

## **I. INTRODUCTION**

This chapter discusses the following points: introduction that deals with background of the problem, formulation of the problem; objectives of the research; uses of the research; scope of the research; and definition of terms.

### **1.1 Background of the problem**

English Curriculum 2006 (Depdiknas, 2006) states that senior high school students should master English both the productive skills and receptive skills to their level appropriately. The productive skills are speaking and writing and receptive skills are listening and reading. Since sound comes first to our brain, listening becomes the primary part of mastering the language. Listening has an important place in teaching-learning English in SMA because practically, people cannot speak without listening first.

Listening is the first skill that the student should master because if the students have good listening ability, they will understand what is being said or heard. But in fact, teacher cannot avoid the real condition of the students that they still have many difficulties in listening ability. It is supported by Harmer (1991:231) who states that teaching listening can cause some problems of the students. Moreover, Swift (2007:16) states that the students hate doing listening comprehension in the

classroom. There are many reasons for the problem of students' listening ability, it can be caused from the students, the teacher, the material that given, technique, method, etc.

Furthermore, based on the researcher's experience in teaching practice (PPL) at MA Miftahul Huda, Terbanggi Besar, Lampung Tengah, it was found that the students' motivation in learning listening were low because most of the students cannot understand or comprehend what the speaker says and the methods used were boring. Besides, when the researcher did pre-observation in SMAN 12 Bandar Lampung, he found the same problems happened there. The teachers just used monotonous short dialogues and texts to teach listening comprehension in that school. Therefore, the researcher intended to help the teachers solving this problem by teaching listening comprehension through song, because according to the researcher, by doing this method the student will be more interested to study.

It is generally known that students mostly have special interest in listening to English songs. It may be written for one or several voices and it is generally performed with instrumental accompaniment. Songs can also motivate a positive emotional influence on listener. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously understand the content of the songs. It will eventually develop their active understanding of the songs. It makes students' ears accustomed to listening either to English song or dialogue or monologue. But in MA Miftahul Huda, Terbanggi Besar, Lampung Tengah when the researcher taught them about vocabulary and grammar through song, they did not understand about them.

According to Bramasto (2006), students' listening frequency of English songs correlates to their listening ability. He states that listening to English songs has a correlation with listening comprehension, as there is tendency that when the students' frequency in listening to English song is higher, their listening score is also higher.

Considering the statement, the researcher found out the effectiveness of English songs in teaching listening. The researcher was interested in investigating the students' ability in listening. The research was conducted in SMAN 12 Bandar Lampung because the researcher considered that there were some problems in students' listening there and as one of the alumnus of this school, the researcher did this research in order to help the teacher in solving this problems. Therefore, the title of this research is "The Effectiveness of Teaching Listening Comprehension through English Songs at the Eleventh Grade of SMAN 12 Bandar Lampung."

## **1.2 Formulation of the Problem**

The researcher formulates the research as follows:

1. Is there any significant improvement of students' listening ability after being taught through English songs?
2. What problems do the students face during teaching and learning process of listening by using English songs?

### **1.3 Objective of the Research**

In line with the formulation of the problems, the objectives of this research are:

1. To find out whether there is significant improvement of students' listening ability after being taught through English songs.
2. To find out the problem faced by the students during teaching and learning process of listening by using English songs.

### **1.4 Uses of the Research**

The findings of the research may be beneficial both theoretically and practically.

- a. Theoretically, the result of this research can be used as a reference for the next researcher who will concentrate in improving the students' listening comprehension through English songs. In addition, the conclusion of this research can be used as a reflection to improve the students' listening comprehension through English songs.
- b. Practically, the uses of this research are:
  1. To give motivation to help students to increase their ability in listening through English songs in order to enhance their listening comprehension ability.
  2. To be a consideration for English teachers to apply the technique which is better to teach listening for the students.

### **1.5 Scope of the Research**

This research is a quantitative research which was conducted by administrating the pre-test and post-test to analyze the improvement of the students' listening comprehension through English songs. The researcher conducted interview to find out the problem faced by the students in teaching and learning process of listening by using English songs in SMAN 12 Bandar Lampung. The subjects of the research are students in class XI IPA 2 which consists of 30 students.

There are three aspects of listening that were measured in this research. These are *identifying the main idea, identifying specific information and identifying inference* in teaching listening, the researcher used classic pop songs to help the students for having better skill in those aspects of listening in macro skill level. Moreover, in this research the researcher used comprehension listening type, since it was the most appropriate type of listening to song.

The researcher chose classic pop songs because, classic pop songs have two elements, they are lyric and rhyme that simply to understand than any other type of songs and can make them easier to be comprehended by the listeners.

### **1.6 Definition of Terms**

In order to avoid misunderstanding, specific terms used in this study are defined accordingly:

### Listening

Listening is an active process of deciphering and constructing meaning from both verbal and non-verbal messages. And comprehending the general idea of the utterances heard by listener.

### Song

Song is short musical work set to a poetic text with equal importance given to the musical and in the words Doren (1980: 220).

### Teaching Listening

Teaching listening comprehension is the teaching actively conducted by the teacher to make the students able to comprehend the content of the oral text.

### Effectiveness

The degrees to which objectives are achieved and the extent to which targeted problems are solved.

### English songs

English song is the song which is sung and written in English.