

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem or research question, the objective of the study, the significance of the study, the limitation, and the definition of key terms. Those steps are discussed below.

A. Background of the Study

The ability to speak a language effectively is one of the fundamental indicators of communicative competence. Speaking involves more than merely producing words. It requires the capacity to convey meaning, interact spontaneously, and respond appropriately within a given context. According to Brown (2007), speaking requires the ability to construct meaning in a real-time situation and consider both linguistic and contextual aspects of communication. Linguistic aspects include phonology, morphology, syntax, discourse, and other language-related aspects, while contextual aspects include socio-cultural context, situational context, non-verbal communication, and other external factors influencing language use. Furthermore, Rao (2019) stated that among the four language skills, speaking is the most important in learning a second or foreign language. Overall, speaking is highly significant when learning a language because it facilitates real-life interaction.

Due to its importance, learning speaking skills has become a central focus in English language learning. According to Nunan (1991), mastering speaking skills is crucial in learning a foreign language, as a student's success can be evaluated based on their ability to engage in conversations. Aligning with this, Haerazi and Irawan (2019) stated that students' competence as English learners is reflected in

their speaking abilities, which encompass grammar, vocabulary, reading, fluency, and other language skills. Various activities are implemented to enhance speaking skills. For instance, Lingga et al. (2020) highlighted activities such as speaking in front of a mirror, conversing with classmates, listening to English songs, and watching movies can develop students' speaking skills and boost their confidence. However, despite these strategies, students still face challenges in learning to speak.

Dewi and Jimmi (2018) stated that limited vocabulary becomes a major obstacle in constructing sentences, particularly for learners at lower proficiency levels. Similarly, Leong and Ahmadi (2017) noted that learners with low self-esteem, high anxiety, and low motivation experience serious difficulties in speaking performance. Al Hosni (2014) also found that students' speaking challenges primarily arise from limited linguistic competence, frequent use of their mother tongue, and feelings of inhibition. Extending these findings, Saragih et al. (2024) revealed that Indonesian students face additional barriers such as worry, grammar and vocabulary restrictions, pronunciation problems, anxiety, poor exposure and practice, which collectively hinder their oral English development across various learning contexts. Aligned with this, Sheela and Ravikumar (2016) stated that the more exposure students have to English, the more fluent they become. In this context, language exposure defined as the contact learners have with the English language, both inside and outside the classroom. This contact is a crucial factor in language acquisition, influencing proficiency in various skills (Muñoz & Cardieno, 2021; Al-Zoubi, 2018). Research has shown that frequent exposure to English

significantly enhances learners' linguistic accuracy, fluency, and overall communicative ability (Huang et al., 2018; Al-Zoubi 2018).

Considering the importance of language exposure, Bozorgian (2012) examined the relationship between listening skills and other language abilities. The study revealed a strong correlation between listening comprehension and overall language proficiency, indicating that learners with higher listening competence tend to demonstrate better speaking performance as well. This finding underscores the role of listening as a foundational skill that facilitates the development of other language skills, particularly speaking. Despite its significance, however, some students often perceive traditional listening activities as monotonous and less engaging.

To overcome this issue, incorporating enjoyable learning media can serve as an effective alternative. One such approach is the use of English songs as listening materials. Muñoz and Cadierno (2021) stated that listening to English songs is one of the most frequent types of English exposure outside the classroom. Additionally, Listiyaningsih (2017) found that listening to English songs can enhance students' listening skills, pronunciation, and vocabulary mastery, which in turn positively contributes to their speaking ability. Moreover, English songs expose learners to authentic language use, natural pronunciation, and everyday expressions within meaningful contexts. The lyrical content of songs often reflects real-life communication, making it more relatable and less formal than textbook-based materials.

In studying listening activities, it is important to distinguish between habit, frequency, and intensity, as these concepts represent different levels of learner engagement. According to Gardner (2015), habit refers to behavior that is repeated regularly and becomes automatic as a result of consistent repetition, such as listening to English songs as part of daily routine. Besides, Indrayani et al. (2024) highlighted that frequency focuses on how often an activity is performed within a certain period of time. Meanwhile, intensity goes beyond both habit and frequency because it considers not only how often students listen but also how long and how attentively they engage in the activity. According to Dersa (2023), intensity includes three key aspects: frequency, duration, and attention. Frequency indicates the number of times students do an activity, duration reflects the amount of time they spend on it, and attention involves the level of focus and cognitive effort students give while performing it. In the context of this study, the intensity of listening represents how frequently, how long, and how attentively students listen to English songs. Previous research on correlation between intensity and English language skill has shown varied results. For example, Dersa and Hasibuan (2023) found no significant correlation between students' intensity of watching English videos on YouTube and their listening achievement, while Ningtiyas et al. (2020) reported a significant positive correlation between watching intensity and listening skill. These findings indicate that the level of intensity may play a role in language performance. However, previous studies related to listening to English songs have mainly focused on students' listening habits or frequency rather than the comprehensive concept of intensity.

