

# CHAPTER 1

## INTRODUCTION

This chapter will discuss about the background of the study, statement of the problem, objective of the study, significant of the study, scope and limitation of the study, hypothesis, and definition of the key terms.

### 1.1 Background of the Study

Listening skills are considered as difficult basic skills and need to be improved continuously because they provide sound input that serves as a basis for language acquisition and allows students to interact in verbal communication. Purnomo (2017) argues that students will consider listening as a tense skill because it is temporary, and students feel that they often cannot process the information they hear quickly. "Listening" is different from "Hearing". Hearing is a physical ability while Listening is a skill (Sari, 2014). Listening means paying attention and trying to process what you hear. In other terms, listening skills is when you get the meaning of what the speaker are saying. Because when someone can listen at a higher level, it will make the development of relevant abilities such as reading, writing, and so on will become simpler (Li, 2016). The process of learning to use English is not easy because the Indonesian tongue is different from Westerners. The difference can be in the rules of the sound system (phonology), word formation (morphology), word structure (syntax), meaning of words (semantics), and social context (sociolinguistics). Listening is the language skill which often used in almost all communication, but this skill is still often considered a very difficult skill, and can sometimes create anxiety and frustration by foreign language students and second language learners (Hasan & Tan, 2017).

Learning to listen is one of the important skills that must be mastered by students. Because listening is an activity to obtain information where this activity has an important role as the first input for students. Sari (2014) Found some facts that the students still experience a difficulty in expanding vocabulary and also remembering the words. One of the reasons was that they learned vocabulary in boring and inefficient ways. While vocabulary mastery must be prepared in every student to communicate using English in oral and written form. Vocabulary is a core component in learning English, therefore if students do not have a lot of vocabulary, they will find it difficult to understand what they encounter in text or listen to a

conversation (Shakerian et al, 2016). The more students master the vocabulary, the easier it will be for students to practice their listening skills.

Songs are one type of fun media that can improve listening skills, vocabulary, and expand cultural knowledge (Uswatun, 2017). That is because many people find it easier to memorize something fun and melodic than ordinary expressions (Widhiastuti, 2012). The song is also considered as an activity like drilling because the pattern of songs whose lyrics are repetitive can make us get used to saying English vocabulary unconsciously and pleasantly. In addition, Barnabas (2019) states that listening to western songs students will get new ideas and also develop students' vocabulary. Murphey (1992) states that songs are a very useful medium for learning vocabulary, sentence structure, and sentence patterns. Millington (2011) also states that songs can increase the vocabulary of students, this statement is also supported by Cebula (2008) because by listening to songs students will capture a lot of new vocabulary.

Popular song or what is usually called the pop song is one of several music genres that are in great demand by many groups, especially for young people who are still attending school. Besides being pleasant to hear, pop songs also make us to snap fingers and make someone get carried away when listening to them. Shakerian et al (2016) shows that there are facts from this one song genre that pop songs are an ideal source for vocabulary learning because students often spend a lot of free time just listening to music and especially pop songs. The popularity of English pop songs has the potential to motivate students to learn English (Limbong, 2012). In addition, Domoney and Harris (1993) also argue that more student attention and involvement in listening to pop songs will make students more motivated to learn English, because they will use their knowledge, music, and language. From the above statement, the researcher can assume that students who often listen to English pop songs and spend their free time listening to English pop songs are likely to have a positive relationship with vocabulary mastery.

There are several reasons expressed by experts that pop songs are beneficial for EFL students. The first reason is flexibility. Pop songs have a number of purposes and there are many reasons why they are considered an important pedagogical tool for language learning in general and in particular for vocabulary development (Limbong, 2012). Pop songs are useful for learning vocabulary, sentence structure, and sentence patterns, as well as reflectivity towards mother tongue culture (Murphey, 1992). Second, Murphey (1992) analyses that the language used in pop songs is generally associated with the level of native English speakers around the age of 11. So that students will find it easier to understand every word they heard

in the lyrics of pop songs, because the language used is easier for them to learn. From the reasons above, it can be concluded that pop songs are a complete language package which combines culture, vocabulary, listening, grammar and a number of other language components in just a few poems, and pop songs are very suitable as well. Students to acquire a lot of new vocabulary because the language contained in pop songs is very appropriate for their age so that students will find it easier to learn new vocabulary and can also practice their listening skills.

In addition, pop songs can be useful for learning vocabulary and the language used in pop songs is also related to their age so that students will find it easier to learn new vocabulary. And also English pop songs is a song that is more favoured by students, Iqbal (2018) also said that English pop song is a song which not only give a good feeling to listener, but it also can represent the listeners' feeling, that is why English pop song become one of the students' favourite. Which means that if listening to english pop songs is a student's favorite, they will often listen to english pop songs which will affect the student's vocabulary. And will likely have a correlation between listening to English pop songs and vocabulary mastery.

