

CHAPTER I

INTRODUCTION

1.1 Background of Study

Listening involved the capacity to accurately receive and comprehend messages within the communication process. It was a skill we regularly employed in our daily lives. The significance of listening lied in its role as the initial skill we develop before speaking, writing, and reading. According to Liando (2018) listening was one of the essential language skills, along with speaking, writing, and reading. It involved receiving and processing what we hear. Buayaban (2021) emphasized that listening skills were among the most crucial skills because children start by listening before they speak, progress to talking before reading, and finally began writing after reading. Essentially, listening was the first language skill to develop. Brown (2014) noted that listening is often considered a component of speaking, indicating that students can speak a language effectively because they have first listened to it. The more frequently we listened, the better we can understand, as listeners can think, capture information, and derive meaning from what they hear (as cited in Putri et al., 2020).

Listening held a crucial role in today's language classrooms. If teachers neglected to dedicate time to teaching listening, students may not fully grasp the language. Field (2008) noted that some people still question why listening should be taught, which might seem strange given the standard practice of language teachers focusing on this skill. Despite the availability of various listening materials and the use of CDs, DVDs, or smartphones, listening is sometimes undervalued. When there's pressure to reduce teaching hours, listening sessions are often the first to be cut.

Additionally, students were seldom assessed on their listening skills, and the challenges faced by weaker listeners often go unnoticed. Teaching listening method was rarely discussed, researched, or challenged, leading to teachers following routine practices without complete conviction. In the exploration of the significance of listening comprehension, this study delved into the pivotal role it played in deciphering the intended message of a speaker. In the context of conversational engagement, the inability to maintain attentive focus and absorption led to an incongruity between auditory perception and cognitive processing, resulting in an ineffective exchange of information. Within the framework of listening skills, comprehension emerged as the cornerstone, denoted an intricate process of not only audibly perceiving linguistic elements but also deeply assimilated the underlying meaning.

Drawing from the insights of Magnera, as referenced in Elfi (2016), listening comprehension encompassed the discernment of both overt lexical implications and implicit subtleties inherent in spoken language. Ultimately, this study sought to elucidate the fundamental essence of listening comprehension as a means of unraveling the intricacies of communicative efficacy. The thing was, when students had a hard time listening, it messed with how well they got what's going on. To really understand what's up, we had to figure out why it was a struggle.

According to Bingol and crew (2014) stated that, both students and teachers needed to know about these listening problems so we could actually do something about them. In this study, we were honing in on a few aspects that trip people up in listening: the listeners themselves, the stuff they were listening to, and the surroundings they were in. Hien (2015) also pointed out that the issues in listening could pop up from the listeners, the materials, and even the place where it was all happening.

Darti and Asmawati (2017) broke it down even more with ten problems, like not knowing enough words, struggling with grammar, dealing with accents, shaky pronunciation, trouble concentrating, speech speed, anxiety, noise, not using good listening strategies, and crummy recording quality. So, there was a lot going on, but understanding these issues helped us find ways to fix them. In addition, Alqahtani (2015) mentioned that, vocabulary was basically the entire bunch of words necessary to get your ideas across and convey the speaker's intended meaning. Your vocabulary was like this collection of words you understand

or were likely to use when putting together new sentences. McKeown & Curtis (2014) put it as knowing what words mean, straight up. Alizadeh (2016), on the other hand, thought vocabulary was even more intricate than what people have been saying so far. Usually, the richness of someone's vocabulary was seen as a reflection of how smart or educated they were. That's why exams like the SAT throw in questions to check your vocabulary skills.

Furthermore, Caruana (2020) mentioned that the significance of vocabulary cannot be overstated in both written and spoken communication, serving as a fundamental element for meaning construction. Mastery of vocabulary stood as a pivotal factor for individuals undertaking the acquisition of the English language. Those equipped with an extensive vocabulary experience enhanced ease in English language proficiency, as articulated by Mayer (2021), facilitating improved self-expression. Hidayati (2017), stated that the substantial advantages of possessing a robust understanding of English vocabulary, deeming it a valuable asset for progression to advanced levels of learning. The wealth of an individual's vocabulary is widely acknowledged as indicative of their intellectual acuity and educational attainment.

In the realm of English language learning, vocabulary played a pivotal role in expanding students' ideas and furnishing subjects for discussion. Consequently, vocabulary emerged as a foundational aspect in the teaching and learning process, with the teacher being a key determinant of student success. The efficacy of teaching strategies employed by instructors, as asserted by Alfian (2018), directly influences the teaching and learning process. Teaching strategies, including those directed at vocabulary instruction, contribute significantly to addressing student challenges within the classroom context. According to Ibrohim (2018), the perceived difficulty among certain students in memorizing English vocabulary could be attributed to a lack of interest and infrequent utilization of English vocabulary in their daily lives. The proficiency of an individual's language skills was often gauged by the extent of their vocabulary and comprehension within the language.

Consequently, the formulation of an effective vocabulary teaching strategy held significant sway over the success and interest levels of students, especially in the prospective application of vocabulary within future bilingual programs. Song lyrics were the most significant component of a song. According to the Oxford Dictionary (2014), song lyrics were the words of a song. A song might be lovely and beautiful with simple music, but words were

crucial to express the message the writer or composer wishes to convey to the audience. Song lyrics are often divided into verses and choruses. Certain songs even have a pre-chorus and a bridge. Everything was meticulously planned out to elicit the song's emotions and message. Essentially, listening to a song was one of the simplest methods to learn English, as it contained a variety of vocabulary, phrases, and phrases. Additionally, you learned the pronunciation of a term.

