

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses the background of study, the research problem, the objectives of the study, the hypothesis, the significance of the study, and definition of the key words.

#### **A. Background of Study**

Learning a language is often associated with how to compose a sentence that is good for speaking. Many people think that they want to immediately be able to speak fluently and interact with the language being studied, but they rarely think that what is more important to learn and reproduce is to master the vocabulary of the language, however mastering a large vocabulary is the main facility for composing sentences and speak fluently. There are many reasons why vocabulary must be taught first, for example, vocabulary is easy to understand and learn because there are no rules or formulas that students need to know such as when learning grammar besides vocabulary is a supporter of the four skills (listening, speaking, reading, and writing) as well as grammar. This view is widely shared by Richards & Renandya (2002), They said that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

The importance of vocabulary for the above skills, among others, is as follows when we listen to something in English with a collection of vocabulary that we have understood, we can easily get the meaning of what we hear. Even so, vocabulary learning is still interpreted as less important. Many people are lazy to

memorize vocabulary even though they already know the impact. Vocabulary is a basic aspect of language that is taught to know the next language process. (Rasuan, 2017) stated that Traditionally, vocabulary has not been a particular subject for students to learn, but has been taught within lessons of speaking, listening, reading and writing. Students are encouraged to master vocabulary first to make it easier for them to learn English. This can determine the supporting factors for students to use language in receiving and producing vocabulary in communication. However, vocabulary is one of the problem factors that is often considered severe by students. The difficulty faced by students, in this case, is to memorize one by one foreign vocabulary that they have never heard of. The main difficulty when speaking is related to students themselves who do not have the vocabulary they need to convey. In this arena, lack of vocabulary can cause students to not be able to arrange sentences, share ideas they have and build fluency of communication.

Lack of vocabulary will affect the success of language learning objectives. Because understand other people's conversations, reading texts, and being able to state or say something is certainly very difficult if you don't know the vocabulary. As stated in Franscy (2016) Because it has a supportive relationship with each other with other skills, vocabulary is very important to learn and also teach. Where vocabulary is one component that can support the achievement of learning English such as listening and others. Even because they do not know the vocabulary sometimes makes students less interested in learning. Though interest is also very necessary in learning English. In learning English, students often encounter mistakes that make them no longer confident afterwards. They worry about making

some mistakes when they are in the class. This statement is according to Kurtus (2019) he said that the primary reason that inhibits someone to speak is that they are afraid of looking foolish in front of other people.

Many factors affect the results of students' language learning, for example, the factors that influence student outcomes in learning English are students' positive habits. Some people think that students' habit of listening English songs is positive because music can help students who are learning secondary languages understand grammar and vocabulary, and improving spelling things like this can improve their English achievement. This view is widely shared by Engh (2013) she argues that empirical research comparing conventional pedagogical methods with those that use music and song has produced positive results in the area of vocabulary recall. This shows that the song gives positive results when used in the mastery of the language of students stored in the memory of music that students can take at any time in the long term in the future for mental training, memorization or pronunciation. Because the human memory system is in the visualization sensor and also the hearing sensor.

One of the reasons that make foreign languages difficult to learn is that people don't take extra time to study. However, when learning English with songs, you don't need to spend a lot of time because music can be taken anywhere. We can play English songs in the car, kitchen and bathroom. Murphey in Rosova (2007) stated in our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafés, shopping malls (muzak), at sports events, in our cars, and everywhere. It would seem that the only

place music and song are slow to catch on is in school.” By choosing the music we like, we can listen to the same material over and over again without getting bored.

Songs almost always contain very useful vocabulary, phrases and expressions. Since the intended audience is native speakers, songs and music use everyday language and new words. The language in the song is casual and used if we choose the right music. As what Fransischa & Syafei (2016) said Songs have an important role in the development of language to young learners in learning a second language. That is why most students enjoy learning by listening to the songs. The song is believed to be one of the valuable alternatives for developing students' ability to listen, speak, read and write. This is because if a student listens his favorite song, they will memorize vocabulary faster.

Listen to English songs also allows us to focus on pronunciation and understand the rhythm, pitch, and tempo of English. Patterns of words and sounds in songs are usually repetitive so they can easily stick in the mind. Music can enter our heads. Once inside, our minds usually play the tune and the lyrics over and over again. All of that helps us to learn English with songs because we can memorize vocabulary and phrases easily even how we pronounce a word will be the same as a native speaker. The song is emotional. Our connection to music is deep, powerful, and rewarding. Music is a key that unlocks emotions, affects mood, and improves mental and physical health. And usually, something emotional is easy to remember.

Based on the description above, the writer wants to conduct a study to find out whether there is a positive correlation between students' listening English songs habit and their vocabulary mastery, especially in senior high school students.

### **B. Research Problem**

Based on the background of the study above, the problem of the study is as follow: Is there any significant correlation between listening English songs habit and vocabulary mastery of senior high school students?

### **C. The Objective of The Study**

The objective of the researcher is: To investigate whether or not there is correlation between listening English songs habit and vocabulary of senior high school students is correlated.

### **D. Hypotheses**

The researcher considers hypothesis to make purposes of the study clear. The researcher has two hypotheses, these are:

- $H_a$ : There is a significant correlation between students' listening English songs habit and vocabulary mastery.
- $H_0$ : There is no significant correlation between students' listening English songs habit and vocabulary mastery.

### **E. Scope and Limitation**

In this study, to answer the limitations of the problems that will be developed, the researchers only focus on students listening English songs habit and vocabulary mastery of senior high school students in class X at the state of senior high school 7 Kediri.

### **F. Significance of the study**

The importance of research is supposed to bring knowledge and some benefits. Some possible ways are presented below:

1. For the teacher

The results of this study can be used as an innovative choice for teachers to teach English more interestingly.

2. For the students

This research will show students that there are many easy ways to help them to learn English in a fun way.

3. For further researcher

This research can help further researchers to explore more deeply the aspects that exist in this research, and also researchers who are making research can use the methods described in this study as references.

## **G. Definition of the key words**

### 1. Habit

Human actions are repeated over and over again in the same way.

Habit is something that is usually done, the behavior is often repeated so that over time it is automatic and permanent.

### 2. Listening English Song

Listening is a process of capturing, understanding, and remembering as well as possible what is heard or something said by others. In this case, listening to English songs is an activity to understand a song that is heard.

### 3. Vocabulary Mastery

A set of words that are owned by a person or other entity, or are part of a particular language and a collection of words that are part of a particular language and are used to compose sentences.