CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Listening is a crucial linguistic skill that students should possess to effectively process information and express ideas. It is essential for effective communication, as it allows people to express ideas to others. However, many learning activities fail to improve children's listening abilities due to various factors such as lack of interest, limited vocabulary, poor grammar, misinterpretation of listening activities, scarcity of English terminology, and difficulty understanding words, tone, or emphasis.

To address these issues, teachers should find ways to solve these factors and improve students' listening comprehension. One effective way to teach listening is by using songs as an international media. Wardiansyah, Barnabas, and Elfrida (2019) found that using songs in teaching listening increased students' scores in listening, making them familiar with English vocabulary. This method can lead to new ideas and improved vocabulary mastery.

Songs are authentic materials that can motivate students to learn English, stimulating positive emotional attitudes towards language learning and inspiring motivation during lessons. Ratnasari (2007) states that while listening to the songs, students may follow to sing the songs. Hadian (2015) studied the use of song lyric in teaching listening for junior high school students in Bandung, finding that students significantly enjoy the listening activity, responding positively and enthusiastically to the lesson.

Choosing the appropriate song for an instructional media in an ELT classroom requires several considerations. Lestari et al. (2019) suggest using long and quick songs that tell a story for students with higher language levels, with clear sound and understandability. Isnaini and Aminatun (2021) conducted a study on students' perception of using English songs for vocabulary acquisition. The findings indicate that students perceived English songs to be beneficial for several language

learning purposes, such as facilitating the comprehension of English words, acquiring new vocabulary, and enhancing overall vocabulary proficiency.

Listening is an essential linguistic competency that should be possessed in order to efficiently comprehend information and articulate thoughts. Effective communication is crucial since it enables individuals to articulate their views to others. Nevertheless, numerous learning activities in ELT prove ineffective in enhancing students' listening skills due to variables such as lack of engagement, restricted lexicon, inadequate syntax, miscomprehension of listening exercises, scarcity of English terminology, and challenges in comprehending words, tone, or emphasis.

In order to tackle these concerns, educators should devise strategies to address these aspects and enhance students' auditory understanding. Utilizing music as a global medium is a highly effective method for teaching listening skills. Wardiansyah, Barnabas, and Elfrida (2019) discovered that employing songs in teaching listening enhanced students' scores in listening, making them familiar with English terminology. Utilizing this approach can result in the generation of novel concepts and enhanced proficiency in language.

Songs, as genuine resources, possess the potential to incite pupils' English language acquisition, fostering favorable emotional dispositions towards language learning and instilling drive during instructional sessions. Ratnasari (2007) asserts that pupils have the ability to sing along with the songs while listening to them. In a study conducted by Hadian (2015), the utilization of song lyrics in teaching listening skills to junior high school students in Bandung was examined. The findings revealed that the students exhibited a substantial level of enjoyment during the listening activity, responding favorably and passionately to the lesson.

Selecting the suitable song for an instructional media in an English Language Teaching (ELT) classroom necessitates careful deliberation. Lestari et al. (2019) propose employing lengthy and rapid melodies that narrate a tale for pupils with advanced language proficiency, characterized by distinct auditory quality and

comprehensibility. Isnaini and Aminatun (2021) conducted a study that focused on students' view of utilizing English songs to enhance their vocabulary acquisition. That's why this study chose Never Say Never by Justin Bieber ft. Jaden, for its alignment with Indonesia's education curriculum, promoting perseverance, resilience, and moral character. The song is suitable for English language learning due to clear lyrics, moderate tempo, and accessible vocabulary. Its motivational tone engages students emotionally, fostering a positive learning environment and encouraging active participation.

It has been investigated that using songs in English language teaching (ELT) can improve pronunciation, increase memory retention, and foster a more exciting and delightful learning environment. Songs offer natural language input and can educate students to idioms, cultural nuances, and the usage of colloquial language (Murphey, 1992). Additionally, songs support a multisensory learning environment that can accommodate various learning styles by combining reading, listening, and occasionally even singing.

Despite multiple studies confirming the benefits of employing songs in ELT, there needs to be more research on students' perspectives and attitudes regarding this practice. Many existing research focus on the consequences of employing songs, such as advances in vocabulary acquisition or listening abilities (e.g. Listiyaningsih, 2017; Simamora & Oktaviani, 2020; Purcell, 1992), rather than examining how students perceive and interact with this instructional tool. By focusing on students' viewpoints, this study hopes to provide a more complete picture of learners' subjective experiences when songs are integrated into English language instruction. This can help teachers develop more effective and interesting teaching tactics that are customized for students' interests and learning needs.

1.2 Formulation of the Problem

The research question of this study is "What are the students' perception on using song in listening comprehension during English learning activities?"

1.1 Operational Definition

The researcher plans to profile students' perception on listening activities through song as an instructional media in English listening comprehension. To avoid any misunderstandings about the terminologies in this study, the researcher has provided the following definitions:

1.1.1 Perception

In this study, *perception* refers to students' individual responses, feelings, and interpretations regarding the use of songs as instructional media in English listening activities. It includes how they view the usefulness, enjoyment, and effectiveness of songs in helping them understand spoken English. This perception is explored through interview responses and reflects both cognitive and affective aspects, such as attention, motivation, and personal relevance.

1.1.2 Listening Skill

Listening skill is one of the four primary language skills, along with speaking, reading, and writing. It refers to the ability to receive, understand, and interpret spoken language or auditory information accurately and effectively. In this study, listening skill refers to students' ability to receive, understand, and interpret spoken English through auditory input. It includes key components such as comprehension, decoding, attention, and interpretation. This skill is assessed based on how well students engage with and respond to English listening activities that use songs as instructional media.

1.1.3 Song

In this study, 'song' refers specifically to instructional songs chosen to align with Indonesia's education curriculum. These songs are used as tools to improve students' listening comprehension, enhance vocabulary acquisition, and foster engagement during English learning activities.

1.3 Aim of the Research

This study discovered the students' perception of how the song as instructional media helps them to practice their listening comprehension during English learning activities.

1.4 Significance of the Study

1.1.4 Theoretical Uses

This study contributes to the theoretical understanding of student perception in English language learning, specifically how instructional songs influence listening comprehension. It supports affective and cognitive perspectives in language acquisition by highlighting how songs can lower anxiety, increase motivation, and improve auditory processing, aligning with the affective filter hypothesis and learner engagement theories.

1.1.5 Practical Uses

Practically, this study provides English teachers, especially in Indonesian high schools, with insights on using songs to enhance students' listening skills. It shows how integrating familiar and engaging media, like the song *"Never Say Never"*, can improve classroom dynamics, increase student participation, and facilitate vocabulary and comprehension activities.

1.1.6 Empirical Uses

Empirically, the study offers real-world data based on students' perceptions gathered through interviews. It reveals how students respond to song-based listening tasks, their preferences in song selection, and how these factors affect their motivation, engagement, and listening development. The findings enrich existing literature with context-specific insights from an Indonesian high school ELT classroom.