The focal element of a song lied in its lyrics, as defined by the Oxford Dictionary (2014) as the words comprising a song. While a song may possess captivating melodies, it was the lyrics that played a pivotal role in articulating the intended message of the songwriter or composer to the audience.

Song lyrics typically exhibited structural organization, often featuring verses and choruses, and in some cases, incorporating additional components such as pre-choruses and bridges. The meticulous arrangement of these elements was aimed at evoking specific emotions and effectively conveying the song's overarching message. Listening to songs emerges as a particularly effective method for learning English, given the diverse vocabulary, phrases, and expressions embedded within their lyrical content. Furthermore, this auditory exposure facilitated the acquisition of proper pronunciation for various terms. In essence, songs served as a rich linguistic resource, contributing to language learning in an engaging and their lyrical content.

Furthermore, this auditory exposed facilitates the acquisition of proper pronunciation for various terms. In essence, songs served as a rich linguistic resource, contributing to language learning in an engaging and multifaceted manner. A lyric was the written script of a song, encompassing all the words sung by the vocalist. It was organized into paragraphs, providing listeners with a guide to follow the singer's narrative. Reading lyrics could enhance learners' comprehension of the song's message. Additionally, singing along while reading allows listeners to engage emotionally, deepening their understanding of the lyrics as they paid attention to the singer's delivery. The nuances in the singers' tones can evoked imagery, prompting listeners to envision the inferred situations. This approach fostered autonomy in students as learners.

The writer observed classes at SMPN 5 Percut Sei Tuan and identified that students sometimes experienced boredom when traditional teaching methods were used. A significant

vocabulary deficiency among the students was also evident and required attention. Additionally, an interview with the English teacher highlighted that a majority of eighth-grade students encountered difficulties in listening comprehension. The main obstacle identified was their struggle with a limited vocabulary, impeding their capacity to understand English materials during listening exercises.

There were various previous researches brought up about Listening Comprehension by using song lyrics. First research was conducted by Lutfi Oktaviani in 2023 entitled “The Effect of Using Song Through Spotify Application On Students’ Ability In Listening At Vocational High School Taruna Pekanbaru”. The result of this research showed that English songs effects to enable students listening comprehension. However, this research did not fully explain how it helps students develop their vocabulary. In this research, the writer would like to find out the student’s listening comprehension by using blanked Pop song lyric by applying the effective and appropriate media and technique.

1.2 The Problems of Study

- a. How was the student’s listening comprehension by using blank Pop song lyrics could be applied in SMPN 5 Percut Sei Tuan
- b. How was the implication of blanked pops song lyrics to student’s listening comprehension?

1.3 The Objectives of the Study

Creswell (2014) emphasized that objectives of the study should align closely with the overarching research questions and the scope of the study. The objectives were designed to address specific aspects of both of them and contribute to the overall study's goals. Furthermore, Creswell advocated for clarity and precision in defining research objectives. Objectives should be articulated in a way that is clear, specific, and easily understandable. This helped both researchers and readers to comprehend the intended outcomes. Building on the previously formulated problem, the objectives of the study were;

- a. To investigate and find out whether there are blanked song lyrics that students can’t figure out while examining their listening comprehension skill by having them listening to the song

that is played in the class.

- b. To figure out the implications of using blanked po song lyrics to their listening comprehension

1.4 The Scope of The Study

According to Creswell (2014) a well-regarded authority in research methodology, the alignment of the research questions with the scope of the study is crucial for a focused and meaningful investigation. Considering the identification of study, the scope of this study, titled "Listening Comprehension to Enrich 8th Grade Student's Vocabulary by Using Song Lyrics," is focused on, as follows:

- a. To find out whether there are words that students can't figure out in a blanked song lyrics that researcher provide and investigating whether song lyrics aid students in improving their listening comprehension. Specifically, the research aims to analyse the methods through which song lyrics contribute to enhancing the vocabulary of 8th-grade students.
- b. To figure out the implications of using blanked po song lyrics to their listening comprehension

1.5 The Significances of The Study

The significance of study lied in its ability to serve as a valuable source of information for the development of future research activities. According to Sugiyono (2017:291), the significance of study was predominantly theoretical, aimed at advancing knowledge, but they also encompassed practical advantages for addressing real-world problems. Therefore, this study was expected to be beneficial in both theoretical and practical aspects. This study held two types of significance; theoretical and practical. The explanation is detailed as follows:

1.5.1 Theoretical Significance

The outcomes of the current research were anticipated to provide additional backing

for the teaching of listening comprehension and vocabulary. In other words, the finding of the present study was aimed to add and complement the previous studies related to listening skill, especially on Pop song lyrics could help student's listening comprehension and to enrich their vocabulary. In addition, the results were hoped to be used as a reference for other researchers, who are going to do similar research.

1.5.2 Practical Significance

In addition to their theoretical significance, the specific objectives proved beneficial, especially for the individuals listed below.

a. Student

The research outcomes are anticipated to serve as motivation for students in learning English through the use of songs. The findings may inspire students to engage more actively in language learning by recognizing the effectiveness of incorporating song lyrics into their educational experience.

b. Teacher

Teachers can benefit from this research by considering song lyrics as an alternative approach to enhance students' listening comprehension and vocabulary enrichment. It provides educators with valuable insights into diversifying their teaching methods.

c. Researcher

For novice researchers, this study is crucial for acquiring skills in research methodology and understanding how to effectively utilize media in specific learning materials. In the context of listening learning, employing songs as a medium is highlighted.