

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Problem Background**

English is widely used because it is an international language. It is used by people in the world as the first, the second or foreign language. The position of English is very important as a language of trade, politics, and education and so on. As an international language, English is needed as a means of communication among people from different countries. As a means of communication, English has to be learnt by people in the world.

Many countries take on English as the second or foreign language, as a means of communication or interaction with other citizens around the world. In Indonesia, the government positions English as a foreign language. The government suggests schools to introduce English due to English becomes a school subject of the curriculum. It is clear that curriculum undertakes to build up and reach the communicative competence. (Evans, Midgley, Rigby, Warham, & Woolnough, 2009) may underline the decision of determining English as a school subject. Evan asserted that English is such a crucial subject, so central to pupils' educational, cultural and social development, become subject to significant external pressures, often of an overtly political nature.

There are four basics English language skills; namely listening, speaking, reading and writing that have to be mastered well. Besides, the students also have to master other language aspects to support these skills, for example pronunciation, vocabulary, and grammar.

The first skill of language is listening skill. In learning second language (L-2), listening skill might be the first skill which influences language learning process. Students who master better with well developed listening comprehension skill will be able to participate more effectively in EFL classes (Brown, 2001 in Nurhasani, 2010). Therefore, listening comprehension is very important for English learners.

In teaching listening skill is a challenging task for the English teachers. The fleeting nature of sound usually makes the students find some difficulties to focus their attention on the listening material which is being listened to. So, teachers' creativities are needed in this time. Teacher should deliver the interesting ways in order to conduct listening activities interesting, fun and communicative. There are three techniques of teaching which are considered interesting, useful, and communicative, i.e. song, conversation, and, games (Nurhasani, 2010).

The tenth grade students of SMAN 1 Tumijajar found difficulties in understanding the words spoken by the speakers and understanding the meaning of the words in English listening because of the limitation to practice continually in listening English. Students' listening skill is still low. It was showed by their score in listening skill. The mean of their listening score is 32, 6 whereas the minimum standard mastery is 70. In addition, the classroom situation is not live during the teaching and learning process. The course of listening which is given is not effective because of the conventional method which is used. The method is reading the text twice or three times and followed by several questions without using any media. It makes the students bored and not interest in learning listening. There is a difficulty in finding the suitable method or technique to stimulate students in learning listening.

Because of this problem, the researcher is very interested in improving students' listening skill by using English song. Shen (2009: 90) argues that using English songs in EFL (English Foreign Language) classrooms can successfully

bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language. Students will regard English songs as part of entertainment rather than work and thus find learning English through songs amusing and relaxed. Using songs in the classroom is a great way to live up listening activities. It can be success to the process though to make the listening activities more effective. Song is there fire not only as a mean of sending messages but also to the entertainer. The messages delivered may include artistic, economic, cultural, religious, and human aspect, which worlds wide.

Based on the explanation above the researcher is very interested in Improving Students' Listening Skill by Using English Song at Tenth Grade Students of SMAN 1 Tumijajar.

## **B. Research Identification**

Based on the problem background that has been explained above, the researcher identified that the tenth graders' of SMAN 1 Tumijajar found difficulties in understanding the words spoken by the speakers and understanding the meaning of the words in English listening because of the limitation to practice continually in listening English. In addition, the classroom situation is not live during the teaching and learning process, the students are not active in answering the teacher's question and they do not try to ask the teacher about their difficulties in learning listening.

## **C. Research Focus**

The characteristic of this research is Classroom Action Research (CAR) which is focused in improving listening skill using English song of tenth graders' especially X IPS 4 of SMAN1 Tumijajar, Tulang Bawang Barat, Lampung.

**D. Research Questions**

1. How can English song improve the students' listening skill?
2. How is the students' achievement in listening course by using English song?
3. How is the students' participation in listening course by using English song?

**E. Research Objectives**

1. This study is to improve students' listening skill by using English song.
2. To improve the students' achievements in listening course.
3. To improve students' participation in listening course.

**F. Research Benefits**

1. For students, it can be a positive effort to improve their listening skill.
2. For teacher, to provide another media to teaching listening.
3. For researcher, hopefully, the research can improve researcher's knowledge in mastering English.
4. For next researcher, to give some additional references about improving listening skill.