



CHAPTER I INTRODUCTION

A. Background of The Problem

Listening, as one of the basic skills of language, plays an important role in the language learning. By listening to sound or spoken language, people are able to produce language. Listening is dominantly used in everyday life. Listening is not only the process of hearing, but also identifying, understanding, and interpreting spoken language as the first step of successful communication. In other words, before someone understands and starts to speak, he or she has to hear the sound, words, and speech pattern first. Therefore, in the language learning, the first step will be listening while speaking, reading, and writing come later. In learning language one should be a good listener, to be able to focus to what is demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

In daily activities, people spend most their time to listen to things, such as world news programs (BBC, CNN, VOA), music, movie, talk show, speech and lectures. Morley (1991) states that listening is the most common communicative activity in daily life; we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write. Thus, there can be no doubt that every time we do the listening activity.

Actually, the listeners need not only to understand what is being said, but also to select the important and relevant information and reduce it to a form that can be taken down quickly in writing and remain understandable for intake later. As a result, the mastery of listening ability is crucial for English foreign language learner, and it should play an active role in activities and

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focused tasks. Therefore students need more listening exercises in the classroom even outside of the classroom, so that they are used to listen a target language and could have enough of real world exposure.

According to Orlova (2002) song is short musical work set to a poetic text with equal importance given to the musical and in the words. It may be written for one or several voices and it is generally performed with instrumental accompaniment. It is noticed that students will often recite the words of the song while singing it; it makes the students unconsciously understand the content of the songs. It will eventually develop their active understanding of the songs. It makes students' ears accustomed to listening either to English song or dialogue or monologue. Listening to song, for most students are enjoyable experiences. Through listening to English songs, students are exposed to authentic example of the target language, because simple and repetitive songs often contain a resurgent grammatical pattern and listening to song also can improve students' motivation and general morale, and show the language not only as a subject of study but also as a source of enjoyment and entertainment.

Orlova and Wonho (2002) have observed that listening to song can develop listening ability. According to them, songs contextually introduce the feature of supra-segmental (how rhythm, stress, intonation, and pronunciation affect students in English context). They believe that students from any language background can take advantage of using songs as an input for their language

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learning, especially for improving their listening skill and of course their listening achievement.

According to Griffee (1992, p.4) says that “songs have personal quality that make listener react to the songs”. Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, students are motivated personally to find out what the songs is about, understanding the meaning of a word. Thus, students’ interest in listening English songs was expected to improve the students’ listening skill.

Interest has an important role in learning. Hilgard in Imil (2013) says that interest is persisting tendency to pay attention to some activity or content and enjoy it till the end. It gives great effect toward students’ attitude, motivation and behavior. Children whose are interested to an activity, whether it is play or work, will put forth more effort to learn than children who are not interested or bored”. It means when students are interested to something, they will respond quickly what they are interested to without being forced with it. The characteristic of students who interested to an activity is they are showing attention to it and they are doing and they produce a will to do those activities.

SMA N 1 Palembang is one of a formal educational institution at Agam, West of Sumatra. As one of a formal educational institution this school also provide English subject to their students. Based on school based curriculum that applied in this school, there some standard competence in listening in which students have to pass this standard ; Understanding the meaning of

transactional and interpersonal conversation in the context of daily life and understanding the meaning of short functional text and simple monologue text in form recount, narrative, analytical exposition, news item, spoof, hortatory exposition, explanation, discussion, and procedure text in the context of daily life.

As we know there are four skill in english , listening, speaking, reading and writing but according to an informal interview with a lot of students revealed that they are not familiar with pronunciation of the native speaker in listening section and they have trouble in understanding what the speker said in the tape. So listening is viewed as difficult subject for them. This is one of the reason why some students can not pass the passing rate of English subject at the school . But there are several students said that they did not have problem with listening section on the test because they have listened what the speaker said in the tape by watching movie in television, listened the music, listened news with english spoken on television and etc, so they familiar with what the native speaker said in listening section questions. These students' problems reflect the ones that were recognized by Ur (1996, pp.111-112) He addressed several problems that English language learners have to face, such as inaccurate sound perception, inability to understand every word, inability to understand fast and native-like speech, the need to listen more than once (which can be troublesome in real-life situations), overwhelming reception of information, and exhausting long passages.

