BAB I

INTRODUCTION

Listening skills play an important role in the teaching and learning process in foreign languages, especially English. Listening skills are one of the four basic skills that must be achieved in the education system, including listening, speaking, reading, and writing skills. Listening practice is the main stage to prepare students to digest each word, both used orally and in writing, and can significantly improve other skills towards the development of other languages. By having good comprehension skills, it will enable students to respond to the material they hear appropriately, acquire vocabulary, understand sentence structure, and improve their speaking and writing skills. However, there are factors that are often found to be obstacles for students in practicing their listening skills, including the speed of native speakers, varying accents, the use of idioms and everyday expressions, and minimal student interaction with English materials outside the classroom. In addition, the teaching methods used are less innovative and tend to be teacher-centered, which can limit students from having the opportunity to develop their listening skills in an active and enjoyable way.

Therefore, students should practice and enjoy listening to English resources because it helps in the retention of new vocabulary of the speaker. Based on the difficulty with listening skills, teachers should devise appropriate strategies to create a conducive learning environment where students can pay attention to the learning process. There are many ways to make listening lessons more enjoyable. One of them is utilizing English songs to help students improve their listening skills (Listyaningsih, 2017). Songs have universal appeal and can create a more relaxed and enjoyable learning atmosphere. Through songs, students can interact on various aspects of English contextually, including pronunciation, intonation, rhythm, vocabulary, and cultural expressions. The repetitive melody and lyrics of songs can also help students remember and understand information better. Listening to English music can help stimulate the brain to detect words in English.

In addition, there are several researchers who have studied the use of songs in improving students' listening skills including increasing learning motivation, vocabulary mastery, and cultural understanding. One of them is in a study entitled "Utilization of Disney Theme Songs to Improve Listening Skills of Class XI Students of SMAN 13-Bone" (Mubarak, A. et al., 2020). This study reported that there was an increase or positive effect on students' listening skills after the implementation of Disney theme songs. In addition, other researchers in their study entitled "Improving Students' Skills in Listening Comprehension Using Multimedia-Based Songs" reported that more than 75% of students responded positively to the application of songs in the listening section (Jannah et al., 2018). Other previous studies in their studies entitled "Utilization of Songs to Increase Students' Interest in Listening Classes" showed that the results of the study had a good effect, namely an increase in students' interest in listening classes (Yuliyanto et al., 2018). This can happen because

students like learning, especially the listening process. Students will not feel bored because of the fun learning environment and activities provided. Furthermore, if they enjoy the listening phase, they will be able to learn a lot of new vocabulary, which will be a stepping stone to understanding what the speaker is saying.

Including a song in a listening class can help children become more interested. Students can be motivated by including music in the class.

From various other journals that researchers found, similar results were described in improving students' listening by using the English song method. It is said that the use of English songs is an effective medium to improve various aspects of students' English language skills, both vocabulary mastery and speaking skills.

A classroom action research conducted at SMP Negeri 2 Mardingding showed a significant increase in students' vocabulary mastery. The average vocabulary mastery score increased from 30% to 80% after implementing learning using English songs, proving that songs can be an effective source of learning inspiration. Another study at SMP Negeri 2 Banguntapan, using a qualitative descriptive method, found that students felt that learning with English songs was very enjoyable, not boring, entertaining, and provided encouragement to learn. Although not all students felt an immediate improvement in their speaking ability (12 out of 20 students felt an improvement), the majority of students (20 out of 20 students) experienced an increase in their vocabulary mastery. Furthermore, research at Doctor Nueng Intercare Krabi School, Thailand, confirmed the effectiveness of listening to English songs in improving speaking skills. The results showed that students became more confident, were able to pronounce words correctly, and showed improvements in intonation and understanding of context, which strengthens the conclusion that this method is effective for learning speaking skills. Overall, the findings from these journals consistently show that English songs have great potential as a fun and effective pedagogical tool.

Therefore, a teacher should choose an appropriate song that is relevant to the learning topic and will make students pay attention to the listening segment. However, research that specifically reviews the impact of using songs in a structured and systematic manner on improving students' listening skills, especially students with certain levels of ability, still requires a more in-depth study. Therefore, this study aims to investigate precisely the effectiveness of using songs as a learning medium in improving students' listening skills at SMP Nasrani 5. The results of this study are expected to provide theoretical and practical contributions for English educators in developing more innovative and effective teaching strategies, especially in improving students' listening skills through the use of relevant and interesting materials such as songs.

THE FORMULATION OF THE STUDY

According to the background of the study, the problem is formulated as follows:

1. What does the teacher do so that students can listen to each vocabulary word by practicing students' listening skills through the use of songs?

2. Why do students consistently struggle with listening activities in class?
3. How do we make the learning or practicing procces more enjoyable?
4. How does including songs into listening tasks affect students' motivation and confidence?

THE OBJECTIVE OF THE STUDY

Most of the objectives to be achieved in this research are to determine significantly the effect of using songs on improving students' listening skills in English subjects. The specific objectives of this research are as follows:

1. To increase knowledge of new vocabulary from the use of songs.
2. Students' understanding of grammar when listening to each sentence in English songs.
3. Students' ability to explain sentences heard in English songs.
4. To evaluate the efficacy of songs in boosting students' listening comprehension and vocabulary learning.

BENEFITS OF RESEARCH

It is hoped that the results of this research will be useful, especially for educational circles, so that they can be used as input regarding the importance of using teaching media to improve the quality of student learning in developing more interesting, efficient and effective teaching materials by utilizing learning media.