

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool that is used by people to communicate with each other. It is used to communicate both in written and spoken form. Language is very important for human life as a media to transfer their information, idea, feeling and everything that they want to share. There are many languages used for communication in the world, such as Arabic, English, Japanese, Mandarin, and so on. So, it is very important to learn other languages in order to make the same understanding when they communicate with each other. Being communicated. And then the different growth of a language makes it the most popular among other international languages.

It is a reality the human beings of the world have different languages, that every race has its own language, and so does a country. The language itself is the gift of Allah for humans, it is one of the signs of his power. it is written in Verse 22 of the Q.S Ar-Rum as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَاللُّوَانِكُمْ ۚ إِنَّ

فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Therefore, as mentioned in the verse above, Allah creates a human being with different languages and ethnic backgrounds, so that every nation has different languages. Nevertheless, certain countries have the same language, such as English. Countries such as Ireland, Canada, Britain, United States and Australia also use English.

But now English is one of the international languages used as a means of communication in the international relationship and widely used in all branches of knowledge. Brown (2001, p. 118) English is also the key to success in seeking a job today. Nevertheless, English also has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, entertainment, and scientific research.

In learning English, there are 4 main skills that must be taught and must be mastered by students, namely: listening, speaking, reading, and writing. All these skills have different but related characters with each other. For example, when people listen to a sound like someone's talking or singing, people can listen and write what they've heard, and then people can read what they've written, and speak what they've read.

As the explanation of Allah about listening carefully when the Holy Quran has recited, the importance of listening to itself has already been in the Holy Qur'an, it is saying that when someone listens to something pay attention quietly,

make sure that there is no misunderstanding and can understand what is being said, it is written in the Q.S Al-A'raf Verse 204 as follow:

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ تُرْحَمُونَ

According to the Holy Qur'an, when the Quran has been recited, listen carefully, and pay attention quietly so that you may have mercy. According to same expert when someone listens to something important and interesting to him, such as listening to advice or song, the person will definitely listen carefully and focus in order to understand the meaning of the words from what is their listen so as to get a clear conclusion on the meaning of what their is listening to, can be captured again and there also can explain again to others people from what has been heard.

Furthermore, Mendelsohn (1994) as cited in Gilakjani and Ahmadi (2011) states that listening has an important role in communication in which listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Thus, it is important to give more attention to learn listening. It is supported by Harmer (2007) who states that "listening is good for our students' pronunciation too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech."

Listening is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical

structures, interpreting intonation and stress, and finally, students have difficulty when recited the meaning of that word again after listening make some EFL students frustrated. Listening skills are not easy to master for EFL students. In Indonesia English is a foreign language (EFL), and for EFL students who are studying English, listening is the thing they feel most difficult with. And then, the important factors EFL student problem in listening is they cannot control the speed of speech and they a tend to have difficulties decoding sounds that do not exist in their mother tongue, and the last factor is about English slang or colloquial language increases the difficulty of interpretation, even when EFL students hear sounds correctly, usually they have interpretation problems due to a lack of vocabulary. For EFL learners, there is also have another problem. Since listening does not receive as much attention as reading and writing, students always recognize a word by sight instead of by sound. They may have no interpretation problem when they look at the target word; however, when they are asked to decipher the word through sound, problems emerge.

For more details listening has been reported to be a difficult skill due to the features inherent in oral input such as phonological or lexical features, irregular pauses, intonation patterns. And what's more, listening can be difficult for some learners due to their limited processing skills and lack of control over the rate of speech, lack of vocabulary, and accents.

Finally, listening is the most important skill to be mastered, that reason the teacher must teach listening to their students and to facilitate learning easier

teachers can use methods such as listen to the song, and then the song was assumed as instruments to solve the student's problem in listening. The researcher considered a method to know how difficulties of the students listening skills using English song because researcher assumed songs can be used in various types of learning activities. For example, as an atmosphere warmer, fill in the transition between one activity to another, the closing activity, introducing a new language, practice language, improve language, change the mood, and attract attention.

