

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, and the definition of key terms. They are discussed consecutively in the following sections.

1.1 Background of the Study

In this era, English might be used as a second language. English is very important to students to improve their knowledge or study from primary school of senior high school of education. So, English is very important to our life, specifically to students.

English is one of languages which is considered as a complicated subject especially for the students. English is the first foreign language and it is different from their mother tongue. As the students on the junior level, they still have difficulty in understanding English.

Linse and Nunan (2005:24) states “when we talk about language learning, we often talk about the four language skills: listening, speaking, reading, and writing”. The result is to have good English, students have to master the four basic language skills. They are listening, speaking, reading and writing. Beside four skills, they have to master the listening. Rost (1991) in Carter and Nunan (2010:7) states “term listening is used in language teaching to refer to a complex process that allows us to understand spoken

language”. Based on Carter and Nunan listening is very important to understand spoken with other people. Sometimes if the students are bored, they feel difficult to concentrate and understand all of the explanation from the teachers in the teaching learning process and they cannot participate actively in the classroom activity.

To overcome, the teachers should have an important role during the teaching learning process in the classroom activity. The teachers should be able to make some media that can be done in the classroom. Media is one of the major factors in teaching and learning process that can build motivation to the students to learn English.

The writer tries to make easier in teaching listening by using video, listening to English program on radio, and listening to English popular songs.

This statement was supported by Wilson (2008) in Rost (2011:290):

Listening sources, listening tasks discusses benefits of different sources of listening (teacher talk, student talk, guest speakers, textbook recordings, media – television, video, DVD, radio – songs, internet), including a breakdown of popular genres (news, film clips, advertisements, documentaries, comedy episodes, animation, interviews, game shows) and benefits of using them for listening practice, and types of comprehension exercises in the form of ‘listen and . . .’(e.g. ‘listen and take notes’).

In addition, media can be used in conjunction as teaching process.

One kind of the media that can be used in improving learners listening ability is English songs. In Scrivener’s view, song can be used in many of the same ways that you might use an ordinary speech recording (2005:338). Based on Scrivener’s view above, it can be concluded song can help the students who feel easy in comprehending listening. There are many kind of

songs such as a pop, rock, metal, classic, etc. The writer will choose the suitable song to the students to improve the listening ability.

From the background above, the writer is interested in searching about a study of using songs to improve listening ability of MTs Raden Paku Wringinanom because in previous study the students have low ability in listening. The students were unable to reach the minimal mastery level criterion-*Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school (MTs Raden Paku). In order to, the writer makes a classroom action research (CAR) to improve the listening ability using songs.

1.2 Statement of the Problems

As it explained on the background of the study, the questions to answer in this study are formulated as the following:

- 1.2.1 What songs are used for teaching listening ability?
- 1.2.2 How are the songs used to improve the students' listening ability of MTs Raden Paku Wringinanom?

1.3 Objective of the study

- 1.3.1 To find suitable songs for teaching listening ability
- 1.3.2 To describe a process the songs used to improve the listening ability of MTs Raden Paku Wringinanom.

1.4 Significance of the study

- 1.4.1 The result of the study is expected to provide a variation in teaching English. It is hoped that songs would make the students interested in learning listening.

1.4.2 The writer also expects that this study helps the English teacher to verify their techniques of teaching.

1.5 Scope and Limitation

The scope of this study is the improving listening ability using songs of MTs Raden Paku Wringinanom. It is limited on the improving listening ability using songs for the seventh grade of MTs Raden Paku Wringinanom. The writer will take of the seventh grade students in MTs Raden Paku Wringinanom as population, and for the limitation, the writer will take just one class of the seventh grade students in MTs Raden Paku Wringinanom.

1.6 Definition of Key Term

In order to make clear about definition of terms and to avoid misunderstanding and misinterpretation, the terms are defined as follows:

1.6.1 Song is a short musical composition with words.

<http://artikata.com/arti-171277-song.html>

1.6.2 Listening is “The process of interpreting messages-what people say”.

Lindsay and Knight (2006: 47).