Furthermore, relevant previous studies examined the correlation between listening to English songs and speaking skills. Dhanyssa et al. (2023) found a weak yet positive correlation between students' habits of listening to English pop songs and their speaking ability, while Febrian et al. (2022) reported a significant correlation between listening habits and speaking skills. In contrast, Putri (2022) revealed a very low correlation between the frequency of listening to English songs and students' speaking achievement. These studies primarily focused on students' habits and frequency of listening, did not explore the intensity which is, the frequency, duration, and attention of students when listening to English songs. Therefore, researcher try to examine this gap which lies in the lack of research examining listening intensity (frequency, duration, and attention) in relation to speaking ability, particularly among Indonesian EFL high school students that has not been examined yet in the previous studies.

This study is particularly important and also relevan in the context of MAN 1 Kota Kediri, where English is taught as a foreign language and many EFL students struggle to develop their speaking ability. Limited vocabulary, lack of confidence, and minimal authentic exposure to English outside the classroom are among the main obstacles they face. Unlike ESL environments, Indonesian learners rarely interact with native speakers, making informal sources of input such as English songs an important medium for language exposure. In this regard, the easy accessibility and popularity of English songs provide an alternative and enjoyable source of language exposure. By examining the correlation between the intensity of listening to trending English songs and students' speaking ability, this study seeks

to offer insights into how exposure contributes to language development. The findings are expected to help English teachers at MAN 1 Kota Kediri design more engaging and effective strategies to foster students' speaking skills.

From the background of the study above, it is clear that the researcher aims to investigate the correlation between two variables: the intensity of listening to English songs and students' speaking ability. The researcher identified a gap in existing research, where this correlation has not yet been examined, particularly in MAN 1 Kota Kediri. Therefore, the research is titled: "**Correlation Between the Intensity of Listening to English Songs and Speaking Ability of the Tenth-grade Students at MAN 1 Kota Kediri.**"

B. Problem of the Study

Based on the background of the study above, the research question can be formulated as "Is there any significant correlation between the intensity of listening to English song and speaking ability of the tenth-grade students at MAN 1 Kota Kediri?"

C. Objective of the Study

Based on the statement of the problem above, the objective of this study is to find out the correlation between the intensity of listening to English song and speaking ability of the tenth-grade students at MAN 1 Kota Kediri.

D. Hypothesis

This study is guided by the following hypotheses:

1. Null Hypothesis (H₀): There is no significant correlation between the intensity of listening to English song and speaking ability of the tenth-grade students at MAN 1 Kota Kediri.
2. Alternative Hypothesis (H_a): There is a significant correlation between the intensity of listening to English song and speaking ability of the tenth-grade students at MAN 1 Kota Kediri.

E. Significances of the Study

The findings of this study are expected to benefit various stakeholders in education:

1. For Teachers

This study provides practical insight for the teacher to considering using English song as a supplementary tool in enhancing student's speaking ability through engaging song as a learning tool.

2. For Students

This study gives recommendation for the students to use English song as a potential tool in improving their speaking ability through fun activity.

3. For the curriculum developer

This study provides evidence-based recommendation to integrating English song as a supplementary learning tool in the learning material.

4. For Future Researcher

This study provides a reference for future researchers examining the relationship between listening intensity and speaking ability. It offers insights into

how listening to English songs influences students' speaking skills, aiding further studies in language learning and pedagogy.

F. Scope and Limitation

This study focuses on examining the correlation between the intensity of listening to English songs and the speaking ability of tenth-grade students at MAN 1 Kota Kediri. The research is limited to analyzing the relationship between these two variables without investigating causal effects. The study was conducted during the 2024 – 2025 academic year to ensure manageable and reliable data collection and analysis.

Furthermore, this study specifically focuses on trending English songs that are commonly listened to by students through digital platforms such as Spotify, YouTube, and social media. The study does not restrict the songs to a particular genre, such as pop or rock, since students may listen to various types of trending English songs according to their preferences. Trending songs were selected because they are more familiar and frequently accessed by teenagers, making them a realistic source of English exposure in students' daily lives.

G. Definition of the Key Term

In addition, intending to avoid the reader from misunderstanding among these terms, researcher have to define these terms. The following are the definition of the key terms in this study.

1. Intensity of listening

In this context, intensity of listening refers to the frequency and duration with which students engage in listening to English songs. It encompasses several aspects, including frequency of listening, duration of listening, and attention.

2. Trending English Song

Trending English song refers to every popular musical composition performed in the English language, consisting of English lyrics, rhythm, and melody. The term "trending" specifically refers to songs that are currently popular and widely listened to by the public, especially among teenagers. These songs typically gain popularity through music charts, streaming platforms, and social media trends.

3. Speaking Ability

Speaking ability Refers to the capability of the students to communicate, deliver ideas or express their thought by using spoken language in English. It is assessed amongst fluency, pronunciation, vocabulary, grammar, and organization of ideas.