The use of songs in English permits a change in classroom routine providing entertainment and creating a dynamic working environment where learning feels relaxing and fun. It also prevents students from sitting passively and, rather than feeling disengaged, songs can engender strong feelings and motivation to participate in discussions or to sing along.

There are many key studies that have proved that including songs in learning English processes is a very useful tool. When students sing, they may also improve their English speaking skills and practice pronunciation (Morales, 2008). In addition, they can discuss the different topics in the lyrics like love, hate, revenge, and in this manner, they can practice speaking by expressing opinions and reflections about the contents of the songs. Another benefit of using songs in the classroom is that learners become exposed to a wide range of varieties of English. As stated by Harmer (1998), "One of the main reasons for getting students to listen, to spoken in English is to let them hear different

varieties and accents rather than just the voice of their teacher with its own idiosyncrasies” (p. 97).

According to Orlova (2003) these are some of the advantages for working in class with songs:

1. Practicing the rhythm, stress, and intonation patterns of the English language.
2. Teaching vocabulary, especially in the vocabulary reinforcement stage.
3. Teaching grammar. In this respect, songs are especially favored by teachers while investigating the use of the tenses.
4. Teaching speaking. For this purpose, songs and mainly their lyrics are employed as a stimulus for class discussions.
5. Teaching listening. Music can be helpful for comprehension.
6. Developing writing skills. For this purpose a song can be used in a variety of ways; for example, speculation as to what could happen to the characters in the future, writing a letter to the main character, etc.

As a matter of fact, students are hoped to be able to enjoy and communicate with other students in the classroom in order to share or provide information. Based on the statement above, the researcher concluded that English song seemed to be a good alternative to find out their difficulties in listening study at MA Al-Istiqamah Banjarmasin. Because this song practice will make students involved in the learning process, it also allows students to be more interactive.

The reason why did the researcher take listening subject to her thesis because when the courses are required by her university and must be taken by all students the program namely as teaching practice II, the researcher taught at MA Al-Istiqamah Banjarmasin and when the researcher gave learning material about listening to the songs many students were struggling in learning listening so the researcher is curious about the real reason why they could have trouble in learning listening.

Finally, in this study students were told to filling in the blanks contained by the lyrics, after the contents in the empty lyrics were filled in, then the contents of the lyrics were known, students would recite the words in the song after all the lyrics was clear. This is where the researcher desire to find out why they have difficulties in learning listening through English song, this approach provided students with the opportunity to learn in the target language even though they had to adapt to the lyrics of the song.

In this proposal, the writer is interested in conducting research of teaching and learning process at MA Al-Istiqamah Banjarmasin 2019/2020 school year, and also about difficulties students in listening through English song. Based on the explanation above, the writer is interested in researching: “AN ANALYSIS OF STUDENTS DIFFICULTIES IN LISTENING THROUGH ENGLISH SONG (A Case Study of Senior High School Grade 10 at MA Al-Istiqamah Banjarmasin)”

B. Research Questions

The problems that will be discussed in this study are:

1. What are the difficulties in students' listening through English song?
2. What are the solutions which given by the teacher to solve students' difficulties?

C. Objectives of Study

These are two purposes of this research:

1. To find out the difficulties in students' listening through English song.
2. To find out the solutions which given by the teacher to solve students' difficulties.

D. Significance of Study

In this study the writer tries to organize the significance of the study as follows:

1. For English teachers become feedback or input and further information, can know and understand what the difficulties students learn with English song.
2. For the writer, to enrich the writer's knowledge and experiences in the specific research especially about Difficulties Students Listening.

3. As consideration for future researchers on the same subject with perhaps a different point of view.

E. Definition of Key Terms

This part contains of the definition of the terms used in the thesis in order to avoid misunderstanding or misinterpretation. Be aware that not every word in the title needs to be defined.

1. Student

Student is someone who is learning at a school, or in any teaching environment (Webster's Dictionary: 2020)

2. Difficulties

Difficulties are the quality or state of being hard to do, deal with, or understand: the quality or state of being difficult (Merriam Webster: 2020)

3. English song

English songs a short musical composition of words and music and a collection of such compositions using English (Merriam Webster: 2020).

