

CHAPTER I INTRODUCTION

A. Background of The Study

English is an international language which has been used by all countries in the world. It is used in commerce, science, industry, politics, education, etc. People need English to communicate with others, particularly to build and maintain relationships. English is a global language that is taught at practically every level of school around the globe. The goal of learning a foreign language is to use it in oral and written communication. According to British Council estimates, the number of English speakers has surpassed 1.75 billion, or roughly a fifth of the world's population.¹ This enormous number is due to the fact that English is employed in nearly every facet of life.

Listening is one of the four fundamental English abilities. It seems like the other skills such as writing, reading, and speaking. The receptive skills of hearing and reading, as well as the productive skills of speaking and writing, are split into two categories. Listening entails paying close attention to the speaker and attempting to make sense of what is being said. Listening is the most crucial language skill, as well as a component of communication, because it allows us to convey our thoughts with others.

According to Brown, listening skill is the most important aspect of language learning and teaching since students listen more than they speak in the classroom. It suggests that listening is crucial in everyday life.² Hidayat also explained that listening skill is a critical skill that must be acquired. The quality of a person's interaction with others is heavily influenced by how effectively they listen.³ Listening is also defined as the ability to comprehend the messages conveyed by a speaker through sound. So, the listening skill is important for students to be mastered.

Listening is sometimes regarded as the hardest skill to master. This is due to the fact that in ELT, teachers prefer to place a premium

¹ Mujizat, I. (2017). *The Effectiveness of Using Storytelling Technique on Students' Speaking Skill (A Quasi experimental Study at the Eleventh Grade of MAN 1 Bekasi Academic Year 2016/2017)*.

² Brown, H. Douglas. (2001). *Teaching by Principle and Interactive Approach to language pedagogy*. New York: Longman

³ Hidayat, A. (2013). The use of songs in teaching students' listening ability. *Journal of English and Education* 1 (1) 21-29.

on speaking, reading, and writing abilities. Although students are aware that listening comprehension is difficult to master, they frequently disregard it. In the field of education, this becomes a problem, particularly for students. Furthermore, the situation exacerbated as individuals assumed that being able to talk well-meant being able to converse well. Some people feel that learning English will show in their abilities to talk, write, and read in social situations. Actually, a person's listening capacity is determined by their linguistic skills. According to Wilt, people spend 45 percent of their communication time listening. Adults devote half of their communication efforts to listening, according to Schwartz, but adolescents absorb 90% of their knowledge at school by closely listening to the instructor and others. However, according to Adnan, the training of listening skills is not balanced with the teaching of other language abilities like speaking, reading, and writing.

According to certain studies undertaken by language teachers, listening skills have their own set of challenges when compared to acquiring other language abilities. Listening to English presents a number of challenges: 1) Listeners are unable to grasp what the speakers are saying since they are unable to control the rate at which individuals deliver the content, 2) Pay attention but do not have the opportunity to ask the speaker to repeat or explain the information, 3) A lack of well-developed vocabularies and 4) Misinterpretation of communications, including the significance of what the speakers are saying.⁴

Similar with problems above, the researcher found students' problem in listening skill in MA Matholibul Ulum Lebak Jepara. The data was found based on the pre-observation that the researcher do before doing the research in MA Matholibul Ulum Lebak Jepara in academic year 2021/2022. The problems found by the researcher including the students still got difficulties in identifying the words. Their limited vocabulary made it difficult for them to recognize words, particularly nouns, verbs, and adjectives. When the teacher offered them a listening test, for example, many of them did not finish it because they did not know the answer.

The other problem was because students lacked of excitement during teaching and learning process. When the teacher delivered the listening test, for example, they kept talking to each other rather than paying attention to the topic. Furthermore, several of them left the

⁴ Asmawati, Andi. (2017). Analyzing Students' Difficulties toward Yavana Bhāshā: *Journal of English Language Education August*. Vol.3, No. 2.

response blank and did not complete the exercise. They were not inspired to listen and their enthusiasm and interest in listening were affected. As a conclusion, the students' learning approach and motivation were both problematic.

To solve the problem, the teacher should have used appropriate method in teaching listening skill. One of the appropriate methods in proving students' listening comprehension ability was teaching and learning process using English song. Shen claims that employing English songs in teaching listening classrooms can make students more comfortable and enjoyable. Songs have been delightful companions for humans for as long as we can remember, maybe not longer. It may have been quite useful in foreign language education since it was such an important element of our linguistic experience. Song's multifaceted benefits may also enhance and engage our foreign language class.⁵

Besides that, there are several previous research found that English song could improve the students listening skill. The first research was from Sofiyah that found the average of students score was always increasing. It meant that there was an improvement of students listening skills after being taught using children songs. In conclusion, "mother and head shoulders songs" were effective to improve students' listening skills. The used of children songs has been advocated in teaching listening process.⁶ The second research was from Agustini that found the researches successful of the true is 95%. The result of the scores of students' interest before and after treatment, it already answers the question of the interest in listening previously. So, the using of English songs is able to stimulate students' interest in listening.⁷

Based on the some previous researches and problem faced by the eighth students of MTs Matholibul Ulum Lebak in academic year of 2021/2022, the researcher want to solve the problem faced by applying English song in listening classroom. This research will be done by qualitative research entitled "**Developing Students'**

⁵ Shen, C. (2009). Using English songs: An enjoyable and effective approach to ELT. *CCSE Journal English Language Teaching* 2(1) 88- 94.

