

CHAPTER I

INTRODUCTION

1.1 Background of The Research

In the era of globalization and rapid advancement of information technology, English language skills are skills that cannot be ignored by students. English is not just a subject in school, but also an important tool in accessing knowledge, keeping up with world developments, and building cross-cultural communication. A lot of learning materials like scientific articles, journals, music, and educational videos are in English, so having good English skills is really important for students. According to Fian (2024), the ability to speak and understand English enables students comprehend international materials more easily and broadens their knowledge across various fields. Thus, the importance of learning English for students in schools plays a crucial role in supporting their academic success. English language proficiency is currently an important need for students to support an effective learning process.

In Indonesia, English language learning aims to enhance students' proficiency in four core skills: listening, speaking, reading, and writing. Among these skills, this research focuses on listening. In other opinions Brown, et al. (2017) Listening is the process of actively and attentively hearing to understand, interpret, and capture the meaning of spoken information. It is not just about hearing sounds; it requires concentration, understanding the context, and responding appropriately to the information receive. Sadiku (2015) also emphasizes that listening management is another need in language. Therefore, learning English plays a crucial role in

supporting students' academic achievement.

Listening is often regarded as one of the most challenging skills for students to master. However, based on the observation conducted at SMAN 11 Kota Jambi, many students have difficulties in following and understanding the contents of the conversation in the audio listening material, students lose focus when listening to the audio listening because fast pace of native speakers' speech, the variety of accents, and the students' limited vocabulary. Bloomfield et al., (2010) stated that different accent from some regional can have an impact in understanding the message, and familiar and familiar accent is easier for them to know the meaning of the speech. The unfamiliar vocabulary is also the other factor in listening comprehension (Bingol. et al., 2014). The restricted vocabular, poor grammars also some factors that increasing the listening problems (Graham, 2006).

One innovative method that is increasingly popular is the use of English songs in listening lessons. According to Maru (2009), songs are an excellent tool for helping learners improve their English skills. the main advantage of using songs and music is the enjoyable experience they bring to students and the relaxed atmosphere they create in a class (Griffe,1992). The more relaxed the students, the more receptive to learning they are. In addition, through songs, learners are exposed to authentic examples of the second language . It is also important to know that music and songs in the classroom can stimulate positive associations to the study of a language, which otherwise may only be associated with exams, frustration and corrections. Also, not every student will have the opportunity to go abroad to practice English in real life, but there are opportunities to listen to English in a useful

way. Songs are considered to have great potential in creating a fun learning atmosphere, increasing concentration, and introducing more natural and contextual forms of language (Murphey, 1992).

Songs have the potential to significantly increase students' learning motivation. Songs also have the potential to increase students' learning motivation. Students often feel more relaxed and less stressed when learning with media they like, such as songs (Diakou, 2013). Song is suggested to be an alternative learning aid, because song is easy to hear and bring enjoyment while learning english. According to Teppa et al., (2022) the use of pop songs in English Language learning can also enhance students' motivation, confidence, and positive attitudes towards English language learning. Therefore, English songs have an important influence on students.

Pop songs were chosen as the focus of this research because they are one of the most popular music genres among teenagers, including students (Ivenna, 2023). Pop music often expresses emotions and experiences relatable to young people, making it appealing and widely enjoyed. These songs typically feature catchy melodies, repetitive and easy-to-remember lyrics, and themes such as friendship, love, and motivation topics closely connected to students' daily lives. These characteristics help increase students' interest and make the learning process more engaging.

According to Sevik (2012), listening to songs is an enjoyable experience for most students and can be an effective way to develop listening skills. English pop songs also provide authentic language input, exposing learners to natural

pronunciation, intonation, and grammar in context (Lynch, 2009). Dale (1992) adds that incorporating songs into listening activities creates a relaxed and interactive environment that supports motivation and skill development.

This study would be conducted at SMAN 11 Jambi City, with the hope that using English songs as a learning medium will increase students' motivation and confidence in learning English, especially in improving their listening skills.

Several studies, such as those by Maghfiroh (2022), Saleh (1998), and Putri et al. (2022), have explored how English songs can enhance listening skills and motivation. These studies highlight positive student perceptions and the benefits of using songs as learning media. However, none have focused specifically on students at SMAN 11 Jambi City. Most research targets broader or different student populations.

Therefore, this study seeks to fill that gap by examining how students at SMAN 11 Jambi City perceive the use of English pop songs in learning listening skills.

