words, sentences and meaning. The second one is top-down processing, where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension as stated by (Millington, 2011).

Listening is familiar to the students' real life. They always listen sounds around them, such as listen to teacher's explanation, friends' opinion, and sounds which are produced by teaching media in the learning process. Meanwhile, many students feel it difficult in comprehending each word that they listen in listening class, especially when listening English as a foreign language. The students' problem is difficulty in comprehending all words that they do not ever listen before. They feel confused with pronunciation of English language that is much different from Indonesian language. The students also lack of grammar and vocabulary because they rarely learn and practice.

Based on the observation conducted by the researcher of the teaching and learning process at SDN 3 Banjar Jawa, Singaraja, it revealed that it was not conducted in meaningful way. The teacher did not use any media in teaching listening. The activity of listening practice was normally conducted by the teacher

through dictating some simple sentences related to the topic while the students were asked to write down what they listened. There was no other activity in listening other than dictation. As a result, the students seemed lack of enthusiasm in listening to the teacher. Then, this was not meaningful way in teaching listening to EFL young learners.

There are so many innovative teaching media that can be used by teacher. One of media that the teacher can use in teaching English is using English songs in teaching listening. Song is a great way to improve pronunciation and grammar, and you are likely to learn new vocabulary (Rashid, Hilal, and Kazari, 2015). This is one of the audio-visual aids for teaching and it is believed to catch students' attention effectively. Through English songs the students are expected to have fun learning and more opportunity to practice. Some experts argue that song is a good media in teaching students.

According to Buharyani (2013), the idea of using songs in the English lessons is for various reasons. Song provides a fun and relaxing way to acquire process and produce English. She said that through songs, language learners get to see the beauty of English and therefore they become more interested in the English language. Song also help them to understand various pronunciation of English. Besides, Ratminingsih (2016) argues that song is good for learning English on the listening skills. Further, practicing on the lyric reading, vocabulary, and listening to various English songs may help students become more familiar with songs and make them confident about their ability to understand the world around them (Kim and Kang, 2015).

According to Faliyanti (2017), the value of teaching English by using song for young learner is they will have long memorization for some words on the lyric. So, it can make an improvement in English speech rhythms, intonation, and pronunciation. It means that song does not only create fun activity, but there is also an improvement in learning English by using song for students. Malekian (2016) notes that it is more interesting to listen English song rather than common listening material because song provides students a joy in a boring day. He notes that English song is a complete package which includes of vocabularies, grammar, even the culture in the rhymes of the song.

As stated by Murphey (in Malekian, 2016), song can be an instrument to make the listening activities more alive. He also stated that students can improve their listening skill and their cultural knowledge using song in their listening class. Then, all the types of song can be used in EFL class. The students will have their confidence in their listening ability when they familiar with the popular songs that they learn in the listening class. It is because they learn the vocabulary through the lyrics reading in much kind of songs. Moreover, they will understand and can get closer to the world around them.

Many English teachers have long recognized that song and music work well in language classes (Kurinia, 2017). She also states that students can become bored by repeatedly listening to a narration or dialog during learning activity. The students are easy getting bored and it needs solving by using song as a media in teaching listening (Hismanoglu, 2015). He states again this media makes the atmosphere during teaching and learning activity more fun. Song also makes students enthusiastic to learn pronunciation and vocabulary words.

Ratminingsih (2010), song gives benefits to students and teacher to learn English and adds another important value of the use of song in the classroom.

From explanation above, every people in the world listen songs since they are born until they pass away. Listening a song is an activity which loved by everyone. Listening to songs will be a relax activity in a boring day that faced by the students in their listening class. Therefore in the present study, the researcher would like to find out if there is significant effect of English songs on the third grade students' listening skill at SDN 3 Banjar Jawa, Singaraja between who are taught by using English songs and those who are taught by using conventional teaching. The difference between this study with the previous related study is that it is conducted in a different grade, setting, and using different materials. This research is implemented to the third grade students of SDN 3 Banjar Jawa in which they are taught three kind of materials as stated in the school syllabus.

### **1.2 Identification of Research Problem**

The students in SD Negeri 3 Banjar Jawa, Singaraja still face difficulties in comprehending each word that they listen in listening class, especially when listening English as foreign language. In this case, the students have difficulty in comprehending all words that they do not ever listen before. They feel confused with pronunciation of English language that is much different from Indonesian language. They also lack of grammar and vocabulary because they rarely learn and practice. The lack of vocabulary influences students' comprehension to get the meaning of each word. The factors that affect the students' difficulties in

comprehending words can also come from the teacher. It is because the teachers do not use an innovative media. The teacher still teaching conventionally that make the students difficult to learn new vocabulary especially in listening class. As the result, the learners will be easy to get bored in teaching and learning process and they also will less motivation in join the learning process. So to get more, the teacher has to be creative in order to look the new media in teaching listening that is by using English song as a media. The use of English songs make the atmosphere during teaching and learning activity more fun. Song also makes students enthusiastic to learn pronunciation and vocabulary words in listening class. Besides that, they will get more interest in receiving the material.

### **1.3 Research Limitation**

This study will be conducted at SDN 3 Banjar Jawa, Singaraja by involving the third grade students. There are two groups of three sub-classes students taken as sample groups. Those two groups are the experimental group and control group. Experimental group refers to the students who are taught by using English song, while control group refers to the group of students who are taught by using conventional teaching. This study has a major limitations that is to find out the effect of English songs on third grade students' listening skill at SDN 3 Banjar Jawa, Singaraja.

#### **1.4 Statement of Problem**

Based on the background of the research above, the researcher will objectively focus on finding the answers of the following problems:

Is there any significant effect of English songs on third grade students' listening skill at SDN 3 Banjar Jawa, Singaraja?

#### **1.5 Research Objectives**

The objectives of this research is “To investigate whether or not English songs can give significant effect toward the third grade students' listening skill of SDN 3 Banjar Jawa, Singaraja”

#### **1.6 Research Significances**

##### **1. Theoretical**

Theoretically, the result of this research is expected to contribute development of knowledge in field of education. Moreover, in specifically, the result is expected to provide new information and contribution to teach English especially in teaching listening skill for Elementary school students by using English songs.

##### **2. Practical**

1. Teachers: The result of this study is expected to be useful for the teachers in enriching their knowledge about innovative teaching media in teaching listening. It provides idea for teachers on how to conduct listening effectively.

2. Students: For the students, the use of song hopefully is able to help them to enrich their knowledge especially for listening skill when they are assessed by using English song. Besides it can help the students to practice their listening skill, the songs can also help the students to improve their ability in pronunciation in interesting way.
3. Other researchers: For the other researcher, the result of this study hopefully will be beneficial as guidance and an alternative source in conducting similar research for teaching listening.

