

Chapter 1: Introduction

This chapter presents a brief explanation about this research. It includes basic consideration, research questions, research aim, research scope, and research significances.

Basic Consideration

Amongst the four skills in learning English, frequently listening skill is used the most. Based on Hedge (2007), listening accounts for 45 percent, speaking 30 percent, reading 16 percent, while writing nine percent. It indicates that students spend more time learning the listening skill. In addition, Harmer (2007, as cited in Garcia, 2015) stated that listening skill is considered to be difficult for students who learned English as their second language, since its activities are designed to make them obtain information, thus this compel the students to not only listen, but also understand the context.

As explained before, the difficulty of listening skill is believed to be common. This could be seen from the writer's teaching experience in SMP 6 Gorontalo on August 21st, 2018. In this school, listening skill was rarely taught and the teacher did not put any effort in developing the students listening skill. This problem is included in Brown & Yule (1983, as cited in Samian & Dastjerdi, 2012) finding about four factors that can affect the difficulties in listening. Those are the speaker, the listener, the content, and the support. First is the speaker, which means the number of the speakers itself, the speech rate, and the types of accent. Second is the listener, which are the level of responses and the interest in the subject. Then, the content, means vocabulary, grammar, information structure,

and background knowledge. The last factor is support aid. Support means the media such as visual aids to support the text, picture, diagrams, etc. Out of four factors, two of them, listener and support aid, are correlated with the writer's observation in real life. The researcher did observation few times where in 2018 and 2019 at three schools, the reason is to know how the listening skill conduct in the classroom, which technique of teaching that the teachers use and how the students' skill in listening. In SMP Negeri 6 Gorontalo, the researcher observed three classes in the third grade, while in SMP Negeri 1 Telaga only one class which is VIII.7 and last school is in SMP Negeri 4 Gorontalo also one class which is VIII.2. After observed these schools, unexpectedly they have same problems which are also correlated with Brown and Yule's theories that have been explain before.

The first problem is the technique of teaching. From five teachers that had been observe, the researcher noticed almost all of them used same technique repeatedly, they do know use varieties techniques to improve the quality of learning. It can be seen from how the researcher observe one class at one of the school that have been observed in 2018 and she did observation again in 2019 in the same grade, the teacher still used same technique of teaching to teach listening skill. Furthermore, the teachers seem lack of facilities that can support the learning process, even there is one of five teacher used dictation technique in teaching listening while the others used speaker or audio which is already common.

For the second problem is the students, according to the observation, she also noticed how the students' behavior in learning listening skill. They seem boring, have less of interest, and do not put much of attention to the material. These behaviors can be a big problem in learning and teaching English course, the problems may caused by the technique of teaching that the teacher used repeatedly. Thus, the result of choosing such technique can be seen from the teachers' inability to successfully attract the students to learn English and make them enjoy themselves while learning it and it does not make any differences in improving students' listening skill.

Stumbled upon these problems, one of the techniques that can be applied by the teacher in the classroom is by using songs. Claerr and Gargan (1984, p.31) claimed that "with some imagination, songs can be used to teach all aspects of foreign language". It implies that songs can be used as one of the media to teach foreign languages, especially English. Harmer (2001, p.242) argued that "a piece of music can change the atmosphere in the classroom or prepare students for a new activity. It can amuse and entertain, and it can make a satisfactory connection between a world of leisure and a world of learning." In other words, the students will be more active, joyful, entertained, and put themselves in learning through songs. Furthermore, there are few advantages of using a song as a media. First, a song can be used to relax the classroom atmosphere and the students before or during the learning process. Second, hearing the rhythm of a song could boost the students' mood. Last is, it can improve listening skills and pronunciation, acquiring vocabulary and grammar structure (Griffiee, 1992). Based on previous

explanations, the usage of music or song in the process of learning listening is expected to create a good learning atmosphere where students can enjoy learning without pressure. Hence, to support the English song as the material and technique of teaching listening skill, in this research intend to find out students' perception on *LyricsTraining* application. In the other words, this research using this application as a media or learning aid to support the material.

Based on its website, *LyricsTraining* is “an easy and fun method to learn and improve your foreign languages skills through the music videos and lyrics of your favorite songs”. Thus, it can be said that this application could be helpful and useful for students who want to learn listening skills and enjoying its learning process. *LyricsTraining* contains a lot of music videos and it allows its user to play music videos shared on *YouTube*, along with its corresponding lyrics, transcribed by other *LyricsTraining* users. Therefore, through music videos, students will enjoy the learning process more because of the visual. This is supported by Harmer (2001) who said that listening to music with the video where students can listen to songs and then say based on the mood it appears to convey what kind of scene, they think it accompanies and where it taking place. It means that music videos can make students more focused, think, and then deliver the idea of what the song tells about.

As the explanation before, the researcher is interested to find out students' perception on the use of *LyricsTraining* application in teaching and learning process at SMP Negeri 4 Gorontalo, second grade in class VIII.5 in academic year of 2019 / 2020. Thus, to implement the *LyricsTraining* application in the

classroom, the researcher suggested to the teacher to use this application as a media for few meetings in teaching listening skill. Then, after the implementation, the researcher interested to know how the students' perception on *LyricsTraining* application in teaching English course especially in listening skill. Whether this application is suitable to support the material and be a learning aid to teach listening skill. Based on the students' perceptions, it will be determined that the technique of teaching listening skill using English song can be more variety to improve the quality of teaching and can change students' behavior and increase their listening skill.

Based on the reasons above, the study is conducting to find how students' perception on *LyricsTraining* as a media in the teaching and learning process at SMP Negeri 4 Gorontalo in second grade.

Research Question

Based on the background of research above, the research question is formulated as:

- How is the students' perception on *LyricsTraining* application used in teaching process in Listening skill at SMP Negeri 4 Gorontalo, second grade in class VIII.5 in academic year of 2019 / 2020?

Aim of the Research

The aim of this research is to find out students' perception on *LyricsTraining* application used in teaching English in Listening skill at SMP Negeri 4 Gorontalo, second grade in class VIII.5 in academic year of 2019 / 2020.

The Scope of the Research

This research talks about students' perception to the *LyricsTraining* application used in teaching English in Listening skill at SMP Negeri 4 Gorontalo, second grade in class VIII.5 in academic year of 2019 / 2020. This discussion focused on students listening skill.

Significance of the Research

The significance of this research is purposed for student, teachers, and future research. Teachers can use *LyricsTraining* application for teaching listening skills, in a way of keeping the students' mood and atmosphere interesting and enjoyable during the learning process. As for the students, *LyricsTraining* application is also expected to motivate them and enhance their listening skill in English. Also, through this application, they could learn English relax and enjoy moreover this application also can learn English independently through the English song without teacher's assistance and the last is this research is purposed to give a contribution for the future researcher.