

CHAPTER I

INTRODUCTION

A. The Background of Study

Media can help students understand the lessons delivered by the teacher. In addition, with the media not only students are helped but the teacher will also be helped in teaching students. The teacher will not be too tired to make students understand the subject matter presented, because by using the media the teacher will be helped in conveying the subject matter so that students will also understand more about the subject matter. Media also makes it easier for teachers to transfer knowledge to students. Students will be interested and excited when they learn with the media. Teachers must choose the right media for the learning topic and students as well as interesting and unique media. Learning by using media is very helpful for teachers in delivering subject matter. Talking about media, the author is interested in trying songs as media in the learning process.

The author believes that many people like to sing. Songs are a good medium to use to help in the learning process. In learning a foreign language, songs can be used as a tool to help remember and understand that language.

Almost everyone likes music. Including teenagers such as high school students, because music can make people feel happy, calm, and comfortable. In our daily activities we do something while listening to music. When we feel happy by listening to music we feel our life is more colorful and when we feel sad by listening to music we will be calmer. Aside from being a media that entertains

and calms listeners, listening to music can also be a media of learning, especially in learning foreign languages such as English. Listening to songs in English can help us to get to know English.

According to (Horn, 2007), states that songs can have a positive impact on improving students' listening skills, because listening to songs indirectly directs students in improving their listening skills, one of the four skills in learning English. Based on his research findings, the use of songs has succeeded in improving English proficiency in general. Teachers can use songs to increase students' interest in learning, and students also feel happy and comfortable with the song media used by teachers so that the teaching and learning process can achieve learning objectives. The use of songs in learning media must also be adapted to students, the songs chosen must be age-appropriate and have the right word for teenagers. The choice of songs that are right for teenagers, especially high school students, must be motivating, passionate about learning or friendship.

In learning English there are four skills that students must have and master, namely reading, writing, listening, and speaking. According to Hsu, et al. (2013) listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading. For students, listening skills are fundamental language skills. Having and mastering listening skills will make it easier for students to connect with other people . Having listening skills makes it possible to easily obtain information and knowledge through successful student communication with their interlocutors, because in determining the quality of how successful student communication is by

how capable students are of understanding the interlocutor's message through sound. Without listening skills, communication is not possible (Kirwan, 2009).

According to (Brewster et al, 2002) there are several advantages in implementing songs as learning materials. In addition, song is a linguistics resource. In this case, songs can be used to introduce a new language, as well as to communicate and develop grammar and vocabulary and can express the language that students are already familiar with in an innovative and interesting way also the use of song is allows for natural repeating and pleasant of spoken words. Furthermore, songs can be applied to help students improve their pronunciation and other basic of language skills and it is effective to be used as psychological resource. Aside of being entertaining, songs may encourage students and increase a positive attitude toward English. Students are not frightened or threatened with the using of songs as their learning approach. Even a song might help learners gain confidence. Students can be proud to sing English songs in front of their parents as proof that they have mastered things in English. Third, songs is a cognitive resource. By listening to song it helps students improve their memory, coordination and concentration. Students become more aware of rhyming as a tool for interpreting meaning. Fourth, songs can be both a cultural and a social resource.

(Brewster et al, 2002) also revealed that song is really beneficial for pronunciation acquisition. Some fundamental aspects of pronunciation, such as stress, rhythm, and intonation, can be spontaneously trained through song.

The researcher noticed that songs can be used in the English learning and teaching process. Because the students' knowledge in English lessons is low and students' interest in learning English is also low, therefore the usage of song have purpose to increase students' interest in learning English. So far, in using media, teachers only use the old method, namely using audio containing native speakers' conversations, which makes students bored and less interested in learning English, especially in listening. Teachers can make students focus on learning by using songs. Songs can make students more active, enthusiastic, practice listening skills, and increase students' self-confidence in carrying out singing activities in class. Based on this, when carrying out initial observations the researcher doing interview with the teacher to find out how English was taught in class X.

In addition to making observations, the researcher also conducted an interview with the English teacher. The researcher (R) interviewed the teacher (T) to find out the strategies she used in teaching reading activities in class. As can be seen below:

THE
Character Building
UNIVERSITY

R: Saya mulai ya Ma'am, pertanyaan pertama. Bagaimana pembelajaran Bahasa Inggris di kelas Ma'am?

T: Pembelajaran Bahasa Inggris dikelas saya, siswa dapat menangkap dan mengerti pada materi yang diajarkan berdasarkan penyampaian kita pada saat mengajar. Jika materi dan cara penyampaian yang tidak menarik, siswa kurang suka dan sebaliknya jika penyampiaannya menarik dan mereka mengerti maka siswa akan dengan mudah memahami materi.

R: Pada saat pengajaran Bahasa Inggris kesulitan apa yang Ma'am alami?

T: Kesulitan yang paling sering itu ketika siswa diajak atau penyampaian materi menggunakan bahasa Inggris mereka garuk-garuk kepala yang menandakan mereka tidak paham dan bingung. Sehingga, pada saat penyampaian materi saya harus menggunakan 2 bahasa.

Pertama saya menjelaskan dengan menggunakan Bahasa Inggris setelah itu diterjemahkan ke dalam bahasa Indonesia.

Based on the results of observations made at SMA Negeri 2 Kabanjahe by interviewing teachers. It was found that if students' ability to learn English is still low, there are still many students who do not like English lessons because they consider English lessons to be a difficult subject. When the teacher delivers

material using English, students will be confused and not understand what the teacher is saying, this shows that the level of students' listening skills is very low, thus affecting students' listening abilities in learning. For this reason, the use of media is very necessary to make it easier for students in the learning process, in this case the use of songs is considered capable of being a good medium for the learning process. Using songs can help students practice their listening skills in a way that is fun, enjoyable, interesting and not boring.

Based on this background, the researcher is interested in knowing how songs are used as listening learning media for class X students.

B. The Problem of the Study

How are songs used in teaching English Listening to tenth grade students in SMA Negeri 2 Kabanjahe?

C. The Objective of Study

The objective of this research is to answer the problem that exists above. The research objective is to describe how are the songs used in teaching English listening to Tenth Grade students in SMA Negeri 2 Kabanjahe.

D. The Scope of the Study

This research is only limited to how songs are used in Teaching English listening for grade students in SMA Negeri 2 Kabanjahe.

E. Significance of the Study

1. Theoretical Significance

This writing is expected to be able as information on the use of song that can help in Teaching English listening.

2. Practical Significance

- a.** For English Teachers, it can be used as input and consideration for English teachers to use songs in delivering material in class.
- b.** For students, in the learning process the use of songs can make students happy and not bored so they are able to study well.

