

CHAPTER I

INTRODUCTION

A. Research Background

Listening is the process of our understanding of what people are saying to us, be it directly or through media such as music or movies. According to Team (2017), listening is the most fundamental component of interpersonal communication skills and is an active process in which a conclusion decision is made to listen to and understand the message of the speaker. As a listener you must remain neutral and non-judgmental; this means trying not to take sides or form opinions, especially early in the conversation. Rost (2005), says that listening refers to the complex cognitive processes that allow a person to understand spoken language, by listening to another perspective about something, understanding others, and increasing a respectful and accepting attitude.

Listening also plays a major aspect of receptive skills in English language learning. According to Tyagi, B. (2013), listening skill are key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person talking. Listening is a skill of language. it requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy. Listening is one aspect of this process.

One technique that teachers can use is to use songs in teaching listening. According to Maley (1987), songs offer many codes that strengthen students' memory, such as chorus, rhyme, and melody. Therefore, these codes in songs enhance the functionality of songs in language teaching. When a student listens to and memorizes a song engaged in class, the lyrics are ingrained in his long-term memory. Using songs will get students interested in taking listening classes. Apply the use of songs as a resource to properly develop communication skills in a foreign language, allow students to speak

confidently and practice students listening skills, and enable teachers to teach in a fun way. The strategy teachers use is to choose songs that are simple and appropriate to learning needs (curriculum, for example). Since students are going to use songs as models, of course, they have to find the best models. According to Cheung (2001), because students more easily learn things for which they have background knowledge, student motivation increases when elements belonging to the popular culture of the target language are involved in the classroom. Based on the phenomenon that students have difficulties in learning English, especially listening skill, students cannot hear clearly because they do not have good skill in listening. Moreover, we often found they felt bored in learning English, especially listening. Bringing songs listened to by students into the classroom environment increases students' desire to learn and allows them to contribute to the learning process by using their musical knowledge. In learning through songs, the atmosphere in the classroom becomes relaxed and fun, thus reducing the tension and fear of students learning. Learners are more motivated to learn.

Previous research has been conducted related to this study. Some researchers conducted research on Nurfadilla and Kursin (2022), this study investigated EFL Students' Responses Towards the Use of English Trend Songs In Listening Classroom. The study was conducted at an Indonesian university. This study is conducted to see if listening to English songs could help them in listening lessons. The study uses qualitative research to find data. The results in this study show that the use of songs in the listening class gets a positive response. The students felt it introduced a unique learning environment, one that was more relaxed and pleasurable. The second researcher Sisidianty and Anifah (2018), discusses Students' Response on to the Use of Songs in Teaching Listening to the first semester students of Senior High School in Cililin. The instruments were an observation sheet and an interview. The study results are that the students enjoyed learning listening using song and they felt so happy to join the learning process.

Previous related studies have inspired the researcher to find out students' responses towards the use of English song in listening skill. The researcher conducted a study entitled "Students' Responses Towards The Use Of English Song In Listening Skill". By conducting this research, this research is different from previous studies due to differences in research locations, research subjects, and classes used for research, SMA Negeri 1 Kembayan became the object of this research. The reason the researcher took the research at SMA Negeri 1 Kembayan is that no one has done this research at the school, the facilities at this school also support learning by using songs, and students are very enthusiastic about learning by using songs, and this school fully supports to be the location of the research site. The existence of learning using songs at the school can be proven from the researcher's experience when doing PLP 2 at the school, and other evidence such as lesson plans and syllabi provided by the teacher.

B. Research Questions

Based on the background above, the researcher formulated this research problem: What are the students' responses towards the use of English song in listening skill?

C. Research Purpose

From the research question above, this research aims at obtaining the following goal, which is to find out the students' responses towards the use of English song in listening skill.

D. Significant Of Research

The significance of this research can be viewed from both theoretical and practical aspects, as described below:

1. Theoretical Benefits

Theoretically, this study is expected to add references and information in knowing students' responses towards the use of English song in listening skill.

2. Practical Benefits

a. To Students

The researcher hopes that this research can help students to express their feelings and opinions about the use of songs in listening skills, the researcher also hopes that in addition to listening to songs, they can also find vocabulary from each song lyric played.

b. To Teachers

In this study, the researcher hopes it will be useful for teachers to find out students' responses to the use of English songs in listening skills and can help teachers to evaluate and consideration in developing and implementing learning, as well as being able to understand student needs in the classroom, such as appropriate media and materials.

c. To Researchers

The researcher hopes that this research can be a reference, a source of information, and useful for future research so that it can be developed for those who need it as a resource to get more ideas, and opinions, to expand knowledge about enthusiasm and interest in learning, especially in student listening learning.

E. Scope of Research

The scope of research needs to be a stat to clarify the research and avoid ambiguity and misinterpretation. There are two essential matters in the scope of the research:

1. Research Variable

Variables are a very important part of research because they tell us what to measure. According to Creswell (2014), Variables are characteristics or attributes of individuals or organizations that can be

measured or observed by researchers and vary between individuals or organizations studied. The variable in this study was a single variable about students' responses towards the use of English songs in listening skill. The type of research used is qualitative research, the researcher tries to find out whether the final results of student responses regarding English learning use English song. To get the results of this study, the researcher asked questions using interview.

2. Research Terminology

The following definitions are furnished to ensure uniformity and knowledge of those phrases at some stage in the study:

a. Students' Responses

The response itself has meaning as an action to respond to what others are doing. The response is an answer, especially one answer to the question or questionnaire or the opposite behavior, whether visible, outward, hidden, or distorted. According to Hamalik (2011), the response is a coordinated movement by one's action towards any events in the environment. Response in learning is important because it has a relationship with learning outcomes or learning objectives to be obtained by students.

b. Use English Song

Songs are believed to be able to motivate students during English language learning. Songs can also make classes interesting and lively. When children like the songs taught by the teacher, they will be happy and enthusiastic about doing so. And that's when, indirectly, they were learning something.

c. Listening Skill

Listening is one of the four skills students learn in their classes. Listening also plays a major aspect of receptive skills in English language learning. According to Feyten (1991), listening has emerged as an important component in the process of second language acquisition.

Listening provides aural input that serves as the basis for language acquisition and allows learners to interact in oral communication.