

CHAPTER I

INTRODUCTION

In this introduction part, the researcher discusses the six-terms of the subchapter of the study. Those are the background of the study, the problem of the study, the objectives of the study, the significance of the study, the limitation of the study, and the definition of key terms.

A. Background of the Study

Language is one of the most important things in today's modern Era. Humans cannot live without language, because as social beings, humans need to communicate with each other and language makes communication easier. One of the most widely spoken languages worldwide is English. Statement Rodgers (1986) that English is a universal language used by all people to communicate through out the world and English has become the most studied International foreign language in the world. One way that can be used to learn English is by using songs.

The word "song" refers to pieces of music that contain words, especially popular songs, such as those heard on radio, mobile phones, YouTube music and so on. According to Kurnianto (2016), music is powerful stimulus for students' engagement. Music can speak directly to the students' emotions while still

allowing them to use their brain to analyze the music and its content. The use of song and music in the classroom can stimulate someone positively who learn language. In other words, the power of songs is often underestimated by most people they don't know that the song has many positive benefits. Claerr (1984) argue, with some ease, songs can be used to teach all aspects of a foreign language. Songs can be a fun and enjoyable way for students' perceptions to learn English. English songs are often used in the learning process. The main purpose of using songs is to introduce and improve English. That's because songs offer great help in developing the English language. Berne (2004), listening is the first meeting with the target language in language learning. Thus, improving skills is very important for further development.

One of them is listening skills which are important in learning English. Subconsciously, we spend hours listening. Listening is one of the most important skills to master. According to Listiyaningsih (2017), listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge. Listening is not only hearing, but also understanding. Speaking success is based on the ability to understand the words spoken by the speaker. With listening skills, we can understand lessons, news, new language or songs. So, we have to improve our listening skills in every condition of our life. According to Hidayat (2013), listening is an important ability and must be mastered, this can show that someone is fine. So that listening has the ability to understand the meaning of the speaker or song's message.

Falioni (1993) states that practically all points in grammar can be found in a musical text, and the text also offers a wide variety of vocabulary, all of which can be used to practice four communication skills. From the above statement it can be seen that that is the reason for the application of these songs in learning English. This is basically a complete package of instructional media. Of course, it can help students to improve their listening skills, speaking skills, and language elements (pronunciation, vocabulary, and grammar).

Bootzin (1983) stated that perception is very important because students' motivation and attitudes in learning are influenced by their own perceptions. If they have a good or positive perception, they will be very motivated to learn. The result, students who have a positive perception will follow the learning process and achieve goals easily. On the other hand, if perception is negative, they will fail in the learning process. Therefore, it is very important for teachers to recognize the perceptions of their students to help them design appropriate teaching and learning materials.

Nelson (2008) explains that students' perceptions are influenced by the experiences and expectations they have. Perception is something they see as reality for them and something they believe will happen, regardless of whether it is true or not. Furthermore, Nelson (2008) defines that perception is an image that is created when the place and time the mind feels. Perception is an external awareness of two objects, namely the absolute mind and space at the moment, so that something students see sends a message to their minds that something they see is the truth. From the above definition, students' perceptions of English songs can be the key to answering research questions.

English teacher must have the right strategy in learning. One of the appropriate learning media is learning and teaching using songs. According to Hidayat (2013) Creative teachers can also use songs to teach English through songs since they provide a break from the textbook and workbook, it is new and interesting to them. Songs also function to improve mood and improve cognitive abilities of the brain, especially memory.

Siradj (2002) States that songs and music are popular activities in the world English songs are highly motivating because students will not get bored easily with them. English songs are interesting for young learners so they will be eager to study. Students of EFL/ESL feel happy to learn through music and songs.

Another previous study from Tri (2017) titled "The Influence of Listening to English Songs On Improving Listening Skills in Listening Classes". This study presents the influence of listening to English songs to improve listening skills, what influence arises by listening to English songs also explained in this article. This lesson focuses on the influence of listening to English songs to improve listening skills especially in listening classes. To collect data used this research qualitative approach. The author conducted interviews with five informants. The findings of this study suggest that listening to English songs can improve listening skills. In addition to the findings, other findings suggest that students are sometimes unable to concentrate in the classroom. The latter is to show how students solve the problem.

The study from Andriani (2018) the improvement of listening ability through English song was significant improved. Through listening English song,

the learners can enjoy the activity and it makes them easily to increase their ability in listening. Listening to English song can enrich the vocabularies to the listener. Vocabularies will increase because the learner usual to listen English words. The improvement of pronunciation can increase also because the singer of the song is native speaker, so the learners will hear pronunciation in right way and it can improve their English pronunciation. Then the enhancement of listening skill also increase because of two factors above.

Additionally Yusuf (2017) on his reseacrh said that, the use of English song could be use in the class to make interest for the learner during the learning process. In addition, by teaching using songs in teaching and learning activities the teacher benefits from it. The teacher can teach students about vocabulary, language, culture, social habits, and more through songs. Students also feel happy because they are learning something different. Students should not always listen to the teacher's voice who has limitations or is even boring. Based on this background, the researcher is interested in conducting research on the Perception on the contribution of listening to English songs to students' English skills development of the English Department Students of IAIN Kediri.

B. Research Problem

Based on the background of the study, the statement of research problem as follow:

1. What are students' perception on the aspects of listening to English songs that contribute to students English skills development ?
2. What are students' perception on the benefits on listening English songs to students English skills development ?

C. Objective of the Research

Considering the problem of the study above, the researcher has the objective of the study:

1. To analyze and describe aspects on listening English songs to students English skills development .
2. To find out the benefits on listening English songs to students English skills development .

D. Significance of the Study

This study is expected to give a contribution to the teacher, student, and researcher:

1. For the Lecturer

Researcher's findings from this study are expected to be useful for lectures. Lectures can help students learn on their own through more effective English songs.

2. For the Students

Research from this study is expected to provide more insight to students, add insight into listening skills to English songs and use it wisely.

3. For the next Researcher

This research is expected to provide information and experience related to the use of English songs, so that it is expected to be able to conduct better research.

E. Scope and Limitation of the Study

This study was focused on investigating the students' perception on the contribution of listening to English songs to students' English skills development of the English Department Students of IAIN Kediri. Researchers used a questionnaire as an instrument to find data. This research is limited to fourth semester students who take listening class and their perceptions about listening english songs to students English skills development of the English Department of IAIN Kediri. English skills in this study refer to listening, speaking, vocabulary and pronunciation.

F. Definition of Key Terms

To avoid the misunderstanding of some terms used by researcher, the key terms are defined as follow:

Perception : The assumption or perspective of someone looking at and assessing something which can then be presented either orally or in writing. Bagas (2016). Students perceptions about the support of English songs for the development of students English.

English song : These songs are a combination of music and words. However, this research is focused on English songs which make up all songs related to English.

English skills : English skills in this study refers to listening, speaking, vocabulary, pronunciation.

Listening : Listiyaningsih (2017), listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge.

Speaking : The definition of speaking from Chaney (1998) is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The process of sharing the meaning through speaking also supported with additional manner, which is the gestures of the body.

Pronunciation : Pronunciation refers to the production of sounds that we use to make meaning. Pronunciation is an important aspect which assures the communication to be on track. Ranggen (2016), it can be a big help because the rhythm of the verse helps the learners to put the stress in right places, creating a natural flow of language and building up fluency to help the pronunciation.

Vocabulary : According to Ranggen (2016) on his study result, it revealed that music when repeated, simple and easily learned can make a text more easily learned and better recalled than when the same text is learned without any melody. It means that songs are able to make the process of learning the new words become easier.