

**THE IMPORTANCE OF ENGLISH SONGS IN TEACHING LISTENING;
A STUDY AT ENGLISH EDUCATION STUDY PROGRAM
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

THESIS

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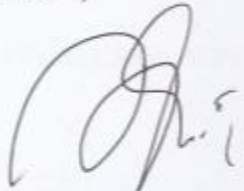


**UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
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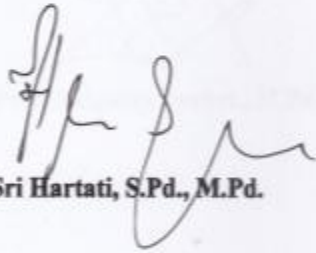
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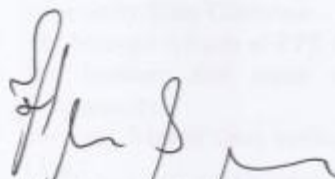
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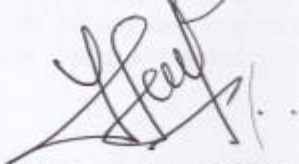
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ABSTRACT

Cika Rizky Ananda 2019. *The Importance of English Songs in Teaching Listening; a Study at English Education Study Program Universitas Muhammadiyah Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (1) Sri Yuliani, S.Pd., M.Pd., and (2) Sri Hartati, S.Pd., M.Pd.

Keywords : The importance, English songs, Teaching Listening

This thesis entitled: “the Importance of English Songs in Teaching Listening; a Study at English Education Study Program *Universitas Muhammadiyah Palembang*”. Objectives of this research were to investigate the students’ perception on the importance of listening English in teaching listening. Method of this study was descriptive qualitative. Participant of this research was 47 students. The questionnaire consisted of 20 items. The data were obtained by using close-ended questionnaire. For analyzing the data the writer used percentage analysis. The result of the study showed that listening English song is important. The highest percentage was 49,6% students dominantly responded “agree”, 34% students responded “neutral” and 17% students responded “disagree”. For the conclusion, English songs are important in teaching listening at English Education Study Program *Universitas Muhammadiyah Palembang*.

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that this thesis will be useful for everyone who reads this thesis, and for further writer who wants to do the same research.

Palembang, 27 Agustus 2019

The Writer,

CRA

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study

1.1 Background of the study

Language is the centre of communication. According to Brown (2000), Language is a system of arbitrary conventionalized vocal written, gestural, symbols that enable member of a given community to communicate intelligibly with one another. (p.5) In this context, without language we cannot communicate with other. It can be assumed language is the important one and as a means of communication plays a very important role in human being life. Everybody has learned language since they were born, especially their mother tongue, but also as a foreign language. One of the language is English.

Nowadays, many people claimed that English is important language that has to be mastered because it will use in some aspects of life. In Indonesia, English is used as foreign language that often used in the school as subject to be learned. In global, everybody has learned English since they were born, especially their mother tongue, but Indonesian also by using a foreign language. According to Crystal (2003), if not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any language; but at the same time you know take a great idea to master it, you

will feel pride in your achievement. (p.3). In this context, the writer assumes that even English is not our mother tongue we can learn it while we have motivation to learn other language.

There are four language skills, such as: listening, speaking, reading, and writing that should be taught in teaching and learning process. In this research, the writer will focus on listening skill. Wolvin (2010) states that Listening is highly complex physiological process involving the human receptors and influenced by the human sensory capacity (p.11). According to Listiyaningsih (2017), listening comprehension is regarded theoretically as an active process in which individual concentrate on selected aspects of aural input, from meaning from passages, and associate what they hear with existing knowledge (p.37).

Furthermore, Solak (2016) states that listening is an active interactional process in which a listener receives speech sound and tries to attach meaning to the spoken word. The listener tries to understand the intended message of the oral text to respond effectively to oral communication. (p.30) In this case, listening is personal concentrate in sound input to get meaning from the passage and try to apply in communication.

Based on writer's observation at English education study program in *Universitas Muhammadiyah Palembang*, the students mostly assumed listening is a skill that felt difficult to be mastered. Furthermore, the first problem was the students missed some words during listening to the material and they could not understand the meaning of material after playing the tape for the first time. It means that, students

had difficult to identify unfamiliar words. Yaqin (2010), states 50% students could not understand the meaning of material. Expecting them to understand the material, the teacher gives them some instructions and to play the tape again, at least for three times. However, 20% students might not understand it. Then, Teacher was stopping the tape to explain the difficult or unfamiliar words and occasionally explain material sentence by sentence through the whole text. (p.2) the second problem was students had lack of vocabularies. The last, the students get bored when listening to long conversation and it affects them to do listening exercises.

To master listening skill, students need media. As mentioned by Murcia (2001), listening is the language skill used most in life, needs to-be central focus-all day, everyday-limited only by availability of the target language in the school, the community, and the media.(p.84) In other words, the students need learning media to improve their listening skill. Students need media to easier get the knowledge. The media that students used in learning process is called learning media. Focusing on the problem by the students in listening, this study tries to the apply songs in improving students' listening skill.

According to Harmer (2001) says that songs or piece of music change "atmosphere" in the classroom. (p. 242). As defined by Ocak (2012) songs are important teaching tools in teaching EFL (English Foreign Language) because as most teachers find out, students love listening to the music in the language class room. Students often hold strong views about music and students who are usually

quiet can become very talkative when discussing it. So, the students should have a great motivation to increase their listening ability. (p. 333)

Hopefully, through this approach the student are interested in learning English and to improve their listening skill. Song is one of media in learning English. In this study, the writer takes the song as the media in learning English.

Considering listening skill is important and song is one of media that can be used to improve listening skill. So, the writer interested in conducting the research regarding the importance of English songs to Improve listening skill. The writer conducted the research under the title “The Importance of English Songs in Teaching Listening; a Study at English Education Study Program *Universitas Muhammadiyah Palembang*”

1.2 Problem of the study

The problem of this study concerned with the Importance of English Songs in Teaching Listening at English Education Study Program *Universitas Muhammadiyah Palembang*.

1.2.1 Limitation of the study

In this study, the writer limited on problem to the Importance of English Songs in Teaching Listening at English Education Study Program *Universitas Muhammadiyah Palembang*.

1.2.2 Formulation of the study

Based on the background of the problem stated, the writer formulated the problem as follows: “what is the importance of English songs in teaching listening at English education study Program *Universitas Muhammadiyah Palembang*.”

1.3 Objective of the study

Based on the problem stated, the objective of the study was to find out the Importance of English Songs in Teaching Listening at English Education Study Program *Universitas Muhammadiyah Palembang*

1.4 Significance of the study

This study is expected to bring out some significant results as follows :

1. For the Writer Herself

The result of the study can be used for the writer to enlarge her knowledge of the importance of English songs in teaching listening.

2. For the Teacher

The writer hopes that the result of this research will give a contribution in the importance of English songs in teaching listening.

3. For the Students

The students were encouraged to improve their listening skills, and this research made them easy to find the meaning in the passage and gain new knowledge.

4. For the next writer

The results of this research can be used as an input by those who want to conduct the same research about the importance of English song to in teaching listening.

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