

CHAPTER I

INTRODUCTION

1.1. Background of the Research

Listening is an essential part of learning English as a foreign language. It is like any other four basic English language skills, such as reading, speaking, and writing. Without listening skills, it is not possible to communicate properly. There are several instances of miscommunication on a large scale, like in a corporation, or even on a smaller scale, such when teaching English in a classroom, all due to a lack of listening skills. In order to communicate effectively, listening skills should be combined with questioning abilities. Because no matter how good communication is, without being accompanied by the ability to listen, then communication is not effective. It is proven by Rivers (in Sutari et al.1978:8). Most adults spend 45% of their time on listening, 30% for speaking, 16% for reading and 9% for write. Based on the facts above, it is clear that skills listening must be fostered and improved because it is needed by human beings both for their daily needs and for the benefit of educational environment.

Active listening is defined as an understanding process for obtaining information, and attitudes from the speaker whose purpose is to understand objectively. Delivering meaning (or a message) from one person to another where the action can provide advantages for both parties is the essence of effective communication. Effective Communication, this is what becomes the problem with Students that they are still unfamiliar with the culture of effective communication and lack of listening skills in communicating which makes them more *“argue to raise problems rather than argue to solve problems”*.

Students' limitations on vocabulary became the main problem. they heard the lyrics being sung but clearly did not understand what words were meant, let alone the writing. However, this issue was eventually

resolved. Another problem encountered but not having much impact was the audio quality from the speaker device provided by the researcher. At high volume, the audio became slightly distorted. Students found it challenging to learn listening for a number of reasons. Reading rather than listening is how students first begin learning English. In fact, writing and speech are distinct from reading and listening, respectively. Second, based on Lalogiroth & Tatipang, 2020, Indonesian English language learners rarely hear English spoken by native speakers. Listening to texts spoken by English native speakers is more challenging for students who aren't familiar with the way the language is pronounced. (Andries, Lengkoan, Tatipang, 2022:41). The students might not be familiar with foreigners' accents as a result. They have trouble comprehending English speakers. Third, regular speed typically is used while native English speakers talk in English. The pace is too fast for the students to follow. The students are unable to choose a convenient listening speed while they are hearing. As a result, they may not understand the first sentence's meaning until the second sentence has already passed. Fourth, one of the tests that teachers often hold is to play an audio through audio device, and students are given several questions to answer according to the information from the speakers. The researcher realized that there was a quite deficiency that resulted in the students' inability to hear the audio clearly. It is the audio quality of the teacher's audio device that cannot produce proper sound quality that is clear enough to be able to understand every word from the speakers. This problem can certainly make things worse because it will make students very confused. In other cases, students cannot remain calm during listening tests because they think they can cheat on their friends to answer the questions.

Students may need to be understood, and quick sounds or sentences need to be heard more than once, therefore motivation is crucial to learning to listen. Activities can be used by teachers to motivate students to develop their listening abilities. Activities include things like

watching a movie, hearing a news broadcast, and listening to English music. Students can use a piece of parchment to stretch the subtitles while viewing a movie and try to predict what will happen. When listening to a media report, students might choose a subject that piques their interest, such as sports, fashion, technology, or the subject of education. When listening to English music, students might sing along and hear how words are pronounced. In order for students to utilize English properly, it is essential that they could improve their listening abilities. Also, it is important to adapt the way they learn in order to accommodate their interests and hobbies, which can actually advance their knowledge and make studying more enjoyable. On a hot, tedious day, songs might make the situation more calm, entertaining and make the students feel relaxed. Also, it can serve as the foundation for a number of classes. A wide range of English language teaching and learning activities could use it. It has the capacity to start conversations or even take center stage in a debate. Songs are a great technique to make listening exercises more engaging in the classroom. A few stages that have been utilized successfully can be added to the process to improve the listening activities.

1.2. Statement of the Research

Based on the background of the study above, the researcher formulated the statement of the problem as follow:

“Is there any significant difference of listening ability of the eleventh-grade students of SMAN 2 Kudus in 2022/2023 academic year before and after being taught by using English Songs?”

1.3. Objective of the Research

Based on the statement of the study, the researcher has objective of the research as follow:

“To identify if there is a significant difference of listening ability of the eleventh-grade students of SMAN 2 Kudus in 2022/2023 academic year before and after being taught by using English Songs”

1.4. Significance of the Research

The researcher believes that this study “*The Impact of Listening English Songs on The Eleventh Grade Students’ Listening Ability*” is very important to do. This is brought on by the source of the problem, particularly the lack of students' listening ability in English studies. Many students cannot reach the average score during the exam, nor do they understand the questions asked by the teacher. These are some of many examples of the problems that frequently encountered. Therefore, improving listening skills is one of the best solutions to mastering English. Listening to music is a common activity that is often found in society, including among students. The question "Is there any significance difference using English songs in listening ability?" The researcher feels that the listeners will indirectly understand every detail such as every words of the lyrics and the meaning of the lyrics itself while enjoying the song. It is believed by researcher listening to English songs can indirectly learn many things.

a. Practically

The results of this research are expected to provide students (and teachers) with learning resource to help develop students’ listening ability. This research is also expected to be used as one of the references for the future writer.

b. Theoretically

Listening song is an activity that can be both entertaining and enjoyable. The researcher sees listening to music as an opportunity and new way to teach listening. Listening to songs can make the learning atmosphere calmer and more enjoyable.

1.5. Scope of the Research

The scope of this study is to find out whether any impact in listening English songs to students' listening ability. This research has been conducted at the eleventh-grade students (XI MIPA 2) of SMAN 2 Kudus.

The researcher gathered 29 students of eleventh-grade as experiment. The data on listening ability are taken from the result.

1.6. Operational Definition

a. Listening ability refers to the ability to accurately receive and interpret information during the communication process. Listening is key to all effective communication; it involves identifying the sounds of speech and processing them into words and sentences.

b. Using English songs is one of the mediums in the teaching and learning process. It is bringing positive energy that affected to listeners, some of the advantages are indirectly train pronunciation and give attention to grammar while they enjoy the song.

c. The chosen songs have been utilized as a tool to teach listening. The songs meet the requirements based on fundamental elements, including language, genre, and research applicability.