

CHAPTER I

INTRODUCTION

A. Background of Research

Communication is one of the most important keys to building a relationship between individuals. Through good communication in both oral and written language, people will be able to convey any messages comprehensibly. Communication is an activity of sending meaning (message) from one person to another, where the activity can produce benefits for both parties. Ineffective communication becomes a problem for many people, because of unfamiliarity with the culture of communication, and lack of listening ability in communication.

English has a very big role in communication. People use English to communicate in many different nations all over the world. In Indonesia, people use English as a Foreign Language (EFL). Indonesia people do not communicate using EFL in their daily lives, so people, especially students in Indonesia still find some obstacles in learning English. Learning English is considered challenging with its skills: Listening, Reading, Speaking, and Writing. Moreover, it is three language elements; grammar, vocabulary, and pronunciation, which make people need to comprehend them well to be able to communicate interact with others. Listening skills are the basis for developing various skills that students can use to improve other skills and additional abilities.

A simple problem that often arises in communication is the lack of listening ability in communication. The ability to listen is interpreted as an understanding process between individuals to get information and attitudes from the speaker who wants to convey information. Some students consider the most difficult ability because many use different speaking techniques, choice of words, or pronunciation. In general, they have difficulty in understanding expressions or sentences in English. Some difficulties can affect the difficulty of students learning to listen in English such as the delivery of material that is too fast, so they forget what they have heard, do not recognize the meaning of English words that are spoken or heard. Their limited vocabulary keeps them from concentrating on the material being listened to. These problems make it difficult for them to learn to listen, so they feel lazy and afraid when following the learning process. These problems can be overcome by using learning media that are interesting and effective for students so that the use of these media can improve students' learning abilities and interests.

By listening to English songs, students can improve their basic abilities and additional abilities in English. Students can understand and learn English songs well. There are several things that the students must consider, such as; (1) the level of student ability, (2) the type of song, some songs are not suitable for use as a learning medium, for example, the pronunciation is not good or even wrong, (3) level of difficulty (language complexity) contained in the song. Various types of songs that we can be used according to the needs

and level of ability of students when learning to listen to English songs in class. Some types of songs that are right for learning English are; do not have song lyrics that are too long, not too fast and can be followed by singing, have daily use of words in English, do not use vocabulary that is too difficult, clearly pronounced every word.

Songs that do not have these criteria are not very good to be used as learning media for students. Therefore we must choose songs that are easily understood by students, and following students' needs and learning abilities. Choosing a song with clear lyrics when heard, and which has the correct pronunciation can make it easier for students to understand the contents or meaning of the song because students will use the song as a learning model. They must be able to find the best model to increase learning interest and be able to improve students' abilities.

The song is an excellent 'tool' to help students' learning process in English. More specifically the song is believed to be able to motivate students during English learning. It can also be said that songs are an important part of learning English because songs make students more sensitive to sound. Songs can also make the class more interesting and lively. When students like the song taught by the teacher, they will be happy and enthusiastic to do it.

According to Brewster et al (2002: 162), there are many advantages to using songs as a learning resource. First, the song is a linguistic resource. In this case, the song becomes a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. The song also

represents a language already recognized by students in a new and pleasant form. The song also allows the repetition of language naturally and pleasantly. Songs can be used to develop all language skills integratively, including improving students' pronunciation skills.

Second, the song is an effective/psychological resource. Besides fun, the song is also able to motivate students while fostering a positive attitude towards English. Songs are not scary or threatening for students. Even songs can help increase student confidence. As proof that they have mastered something in English, students can proudly sing English songs in front of their parents. Third, the song is a cognitive resource. The song helps improve memory, concentrate coordination. Students become more sensitive to rhymes as a tool to interpret meaning. Fourth songs can be a cultural resource and a social resource. Brewster et al. (2002) also revealed that songs provide extraordinary benefits for learning pronunciation. Some important pronunciation features such as stress and rhythm are also intonation that can be practiced naturally through songs.

In learning English some fun media can be used by teachers. To get students' interest, besides some conversational or lecture material, English songs could be one alternative of good media to teach English listening skills. Especially these days, English songs and movies are in every media. It is very easy to find English songs and movies, and many teenagers are really into those. English music. Presenting a song in class once in a while will make learning English more fun and interesting.

English songs are not only fun and interesting. They are also useful in teaching many skills in English. As some experts say that music is a universally popular medium and songs often tell a story, and the song is an excellent vehicle to show how sentences are connected. So, by listening to an English song, students can learn the content of the song and also train their ears to be more familiar with the English language. When they are familiar with listening to English through songs, the problems in listening comprehension could be reduced. Interest in English songs can lead students to listen to English songs more often, and more repetition might form a habit. A student who likes listening to English songs usually will listen to those songs again and again. By doing so, the habit of listening to English songs will form in her/himself. The activity to listen to song will be done by him/her very easily. Turning on the radio tape, cell phone, laptop, computer, or any other media will be done automatically and with no effort anytime he/she wants.

Many students love listening to and even singing English songs. It is probably because those English songs are considered “cool” and trendy. More and more teenagers start to enjoy English songs. For some persons, this kind of hobby will easily lead them to be more curious and enthusiastic to learn English. They will listen to an English song as often as possible, start to sing the song out loud imitating the singers, memorize the lyrics, and be more curious to find out the meaning of the song. If they find some difficult words they will ask other persons who have good English or they can open the dictionary and find the meaning by themselves. This kind of activity will help

them in improving their English. Even when they only listen to the song, the habit of listening to English songs could help their ears to get familiar with English words and sounds.

