

# CHAPTER I

## INTRODUCTION

### A. Background of Study

To support their activity people uses many foreign languages that are important. English is one of the most popular and demanded foreign language since it is claimed as an international language. Now and again, most Indonesian individuals understand the significance of English capability. English proficiency consists of the four basic skills of language, these are listening, speaking, reading and writing.

Listening as one of the essential abilities of language assumes a critical part in the language learning. It is in line with Cahyono & Kusumanigrum (2011: 15) states that Listening ability in the teaching and learning of English plays an important role in order to build communication skill.

In learning a second language, students must acquire the skill of listening. Regarding this, Saricoban (1999: 1) states that Listening, it's a medium through which children, young people, and adults gain a large portion of their education—their information, their understanding of the world and human affairs, their ideals, sense of values, and their appreciation.

In daily activities, people spend most of their time to listen to things, such as music, lectures, and utterances. Islam (2012: 206) states that Listening is very important in communication with others.

Actually, learning a foreign language and comprehending spoken language in listening activity is not easy. The listener requires to comprehend what is being stated, as well as to choose the critical and significant data and decrease it to a frame that can be brought down rapidly in composing and stay reasonable for admission later. Vandergrift & Goh (2012: 4) said Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard or to explain the meaning of a passage they have heard.

Teaching listening at SMA Muhammadiyah 1 Ponorogo usually uses the sound system in the class and earphone in the language laboratory. Every chapter in English books there is material about listening, students give an active respond in teaching listening. There are some obstacles in teaching listening when the text is so long and the vocabulary is not familiar. Cahyono & Kusumaningrum (2011: 15) said Songs can upgrade students; knowledge of the target culture. By utilizing songs, students will not only know about the function of songs that is usually used to show feelings, emotion, or imaginations, but also to convey the messages to other people.

As far as language learning, students can exploit utilizing melodies as a contribution for their language adapting, particularly to improve their listening skill. That listening to a song can develop listening skill have been observed by Cahyono & Kusumaningrum (2011: 16) states that Songs in a listening class can give many advantages toward students' improvement. Upgrading students'

cultural competences, language skills, and language components are some of the excellent instance of the advantages.

Based on the reasons above, the researcher wants to conduct an experimental research entitled: The Effectiveness of Using Songs in Teaching Listening At the 11<sup>th</sup> Grade of SMA Muhammadiyah 1 Ponorogo in The Academic Year of 2016/2017.

### **B. Research Problems**

Based on the background of the study that has been described by researcher above, researcher applies a question as the problem formulation. It is;

1. Is using songs in teaching listening at the 11<sup>th</sup> grade of SMA Muhammadiyah 1 Ponorogo in the academic year of 2016/2017 effective?

### **C. Purpose of The Study**

According to research problem above, the purpose of the study is as follows:

1. To know whether using Songs in teaching listening is effective at the 11<sup>th</sup> grade of SMA Muhammadiyah 1 Ponorogo in the academic year of 2016/2017 or not.

### **D. Scope of The Study**

The Limitation of this study can be described as follows:

1. This is an experimental study about the use of songs as media in teaching English listening.
2. The object of this research is just eleventh grade of SMA Muhammadiyah 1 Ponorogo.

3. It focuses on the missing lyrics in the song which students listen.

### **E. Significance of The Study**

This study is expected to provide as follows:

1. Theoretical Significance

The research finding can be used to enrich the theories and methods regarding the use of English song toward students listening skill development.

2. Practical Significance

The research finding provides the information to the English teachers in teaching listening by using songs, so they can teach students in an effective and joyful way. While for students, it will give information on direct contribution to both students' language development in listening skill and successful achievement in listening test.

3. Professional Significance

The research finding provide information for English teachers on how listening to English songs can develop students' listening skill. Thus, it is true that the use of English songs develop students' listening ability. In addition, it gives wide space to the coming researcher who would like to do a research in the same topic in boarder scope and large samples which can be used as reference.

## F. Hypothesis

Ho : There is no significant difference between students who are taught using songs and who are not treated using songs.

Ha : There is a significant difference between students who are taught using songs and who are not treated using songs

## G. Definition Key Terms

In order to avoid misunderstanding that can happen with the title of this proposal, the researcher would like to the terms used as follows;

*Songs* : Song is short piece of music with words that you sing  
(Cahyono & Kusumaningrum, 2011: 17)

*Listening* : Listening is an active, purposeful process of making sense of what we hear. (Nunan, 2003: 24)