⁶ Shofiyah. (2015). The Use Of Children Songs To Improve Students' listening

Skills. *A Thesis*. Semarang: University of Walisongo.

⁷ Agustini. (2011). The Effectiveness Of Using English Songs To Improve Students' Interest In Listening At SMAN I Bukit Batu. *A Thesis*. Pekanbaru: Islamic University Of Sultan Syarif Kasim Riau.

Listening Comprehension through the English Song in Eighth students of MTs Matholibul Ulum Lebak Jepara in Academic Year of 2021/2022”.

B. Research Question

Based on the background of study above, the research question can be formulated as follows:

1. How is the listening learning process using English Song at MTs Matholibul Ulum Lebak Jepara in Academic Year of 2021/2022?

C. Research Objectives

Based on the background of the study and research question above, the objective of study can be formulated as follows:

1. To know Students' developing in Listening Comprehension through the English Song in Eighth students of MTs Matholibul Ulum Lebak Jepara in Academic Year of 2021/2022.

D. Research Significances

The finding of the research is useful in some ways:

1. Theoretically

Theoretically, the research can be used as reference for anyone who has the same interest in the same field and it can be useful as the references in choosing the technique in teaching writing, especially on descriptive text.

2. Practically

Practically, for the researcher, by conducting this study, the researcher can practice using Mind mapping technique to teach writing skill. For the teachers, it will hopefully give them a better way in teaching writing skill for their students by using Mind mapping technique. For the students, improving writing skill using Mind mapping technique will hopefully influence their responses toward English lesson especially in writing descriptive text. For the readers, it will be good reference for readers who concern about modern technique in teaching writing skill, especially in recount text.

E. Definition of Key Terms

1. Listening Comprehension

According to Hamouda, listening comprehension is a communicative process in which listeners participate in the

construction of meaning. Audiences understand oral information through sound separation, prior knowledge, sentence patterns, stress intonation, and other linguistic and non-linguistic cues. Listening comprehension can be said to be successful when the listener can catch the meaning of what is conveyed by the speaker. To be able to catch the meaning correctly, the listener must master the aspects in listening. In this research, the researcher conducts the research in level of junior high school. At the junior high school level, students at least have enough vocabulary. It can help them to understand the meaning of listening comprehension easily. In this stage, the strength aspects that have to be mastered by the students are increasing vocabularies aspect in listening comprehension ability.

2. English Song

Vernon in Xiao, English songs is one of teaching method that can help students enhance their listening and learning skills. Students will be interested and like the class as a result of the song's ability to draw attention.⁸ English songs also provide excitement to the classroom and enhance students' confidence. Students might enjoy listening if they are interested in both the content and the instruction. In this study, the English song used by the researcher is an English song which is included in the English curriculum for the junior high school level.⁹

F. Organization of Thesis

In this section, the researcher will show that this research can lead to goals that are expected to be arranged systematically. Systematics consists of five chapters, each of which discusses different but related issues. In detail, the discussion of each of these chapters is as follows:

Chapter I is an introduction that describes the entire study. This chapter contains several sub-chapters, namely Background of the study, focus of the research, research questions, research objectives of the study, significances of the study, definition of key term and organization of thesis.

⁸ Xiao, J. (2013). *The Function of English Songs to Improve Listenin to College English as a Second Language (ESL) Students*. University of Wisconsin-Plattev.

⁹ Xiao, J. (2013). *The Function of English Songs to Improve Listenin to College English as a Second Language (ESL) Students*. University of Wisconsin-Plattev.

Chapter II is a review of related literature. This chapter contains several sub-chapters. The first is theoretical description includes listening comprehension; definition of listening skill, kinds of listening skill, types of listening skill and process of listening skill, English song; definition of song, kinds of song, physiological Response and teaching listening using English song. to Music . Then, there is previous study and hypothesis

Chapter III is research methodology. This chapter contains several sub-chapters includes research method, research setting, research subjects, instrument and data collection technique, data analysis technique.

Chapter IV is research findings and discussion. In this chapter there are two sub-chapters. They are result and discussion. The result presents the data a finding from test, observation and interview. And the discussion presents explaining the result and the correlation between the goal, findings and literature.

Chapter V is conclusion and recommendation. This chapter, there are two sub-chapters. They are conclusion and recommendation. The conclusion presents summarize of this research. In other hand, the conclusion answers the research question of this research. Besides that, the recommendation present some suggestion to the reader about the deficiencies found in this research.