Many factors are affecting the success of learning listening skills. A recent survey on learner listening research finds that factors that enhanced or depressed listening comprehension can be summarized into five categories: text type, task, interlocutor (speaker), process, and listener characteristic. Listener characteristics that can influence comprehension are included language proficiency, gender, memory, interest, prior knowledge, attention, the accuracy of pronunciation, and established learning habits. From the statement above, it can be concluded that habits can be assumed as one factor affecting listening skills.

The teacher uses one of the language learning methods namely Communicative Language Teaching (CLT). In this case, the teacher had proven that this method is effective enough to teach the listening skill in the classroom, especially on listening activity although actually, CLT is also suitable for teaching speaking skills. In this case, the teacher takes a role as a facility provider. In other words, the teacher gives additional information, gives clues, and gives a chance to students to discuss the contents of the listening activity that is listened to.

As a teacher of English as a foreign language, teach listening skills through songs at times both as a part of their method and due to the demands of students to spice up the course content. Nowadays, music and song have

been developed in many genres of music offered with modern music instruments.

Harmer (2000) says that in the western world at least, English is a dominating language in popular culture. Pop music in English fulfills the planet's airwaves. Thus many people who are not English speakers can sing words from their favorite English medium songs. Listening to the song, which is the sound of music might interfere with the sounds of the words, but the rhyme of the lyrics sometimes helps the listener to predict what lyrics come next.

Based on the importance of listening ability and how effective songs for treating students' listening ability are, the researcher is going to investigate the correlation between listening ability and listening to English songs in research entitled "The Correlation between Listening to English Songs and Listening Ability of Second Semester English Education Department Students Universitas Muhammadiyah Purwokerto".

B. Reason for Choosing the Topic

Listening to English songs is our understanding of listening to English, be it direct or through media such as music. Listening is an important ingredient in English because we must be able to find what people are saying to us. To be able to understand, students must understand the words we hear well in terms of the agreed and syntactic words of students, as well as better pronunciation, accent, and intonation. Listening to songs that use English as the lyrics will make learning to listen to English fun. By using songs as media,

we can learn aspects of learning while listening. This is an effort to improve motivate students to improve their English listening skills. This one method is widely used because it seems that students are taught directly by the native speaker. Besides learning to use music or songs can provide a relaxed impression for students and is very beneficial for brain development. Frequently playing or repeating songs in English makes it easy for students to memorize and pronounce words in English. We can make this a concern to develop the quality of students' English because the method of listening to songs is very interesting if we try or apply it in our daily lives. There is no need to bring a dictionary or big books to practice speaking, grammar, and especially the pronunciation of students.

C. Research Problem

The problem of the research can be formulated into the following question:

“What are Students’ Motivation In Learning Listening Through English Songs in English Education Department of Universitas Muhammadiyah Purwokerto”

D. Aims

The research is intended to reveal Students’ Motivation In Learning Listening Through English Songs in English Education Department of Universitas Muhammadiyah Purwokerto.

E. Contribution of Terms

The terms used in this research are clarified as follows:

1. EFL students

According to Richard and Schmidt (2010: 206), foreign languages are as follows: "A language which is not the Native Language of large numbers of people in a particular country or region is not used as a medium of instruction in school, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects to communicate with foreigners or for reading printed materials in the language."

2. Students' Motivation

According to Sardiman (2011: 75) says that "motivation is a series of efforts to provide certain conditions so that someone wants and wants to do something, and if he doesn't like it, then he will try to eliminate or avoid that feeling of dislike". From this opinion, it can be concluded that the existence of learning motivation is very important because it encourages students to do more learning activities and leads to learning interest to achieve a goal. Motivation to learn is the psychological driving force within a person to be able to carry out learning activities and increase skills and experiences. Motivation is never said to be good if the desired goal is not good either. So teachers must foster and arouse students 'enthusiasm for learning, respect students' abilities in learning to learn independently and reinforce students who succeed in overcoming the

quality of their learning, and take advantage of environmental elements that encourage learning. With this, optimal learning outcomes are achieved.

3. English Songs

Claerr and Gargan (1984: 31) say that "with some imagination, songs can be used to teach all aspects of a foreign language". Songs can be fun and exciting ways in students' perception of learning English.

F. Contribution of the Research

This research is contributed to two points below:

1. Theoretically (Instruments of teaching, School policy)

This research is intended to give a good sight into how to enclose interesting media in EFL learning processes. Moreover, this research hopefully brings good inputs to schools to provide sufficient facilities and media to support EFL learning processes. There will be at least two contributions to this research. Below is the description of each:

a. Teacher

The teacher is one important component in the learning process. All that has been stated by Sanjaya (2008: 198), is about the learning process, only choice as a model or example for the students they teach, who will be the managers of learning (learning managers). Thus, the learning process runs on the shoulders of educators. Therefore, the

success of a learning process is largely determined by the quality or abilities needed by the teacher.

b. Student

According to Ali, M (2010) states that students are those specifically handed over by parents to take part in learning held at school to become human beings who have knowledge, skills, experience, personality, morality, and independence.

2. Practically (EFL learning Processes)

The curriculum or syllabus as a design for organizing language teaching programs and techniques are more specified as several activities, exercises, or assignments that are applied in language learning classes to realize learning objectives. The learning objectives can provide students the benefits associated with learning according to Bonnie and John (in Ely, 2002: 11-12), namely: (1) Helping students to listen, remember, memorize, integrate and produce language sounds. (2) Improve students' language skills including vocabulary, expression skills, and fluency in communication. (3) Provides verbal communication as a bridge that helps students develop vocabulary and learn new ways to express themselves.