

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In this modern era, English is used in many countries so that it has developed into a world language. According to Aminatun & Octaviani (2019), understanding global languages is one of the strategies to survive in this century. Therefore, English is the most preferred foreign language to be studied in Indonesia, this is written in government regulation no. 22 (2006) which contains the standard setting of English language learning. However, in Indonesia, English lessons are considered as one of the most challenging subjects to learn. According to Harmer (2007), learning English as a foreign language can make it easier for the Indonesian people to advance innovation, knowledge and information from various countries. English itself has four basic skills, namely reading, speaking, writing and listening.

One of the four basic abilities that is considered the most important ability in learning a language is listening. Listening adds significantly to the ability to master a language, even though the other three skills, such as reading, speaking and writing are also important to improve student's language proficiency. In language acquisition, listening is the main target before speaking, followed by reading or writing.

Listening is the first stage in learning FL (foreign language) or L2 (second language) (Liu,2009). As non-native English students in Lampung, especially at MAN 1, Bandarlampung not only tend to find some problems while doing a listening test but also experienced a significant decrease in their listening skills after

limited face-to-face learning activities have been carried out based on the latest regulations issued by the Minister of education and culture as per 21st 2021. This condition requires students to be able to adjust and get used to a wider spectrum of learning motives and previous experiences (Sari, 2021). During online learning, students are expected to be more active and to take in more information in order to support and enhance their learning process but not all students have the same level of learning motivation (Ayu, 2020). Students also tend to have a negative attitude while learning through online platform, students tend to have a negative attitude (Sinaga & Pustika, 2021). Moreover, students find difficult to follow the teacher's instruction (Simaora, Wahyudin & Utami, 2022). Consequently, this also plays a major role in some of the decline in the quality of student learning outcomes. To strengthen that statement, researcher was conducted an interview (pre-observation) on December 17th, 2021 that consist of 10 questions to both English teacher and students at MAN 1 Bandarlampung related to students' ability in their Listening comprehension. According to the information, 85% of the students have a problem during listening class. In addition, a significant decrease also happened during online learning caused by the teacher that rarely give them listening activities. The teachers in the process of English language teaching, tend to be more concerned with writing, reading and speaking skills. Therefore, students feel that listening comprehension is quite difficult to learn, even students in general choose to avoid it. As a result, this has become one of the problems in the world of education, especially for students.

Listening also consider as one of the most difficult skill to master especially for EF students (Kuswoyo & Wahyudin, 2017). In addition, some researchers have

conducted several types of research in language teaching and have seen that listening skills have some difficulties compared to learning three (3) other skills. According to Goh (1999), several challenges the most common problem learners face in listening are easy forgetting about the audio played, neglecting the next question while thinking about the previous audio meaning, and unable to understand what the speaker meant. Furthermore, Goh (2000) defines a challenge as the internal and external features which may interfere with text comprehension and real-life listening comprehension processing issues that are linked to cognitive processes.

Rido & Sari (2018) stated that teachers roles define the characteristics of their classroom interaction. Hence, the teacher's learning strategy need to be more creative while doing the teaching and learning process (Nuraziza, Okatviani, Sari (2021). In line with Wahyudin (2016), he stated that in this current situation, ESP practitioners are required to be more aware of the challenges and to be more innovative in conducting ESP practice. It is because an effective learning strategy can aid to influence students' listening comprehension. In this context, the teacher might utilize an engaging and enjoyable teaching style, such as a song, during the listening session. In line with Agustin & Ayu (2021) besides books, there are plenty other forms of media that might help to improve students' knowledge. The use of the interesting media also will attract students to study the language (Sari & Ainatun, 2021). Thus, Music is a great way to approach learners as it is not only a part of their everyday lives, but it also serves an entertaining purpose. As a result, Songs can be an effective learning tool in English classes (Isnaini & Aminatun, 2021). Furthermore, Lestary (2019), songs contain a variety of positive effect that

can help students strengthen their memories, such as melodies, sounds, and poems. Songs contain some language that allow to help them enhance their listening skill and help improve pronunciation rhythm, and create a fun atmosphere.

Solihat (2014) argues that English songs as a teaching method in an EFL classroom can make the teaching-learning process much more efficient. She states that the use of the song eliminates students' anxiety and enhances their desire to learn the target language. It is because students consider English song as entertainment rather than assignment since it's amusing and help them to be relaxed during the listing process.

Lestary (2019) states that song might motivate students as it creates a good learning atmosphere and influence the learning process. Moreover, English songs encourage students to actively participate during the learning process by using their musical knowledge. The result of their research shows that songs can be an effective way to increase students' confidence in language learning. They also were able to do the listening task well and showed significant differences in students' listening skills. According to research conducted by Lestary (2019) and Solihat (2014), English song as teaching media has several advantages that assist students in enhancing their listening comprehension. Likewise, the researcher assumes that English songs would have an effect in improving students' listening skills at MAN 1 Bandarlampung. To examine the reliability of the above assumption, the researcher is interested in conducting a study entitled: *The Effect of English Song to Improve Eleventh Grade Students' Listening Skill at MAN 1 Bandarlampung*.

1.2 Research Question

Regarding the research background above, the research question was as follows:

“Is the effect of English songs more effective than the conventional teaching to the listening ability of the eleventh-grade students at MAN 1 Bandarlampung?”

1.3 Research Objective

In regarding the research question, the focus of this research was:

“To find out whether there is any effect of English listening song than the conventional teaching to the speaking ability of the eleventh-grade students at MAN 1 Bandarlampung.”

1.4 Uses of the Study

The aim of this research was to improve students’ listening skill by using English Songs at MAN 1 Bandarlampung. Therefore, this research provides the theoretical and practical used described, as follows:

a. Theoretically

The result of this study's results would assist the teachers since it provided information regarding the effect of English songs in helping EFL students to develop listening skills.

b. Practically

This The findings of this study can be used by teachers to design a learning method that is suitable for EFL students to master listening skills and give advice to English teachers on how to teach listening skills through songs, allowing them to teach students more effectively and joyfully. For students, it will provide information on

how it directly impacts both their language development and their ability to pass a listening exam.

1.5 Scope of the Study

The scope of the study focused on the utilization of songs to investigate the effect of this strategy on students' listening comprehension. This study involved 72 participants that included 23 male students and 49 female students, who were randomly sampled from class eleventh-grade students at MAN 1 Bandarlampung. The study objective of the present study was to investigate the effect of English songs to enhance students' listening skills. The researcher used popular English songs as the independent variable and students' listening skills as the dependent variable. In this study, there were two groups divided into two class, the first class were the control class, and the second one was an experimental class. The experimental group was used as a new treatment, while the controlled group was treated as usual. This research focused on treating the experimental group by using English songs in teaching listening skills that consist of descriptive text. The songs are called The Man by Taylor Swift, Two Ghosts by Harry Styles, and Just The Way You Are by Bruno Mars. Then, the data would be collected to observe and analyze the result through the test.