

## **I. INTRODUCTION**

This chapter discusses about background of the problem, formulation of the research, objective of the research, uses of the research, scope of the research, and definition of the terms.

### **1.1 Background of the Problem**

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 Skill. It is supported by Harmer (1991:231) who points out that teaching listening can cause some problems of the students. Beside that the students hate doing listening ability in the classroom. There were many problems why the students get difficulties in listening, i. e. students, the teacher, the material and technique.

English Curriculum 2006 (Depdiknas, 2006:277-278), states that Junior High School Students are encouraged to master four skills as a basic knowledge in communication. They are listening, speaking, reading and writing, which are, then, separated into two kinds, receptive and productive skill. The receptive skill includes listening and reading. The productive skill includes speaking and writing.

Hurbener (1959:28), states that in acquiring a foreign language, listening of course come first. In other words, before someone understands and started to speak, he or she has to hear the sound, words and speech pattern first. Therefore in learning language the first step will be

listening while speaking, reading and writing come later. In order to learn the language, one should be a good listener, to be able to focus to what is demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

If the students have good listening ability, they will easily understand what is being said or heard. Moreover, they will be able to communicate about the information they hear.

However, if the students do not have good listening ability, they will have many difficulties in going to the next steps of learning a language (speaking, reading, and writing). So listening plays a very important role in students' success.

Furthermore, there have been several studies that deal with listening: the First, Rahayu (2005:22) in her study states that students' achievement in listening is low. This difficulty is shown by the students score on listening test; i.e. 55, 64%. Second, Widayati (2008:33) also tries to use song as the media for teaching listening. The result showed that she conducted her research also has low score in pre-test the average score was 59, 95. This is caused by the use of the media of the teacher which is not interesting and boring in their learning process in the classroom, then she used song as her media in her research and finally the students post-test score was increase to be 64, 67. Third, Ur (1984:63), states that if students are listening for something entertaining, then they are get full benefit from the listening experience.

Moreover, the occasional introduction of pleasurable components like English song into English lesson can improve students' motivation and general morale, and show the language in new light not just as a subject of study, but as a source of enjoyment and entertainment.

Song is one of techniques that can help the teacher to make the students in the class enjoy and interest to study from the lyric, the rhythm, the gesture etc. Song is easy to remember, especially when the lyric is appropriate with our feeling at that time. Some people also use song and its music as a therapy, and also express their emotion to reduce their bad feeling.

It can be said that by using English song, teaching listening will be much enjoyable and it will give the students understanding about what is said. There fore based on these reasons stated above, the writer conducted her research on utilizing english song in improving students' listening ability at the second year of SMP YBL Natar since there is no research ever conducted in that school. Hopefully, it would help the students to improve their listening achievement significantly.

## **1.2 Formulation of the Research**

Formulation of the research is as follows:

“Is there any significant increase of the students listening ability after being taught through Song?”

## **1.3 Objective of the Research**

The objective of the research was to find out whether there is significant increase of students' listening ability after being taught through song.

## **1.4 Uses of the Research**

The uses of the research are:

Theoretically, the significance of this research is:

- To verify previous listening activity dealing with being taught through song in the class.

Practically, the significances of this research are:

- To be a consideration for English teachers to apply the material which is suitable to teach listening for the students
- To motivate the students in increase listening by using the material in the class in order to reduce the boredoms in the class

## **1.5 Scope of the Research**

This study was conducted to investigate students listening ability at the eighth Grade of SMP YBL NATAR. The material given was based on KTSP curriculum for SMP. The researcher was focused on the use of English song to develop students' ability in listening especially to obtain gist and specific information explicitly stated from what is heard. The materials taught were based on the student's book for grade VIII of Junior High School. This study uses lower level of listening comprehension to get general idea and to comprehend simple information that is explicitly stated in a spoken passage told by the teacher since it is suitable with the students' level of listening.

## **1.6 Definition of the Terms**

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

### **Song**

Song is short poem or number of verses set to music and intended to be sung. (Hornby, 1987)

### **Listening**

Listening is an active process where the listener plays very active in constructing the overall message that eventually exchanged between listener and speaker. (Lukong in Karlina, 2010:8)

### **Comprehension**

Comprehension can be described as a process which enables the receiver to make meaning from verbal and non verbal information. (Malkina, 1995:41)

### **Macro skill**

In macro skill to understand what someone says, a listener has to involve with listening for specific information, obtaining gist from what is being heard or the listener should get the general idea of the information, following instruction or direction.

**Micro skill**

In micro skill to understand what someone says, a listener has to interpret intonation pattern (e. g. recognize stress and rhythm), recognition of function and structures (interrogative of the request, imperatives e. g. sit down! cohesive devices e. g. such as and which, detect sentence constituents, e. g. subject, object, verb, preposition), recognizing discourse markers (e. g. Well; oh, another thing is; Now, finally)