

## Chapter 1: Introduction

This chapter presents a brief explanation of the research. There are basic consideration, research question, research objective, research significances, and research scope.

### Basic Consideration

In the process of teaching and learning English, students' ability in mastering the four language skills becomes an important goal. These will involve receptive skills; listening skill (understanding the spoken language) and reading skill (understanding written language), and productive skills including speaking skill (producing spoken language) and writing skill (producing written language).

In fact, understanding spoken language is very important in communication. In order to master the spoken language, however, in language classroom, listening tends to be neglected; many language educators assume that listening is automatically acquired while the learners learn to speak a language. It seems not easy for the teachers to choose the appropriate methods and activities because they have to consider what the students like and what methods are interesting for them without losing the gist of learning.

Listening is one of the skills that needs to be mastered by students. According to Adler, R. Et al. (2001), among four skills, listening, which serves as receptive skill become the most frequently used since listening accounts for 45%, speaking 30%, reading 16%, while writing 9%. In the other words, if someone would like to master other skills, they must be able to listen first. Regarding that, s/he must be familiar with vocabulary, pronunciation, and grammar structure. Moreover, Schwartz (2004) argued that human spend most of their time with listening. Thus, students receive 90% of their information through listening. Thus,

it is important to possess listening ability as it helps people to communicate and become the language modality which is mainly used.

In fact, based on Harmer (2007) learning English must be a very difficult skill since English is considered by the learners' as their second language. But technology grows so fast nowadays. There are many tools and media that can be used to support the learning process including music. Music is a powerful stimulus for students' engagement, because it directly touches emotions state. The use of music and song can stimulate positive vibration to someone

who studies language. It is in line with Harmer (2007) who stated that "a piece of music can change and prepare students for a new activity". This strategy might help the students to learn listening skill in more exciting way. Therefore, the use of popular song has always been absorbing phenomenon in EFL field.

Here, a previous research which proved popular songs are effective on students' listening skill. This research composed by Sidik Kurnianto in 2015 entitled "Students' Perception towards the Use of Song Lyrics in Learning English at English Education Department of Universitas Muhammadiyah Yogyakarta". In term of research question, Kurnianto dealt with two questions which are different with this research question: what are the advantages towards the use of song lyrics in learning English at EED UMY and what are the challenges towards the use of song lyrics in learning English at EED UMY. The subjects of this study are three students of EED UMY whereas this research used participants in English Department 2019 at UNG. At the result, he found there were three advantages of song lyrics (linguistic resources, psychological resources, cognitive resources), and there were still some challenges in learning English through song lyrics.

Another research is conducted by Atika Adawiyah in 2017. Her research is entitled "The Effectiveness of Popular Songs in Improving Students' Listening Skill". To carry out her research, she applied quantitative research and quasi-experimental method which is different from this research. In her result, both of the first score (experimental class-red) and second score (controlled class-red) in the pre-test showed different score with the post-test score. It means that the score after the treatment was higher than before the treatment. In general, the improvement occurred for both classes. The students were interested in listening to popular song since while they were learning, they are listening to the song that they like or into it at the same time. However, since this research was conducted at the seventh grade junior high school of SMP Negeri 10 Tangerang Selatan, the sample of data in her study is different from the sample in this study.

As the result, the researcher would carry out a research concerning students' perception entitled "Students' Opinion Toward The Use of Popular Song in Listening Learning Skill at The 3<sup>rd</sup> Semester of English Department".

### **Research Question**

Based on the previous brief explanation, the researcher has one question as follows: What are Students' Opinion Toward The Use of Popular Song in Listening Learning Skill at The 3<sup>rd</sup> Semester of English Department?

### **Research Objective**

Regarding the research question above, the objective of this study is to analyze Students' Opinion Toward The Use of Popular Song in Listening Learning Skill at The 3<sup>rd</sup> Semester of English Department.

**Research Significances**

This research is expected to be significant for the lecturer to compare whether this teaching listening with song could help improve students' ability in understanding listening skill.

This research is also beneficial for students in order to make them easier and faster to increase the listening ability with the help of popular song in the classroom.

**Research Scope**

According to the title of this research, this study will be focused to measure students' perspective in learning listening skill with the use of popular song. This study will be conducted on 3<sup>rd</sup> Semester of English Department State University of Gorontalo.