There are lots of researchers who discuss English songs. Like research conducted by Arevalo (2010) which shows that songs are the type of authentic material that is most suitable for developing listening comprehension because students feel motivated when working with authentic types of material. In addition, research from Meutia et al (2014) also shows that there is a positive correlation between habits in listening to English mastery of songs and vocabulary towards listening skills. And Sarining (2017) which shows that there is a significant relationship between vocabulary mastery, habit of listening to English song and speaking skills. From the previous study above, we can see a lot of research on English songs. But English songs are still in general form because English songs have so many genres. According to Kailani (2007) there are 9 types or genre of songs which is Classical, Pop, Rock, Metal, Country, Hip-Hop, Ballads, Dance, and Love song. Therefore, the researcher is interested in examining the relationship between listening to English pop songs and vocabulary mastery, because seeing the fact above that English pop song is a songs that have the potential to motivate students in learning English, especially in practicing their listening skills and vocabulary mastery because of the more attention and involvement of students to pop songs.

## **1.2 Statements of the Problem**

According to the background above, the researcher formulates the problems statement of this study as follows:

“Is there any significant correlation between students’ in listening pop songs and their vocabulary mastery?”

## **1.3 Objectives of the Study**

Based on the problem statement above, the purpose of the study tries to examine and explore students in listening English pop songs and vocabulary mastery. This project is determined to find out whether there is significant correlation between students in listening English pop songs and vocabulary mastery or not.

## **1.4 Hypothesis**

To achieve the purpose of the study, the researcher decides the hypothesis to be posed as follow:

H0: There is no correlation between students in listening English pop songs towards vocabulary mastery

H1: There is positive and significant correlation between students in listening English pop songs towards vocabulary mastery

## **1.5 Significance of the Study**

This research will provide some useful information about listening English pop songs and vocabulary mastery. This research will also present a description and correlation between listening English pop songs and students' vocabulary mastery in the seventh grade at Al Ibrah Middle School in the 2020/2021 academic year. Hopefully, the results of this study can be useful for students, teachers, and readers. There are two research significance namely theoretical and practical significance. The explanation is as follows:

### **1.5.1 Theoretical Significance**

Hopefully, the study will support theories proposed by previous experts and inspire the students at seventh grade students of SMPIT Al-Ibrah to improve their vocabulary mastery. It is because the vocabulary mastery as one of language components will support the students’

ability in communication both in oral and written forms. The researcher expects that this research will be useful and valuable especially for the teachers to give contribution for the development of education especially in learning second language.

### **1.5.2 Practical Significance**

a. For teacher

The teacher can know the level of students' vocabulary mastery. In addition, the results of the research can be a foundation and inspiration for teachers in determining English teaching strategies, especially vocabulary teaching using English pop songs. Also, it can be important information that the song as one of the authentic materials can also be used to improve students' vocabulary mastery.

b. For students

Listening to English pop songs can be incorporated into their passion as a media for learning English. They can improve vocabulary mastery from listening to English pop songs.

c. For School

This research can provide useful information in improving students' vocabulary mastery later.

d. For Researcher

Researchers can find out the benefits of listening to English pop songs to improve vocabulary mastery and can be applied in teaching later.

## **1.6 Scope and Limitation**

In this study, researchers limited the scope of the study. The scope of this study was to determine the significant relationship between student' in listening English pop songs and vocabulary mastery. Respondent of this study were seventh grade students of SMPIT Al-Ibrah in the first semester of the 2020/2021 academic year. The limitation of the study is the focus of the research on the seventh-grade students at SMPIT Al-Ibrah who listen to English pop songs and their mastery of vocabulary.

## 1.7 Definition of Key Terms

Avoiding some incorrect interpretations of this research title, it is important for the researcher to explain key terms used. Therefore, the researcher gives description and explanation of key terms to make the readers understand the research easier.

### 1. **Listening**

Definition listening in this study is a process or an activity done by seventh-grade junior high school students with paying attention at English pop songs to find out the meaning by identify, interpret, appreciate, and react to what they have heard or has been said.

### 2. **Pop Songs**

Definition pop songs in this study are one of the songs genres where the seventh-grade junior high school students often listened to.

### 3. **Vocabulary Mastery**

Definition vocabulary mastery in this study is seventh-grade junior high school student's skill in mastering a collection of words to form a language, which is obtained by students in listening English pop songs based on their own needs and motivations that aim as a communication tool.