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Based on observation that researcher conducted at SMA N 1 Palembang the researcher conclude that most of students still have problems and difficulties in learning English especially in term of listening. Their listening skill is still very far from the expectations of the curriculum. This can be the researcher prove based on the results of the passing grade students who do not achieve the targets which is set by the school.

Based on the information from the some students, they confirm there are several phenomena found at the eleven grade of Senior High School 1 Palembang. The phenomena are:

1. Some of students who are listening music have low understanding in listening skill
2. Some of students who do not listening music did not have problem with listening skill.
3. Some of the students have English vocabularies but they still can not recognize words they know.
4. Some of the students are able to catch the meaning quickly but they forget what is heard.

From the description and phenomena that is explained by the researcher above, the researcher is interested to conducting a correlation research entitled :*The Correlation Between Students' Interest in Listening English Song and Their Listening Skill at The Eleven Grade of Senior High School N 1 Palembang.*

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B. The Problems

1. Identification of The Problems

After conducting observation at the eleven grade of Senior High School 1 Palembang, it is clear that most of students are still difficulties in learning English, especially in term of listening. To make the problems of this research clearer thus the problems will be identifying in the following identification of the problem :

1. Why some of students who do not listening english songs have low understanding in listening skill ?
2. Why some of students who are listening english songs did not have problem in listening skill ?
3. Why were some of the students have English vocabularies but they still can not recognize words they know ?
4. Why some of the students are able to catch the meaning quickly but they forget what is heard ?

2. Limitation of The Problem

After describing identification of the problems above, the researcher needs to limit and focus the problem of her research problems on the correlation between students' interest in listening english songs and their listening skill.

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3. Formulation of The Problems

The formulation of the problems in this research is *“Is there any significant correlation between students’ interest in listening english songs and their listening skill at SMA N 1 Palembang?”*.

C. Objective and Significance of The Research**1. Objective of The Research**

The aims of this research is :

To find out the information about is there any significance correlation between listening english song and listening skill.

2. Significance of The Research

- a) Hopefully this research is able to benefit the writer as a novice writer to learn how to conduct a research.
- b) This research findings also expected to be usefull and valuable , especially for students and the teacher of English of the eleven grade of Senior High School 1 Palembang as their future learning focus.
- c) Besides this research finding also expected to be positive information for those who are concerned in the world of teaching ang learning english as a second or as a foreign language.

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- d) Finally these research finding are also expected to be practical and theoretical information to the development of the theories on language teaching.

D. Reason for Choosing The Title

There are some reasons why the writer is interested and carrying out this research. The reasons are as follows :

1. The title of this research is relevant with the writer's status as a students of english education department
2. The title of this research is not yet investigated by other's previous researchers
3. The location of the research facilitated the writers in doing this research

E. Definition of The Term

There are so many term involving in this research. In order to avoid misunderstanding toward the term use, those the following term or necessarily defined :

1. Correlation

According to Anderson and Arsenault (1998, p.118) said that correlation research is one way of describing in quantitative term the degree to which variables are related. However in this research the term of correlation refers to design of the writer research to correlate two difference variables (independent and dependent variables). Independent variable (X) refers to listening english

songs, while dependent variable refers to students listening skill at eleven grade of Senior High School 1 Palembang.

2. English Songs

Songs are defined as follows “The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio. By music is meant instrumental music, for example, symphonic, chamber, easy listening, or solo instruments such as the organ, flute or guitar” as described by Griffiee (1992, p.3). From the explanation, songs are the combination between the music and words. However, the research is focused about English songs that made all the related songs are using English language.

3. Listening Skill

In general, listening can be defined as a process of receiving and understanding information in spoken language. However, this process may not be as simple as it appears to be. Listening differs from hearing in term of the process that occurs. Hearing is a physiological process, wherein a sound wave enters someone’s ears and this wave travels through the nerves into the brain in the form of electrical impulse. Meanwhile, listening process is more psychological. It involves not only the process of hearing itself, but also the complex process of human brain to identify, understand, and interpret the sound or utterance. Rubin described listening as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are

trying to express. In this research, listening skill is the student's ability to listen (identify, understand, and interpret) the listening materials as well as possible.



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