

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction, consists of background, the problem of the study, the objective of the study, the scope of the study, and the significances of the study.

A. The Background of the Study

Language is essential to interact with each other. Dakhi (2016) stated that language is the main vehicle of communication by which thought, idea, and feeling are produced and received. It means that language is defined as a communication system that uses behavior to connect the vocal apparatus and auditory system, and it is employed as a vehicle of communication for the production and reception of thought, idea, and feeling. English is the most significant language in the global period since it is a subject that must be acquired as a foreign language in higher education and educational institutions. It was necessary to grasp English and improve the four skills of listening, reading, writing, and speaking in the teaching and learning a language.

The researcher discussed listening skills. Listening is an important ability to be studied because listening is the foundation for the main skills in the process of learning English, helps to understand the messages better what others are saying before interacting with others so that what happens will not be misunderstood. In addition, for a normal person without listening skills, no communication can be

achieved (Renukadevi, 2014). In short, the students with good listening skills can effectively listen.

In this current situation, understanding spoken language is essential for communication. However, to master the spoken language, listening is sometimes overlooked in language class. It appears to be difficult for teachers to select acceptable methods and activities because they must examine what the student's pupils enjoy and what methods are interesting for them without losing sight of the overall learning goal. Moreover, the students have difficulties in differentiating the accent of the language. It is also supported by Ardhila (2015), the students' listening is still low because in her place of the study, the limitation of time in teaching and learning process so that the students do not know about techniques to improve their listening skills.

There are many ways to improve listening skills in-class activities, such as English videos, podcasts, music, so on. In this study, the researcher focused on English songs because everyone ever heard the song. Through listening, especially the song, students can learn many useful words, sentences, know how to pronounce the words, motivate them to learn English, and help the students improve their listening ability. By using interesting songs in English lessons, the learning will be fun. It means that songs can help students learn English more effectively. It is also supported by Rusmiati and Dewi (2016), music is a wonderful tool for the students because it speaks directly to their emotions while also helping them to use their knowledge to listen closely and get much more the new sounds and language.

Furthermore, songs are easy to find all over the place, such as malls, bars, schools, and other places. The media for listening to music is the Youtube application. Moreover, with this application, they will be more familiar with the use of the songs while studying English in class and other places to improve their skills. So, learning by using English songs are an excellent way to maintain interest in learning English, especially for listening skill. As the discussion above shows that songs are very useful for learning by each person.

There were several studies conducted by some researchers about using English songs, Hadian (2015) examined the use of song lyrics in teaching listening (a case study of junior high school grade 8 in Bandung); Listiyaningsih (2017) focused on the influence of listening to English song to improve listening skill in class from IAIN Surakarta; Hidayat (2013) focused on the use of songs in teaching students' listening ability of Junior High School in Sumedang; Winasih (2018) studied students' perception on using songs to improve students' motivation in learning English at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 Academic Year. Based on the study they have gained, they agreed that the use of English songs positively and significantly improves listening ability.

Based on the discussion above, the researcher was interested in knowing further about the students' perception of using English songs to improve listening ability.

B. The Problem of the Study

Referring to the background above, this study focuses on secondary school students' perception on the use of English songs to improve listening ability. It was conducted to answer the question, "What are the students' perceptions on the use of English songs to improve listening ability at SMA Santo Thomas 4 Binjai?"

C. The Objective of the Study

Based on the background and the problem of the study above, the purpose of this study was "to investigate the students' perceptions on the use of English songs to improve listening ability at SMA Santo Thomas 4 Binjai."

D. The Scope of the Study

Due to the current condition of COVID-19, the researcher made limitations for this study about time and budget constraints. This study was set to know students' perceptions on the use of English songs to improve listening ability. To overcome the data, the participants in this study were limited to the students in X IPA and XI IPA grade at SMA Santo Thomas 4 Binjai only. In addition, the data was collected through a survey (an online questionnaire).

E. The Significances of the Study

From this study, the researcher gave much information which hopefully can be helpful for the lecturers, English teachers, students, and other researchers:

1. This research will give lecturers information about using English songs to improve listening ability at SMA Santo Thomas 4 Binjai and another aspect of language learning. It can be practical to learn English, so other teachers who read this paper will have an idea about using English songs as a medium to access the learning material.
2. To English teachers, the results of this study hopefully can be helpful to Students' perception on the use of English songs to improve listening ability. For this reason, the researcher expects that lecturers will have a new perspective in their teaching by considering adding songs into the class activities.
3. The results of this study hopefully will provide information about Students' perception of English songs to improve listening ability in the classroom. The researcher can support the students in their learning process.
4. To other researchers, the results of this study hopefully will give a perspective on the use of English songs in English class to improve students' listening ability.