

CHAPTER I

INTRODUCTION

A. Research Background

Listening is a complex and multi-faceted process that involves not just hearing sounds but also interpreting and understanding the messages being communicated. According to Rost (2011), Listening is the active process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages by listening to others' opinions, individuals can communicate without causing misunderstandings and respond appropriately and clearly. Moreover, through listening activities, individuals can maintain relationships and resolve existing problems. As a receptive skill, listening enhances language awareness, as it is typically the first skill acquired. Improved proficiency in speaking the target language results from enhanced listening abilities. Therefore, listening skills are crucial, facilitating precise adjustment of language tone, rhythm, intonation, and emphasis (Renukadevi, 2014). Listening not only supports oral comprehension but also enriches vocabulary and enhances speaking skills. Good listening skills are essential for comprehending information from diverse sources such as digital media, live conversations, and educational materials.

According to Vandergrift and Goh (2012), listening is a complex skill involving the processing of various auditory inputs to achieve meaningful understanding. In the current era, there are many activities that students can do to learn listening, most students receive listening instruction in class using

audio equipment with speakers provided by the school. For example, in Field (2019) Podcasts provide authentic content that varies in speed and accent, helping students get used to different ways of speaking in English. Using platforms such as Quizlet or Kahoot! to create audio-based interactive quizzes that allow students to practice listening skills while having fun (Wang & Tahir, 2020). One alternative method that is now increasingly popular is the use of songs in listening learning.

English songs are songs created in English and are often used as a tool to improve listening skills in second language learning. The fact that English songs for the students are often easy and simple topic that they like most to learn and the students will learn song by hearing it many times, maybe memorization occurs via repetition (Pratiwi, 2018). Most people spend their time listening to songs as it can relax the atmosphere and make them excited about their activities. They offer the advantage of being authentic and relevant to everyday life language models, allowing students to become familiar with intonation, vocabulary and sentence structure in real contexts (Richards & Rodgers, 2014). Therefore, many students listening to songs in language learning can also increase students' motivation to learn through the enjoyable experience and emotional engagement they experience when listening to and interpreting song lyrics (Pavlenko, 2019). As in previous research Nurjanah, et al., (2018) habits in listening to songs have a positive and significant correlation with students' listening skills, but in that research no perceptions

were found from students, therefore this research was conducted to find students' perceptions of listening to English songs to practice listening skills.

Students' perceptions of listening to songs in English as a tool to improve their listening skills is an interesting topic to research. This approach is considered important in facing the challenges in language learning, especially in the context of improving auditory comprehension. Previous studies show that students perceive English songs not only as a source of entertainment, but also as a useful tool to improve their ability to understand various accents, intonations and phrases commonly used in spoken English (Piri, 2019). However, there are variations in these perceptions that are influenced by factors such as musical preference, level of confidence in English, and previous educational experiences (Jones et al., 2019). Understanding students' perspectives on this approach can not only enrich teaching practices, but also open up opportunities to develop more effective strategies in improving their listening skills. Therefore, this research aims to explore students' views on listening to English songs as a tool to practice their listening skills, focusing on the factors that influence the acceptance and implementation of this method in the current educational context.

B. Research Question

What is students' perception of English songs to practice listening skills?

C. Purpose of The Research

Based on the research question is to examine students' perception of the habit of listening to English songs to practice listening skills.

D. Benefits of The Research

The benefits of this research are expected to be useful information for teachers and learners of English as a foreign language in general who want to develop English listening competence with English song media. This research is expected to provide a number of significant benefits. Firstly, the results of the research can provide an in-depth insight into students' perceptions of the use of English songs in improving their listening skills. This can be the basis for the development of more effective and student-centered learning strategies in the context of language education. In addition, the research is also expected to identify factors that influence the effectiveness of using songs as language learning tools, such as music genre preference, lyrical complexity, and compatibility with the formal education curriculum. The findings from this research can make valuable contributions for educators and curriculum developers to improve learning approaches that are engaging and relevant for students in developing their language skills.