CHAPTER I
INTRODUCTION

This chapter addressed the research background, research question, hypothesis, research purpose, and research limitations.

A. Background

A key in mastering the four language abilities of listening, speaking, reading, and writing is vocabulary. Vocabulary is a crucial component of language learning. Male & Sihite (2019) affirmed that vocabulary plays a key part in the course of studying a foreign language since it gives language learners a basis for learning to listen, speak, read, and write. Schmitt (in Alizadeh, 2016) emphasized that vocabulary is essential for language mastery. People will usually look for various ways to increase and master the vocabularies, either by listening to news, podcast, songs, reading lots of books and then put it into written form. Nobody can master a language without vocabulary, which is an assemble of letters that a particular person of a language may use or a list of term for certain language. Only by mastering vocabulary, can we catch what we hear, understand what we read and say what we want to say, or write what we think or feel. Without vocabulary, no one can convey what they think and feel

English vocabulary is totally different from Indonesian, so just memorizing vocabulary is not enough to learn English language. However, rote memorization is a typical method for learners to study English words, because it forces pupils to focus solely on the word being studied without knowing the meaning in different contexts. For example, a teacher gives students words and looks up the meanings and pronunciation without knowing how to use the words that give meaning in different contexts. As Schmitt (in Alizadeh, 2016) stated, without linking the word to a context, rote memorization focuses solely on the word to be learnt. Consequently, students will have difficulties in

learning the English language because they have limited vocabulary. Therefore, students should find and use methods that will assist them in improving their English skill, especially for vocabulary mastery.

English songs are a useful tool for English language learning. One of the numerous ways to acquire and perfect vocabulary is to listen to English music. The impact of songs in improving students learning is significant (Haghverdi, 2015). Without being limited by space and time, students can use songs as a medium in language learning. The most significant aspect that renders a song helpful for an English learner is that can establish optimal learning conditions (Kuśnierek, 2016). Song is considered an effective tool that creates a relaxed atmosphere for learners, giving a positive atmosphere. In addition, listening to English songs will help students with auditory learning styles because they tend to receive information by relying on their hearing.

There have been numerous researches done to look into the relationship among vocabulary knowledge and the habitual listening to English songs. Safitri (2018) discovered that students' practice of listening to English songs might assist them in recognizing a range of words. It was shown that there was a substantial association among students' listening habit to English music and students' vocabulary recognition. SMPN 06 Bengkulu city has a diverse population. Barnabas (2019) discovered a link between students' habit of listening English music and vocabulary recognition; his research revealed that learners have both a high degree of vocabulary recognition and a high habit of listening to English songs. While Setia (2022) found different result, there is no association between habitual students in listening to English songs and vocabulary knowledge of eight-grade students at SMPN 21 Pekanbaru in her research. From that case, the result of those studies revealed different conclusions. Similar studies involving senior high school learners are quite uncommon. So, to fill the void, the writer is fascinated to establish the study about the relationship between habitual listening to English songs and vocabulary acquisition in eleventh grade students of SMAN 42 Jakarta.

B. Research Question

Based on the background above, the problem of the study is "Is there a correlation between students' habit in listening to English songs and their vocabulary mastery in eleventh grade of SMAN 42 Jakarta?"

C. Objective of the study

The aim of this study is to investigate whether there is a correlation between students' habit in listening to English songs and their vocabulary mastery in eleventh grade of SMAN 42 Jakarta.

D. Hypothesis

a. Ho: there is no correlation between students' habit in listening to English songs and their vocabulary mastery.

b. Ha: there is a correlation between students' habit in listening to English songs and their vocabulary mastery.

E. Significances of the study

1. Theoretically

The result of the research gives information about students' habit in listening to English songs and their vocabulary mastery and can become the reference for other researchers who want to conduct a research about this topic more deeply and intensively.

2. Practically

The result of the research can be a solution to educators to use English songs in vocabulary mastery, and for the readers and learners, invite them to apply English songs since one of the alternative ways in vocabulary mastery is listening to English songs.

F. Limitation of the study

Scope of this study is students' habit in listening to English songs and their vocabulary mastery at eleventh grade of SMAN 42 Jakarta Academic Year 2021/2022. The writer only takes 38 students at eleventh grade of SMAN 42 Jakarta. The result will show whether students' habits in listening to English songs correlate to their vocabulary mastery. The writer only focuses on vocabulary students (vocabulary size test). The writer does not focus on writing, speaking, listening, reading, or another component.