This research is important because many students struggle to understand English audio materials, mainly due to the fast pace of native speakers, different accents, and limited vocabulary. Students also rarely hear English in authentic contexts, which makes it harder for them to catch the meaning of real-life conversations. The use of English pop songs can be a solution to this problem because songs have easy-to-remember lyrics, catchy rhythms, and topics that are relatable to teenagers' daily lives. Songs also help students feel more relaxed, motivated, and engaged during the learning process. This study support English language teaching by showing how songs improve listening skills and students

motivation. It contributes to applied linguistics and second language strategies.

1.2 Identification of The Problem

Based on the background of the research above, the researcher identifies the following problems:

1. Students at SMAN 11 Jambi city have difficulty understanding English audio materials, mainly due to the speed of native speakers, variations in accents, and the limited vocabulary they have mastered.
2. Students are often not used to hearing English in authentic contexts, which hinders their ability to understand fast-paced, accented English conversations.
3. Students show low levels of motivation in learning listening skills, because they consider the activity boring and difficult to understand.

1.3 Limitation of The Problem

This research have some limits to consider. First, this research focus only on the perception of grade XI students at SMAN 11 Kota Jambi about the use of English pop songs in listening class, especially the song "Fight Song" by Rachel Platten. This song have positive lyrics, easy to understand, and popular among teenagers, so it help to attract students' interest. Second, this study only look at the use of pop songs as learning media for listening skill, and not include other media like video, text, or interactive learning. Third, this research not see other outside factors that affect student learning, such as teacher method or study environment outside the class. So, the research only focus on how "Fight Song" become media for listening

activity in SMAN 11 Kota Jambi.

1.4 Formulation of The Problem

Based on the limitation of the problem above, the researcher formulate the research question is “What are the students’ perception at eleventh grade students’ of SMAN 11 Jambi City regarding the use of English songs in listening lessons?”.

1.5 Purpose of The Research

The purpose of this research is to explore and analyze the perceptions of grade XI students at SMAN 11 Kota Jambi regarding the use of English songs in listening lessons.

1.6 Significant of The Research

By conducting of this research, the researcher hope that the result of this research will be benefited to:

1. Theoretically

This research makes an important contribution to the development of language learning theory, especially in the field of listening learning. By exploring students' perceptions of the use of English Pop songs in listening classes, this research can enrich the understanding of effective teaching methods in improving listening skills. This research is also expected to expand the study of the use of music-based media in language learning, as well as provide insight into how cultural aspects contained in songs can influence students' understanding of English.

2. Practical Significance

Practically, this research provides benefits for teachers and education

practitioners at SMAN 11 Kota Jambi and other schools in designing more effective listening learning strategies. By understanding students' perceptions of the use of Pop songs, teachers can choose songs that are more relevant and in accordance with students' needs to improve their listening skills. This study is also useful for the development of English curriculum and learning methods at the high school level, especially in integrating media that can increase students' motivation and involvement in language learning.

a. Teachers

This research provides insight for English teachers to understand how the use of songs can improve students' listening skills. This can help them design more effective and interesting learning methods for students.

b. Students

To help them feel more engaged, confident, and motivated in learning English through enjoyable and meaningful materials such as music.

c. Future Researchers

This research opens up opportunities for future researchers to further examine the use of songs in language learning, as well as explore its impact on students' motivation and listening skills in various educational contexts.

1.7 Definition of Key Terms

To clarify the using of terminology in this research, the researcher expose the definition of the following terms:

1. Students' perception

Students' perception refers to the way learners evaluate, understand, and feel about their experiences within the educational environment. These perceptions can influence their motivation, learning approaches, and academic outcomes. As stated by Mercado Lara (2013): “Students’ perceptions of their learning environment influence how they learn, not just the context itself.”

2. English Songs

Songs are a good thing to use when studying, because songs can make the atmosphere calmer and learn the meaning of the song, According to Brewster et al (2002:162) there are many advantages to using songs as a learning resource. First, songs are linguistic resources. In this case, songs become a medium for introducing new languages, as well as a medium for strengthening grammar and vocabulary. Songs also present language that students already know in a new and enjoyable form. Songs also allow for natural and enjoyable language repetition.

3. Listening Class

Listening classes focus on developing students' listening comprehension in a foreign language. These classes aim to train students to understand spoken language through various audio materials, such as

conversations, narratives, or songs. As Vandergrift (2007) suggests, "Listening comprehension is an essential skill for language learners, and structured listening classes help students improve their ability to decode spoken messages" (Vandergrift, 2007).

