

CHAPTER 1

INTRODUCTION

This chapter provides a comprehensive overview of the research, highlighting its key components in a structured manner. To accomplish this, the researcher presents several subsections, including the background of the study, formulation of problem, operational definitions, aim of the study, and significance of the study. The study's background provides context and rationale for the research, whereas the problem formulation identifies the key issues under investigation. The operational definitions clarify key terms used throughout the study, ensuring a common understanding. Furthermore, the research goal outlines the study's primary objectives, while the significance of the study emphasizes its contributions and potential impact. The sections that follow go into great detail about each of these components.

A. Background of the Study

One of the things that needs to be mastered in English is listening. Listening is one of the most important methods for learners to master a language and communicate effectively. Putra and Dianti (2022) argued that developing one's listening abilities is important for advancing one's communicative competence. Furthermore, listening is an important aspect of language learning that students cannot ignore. As a result, listening influences the language learning process, as explained by Wah (2019), since it is a prerequisite for language acquisition and allows students to communicate verbally.

In addition, in the current language learning, technology is a tool that language learners today need to incorporate into their learning process. For students who prefer to learn outside the classroom, technology offers freedom. Because of its convenience, technology can help students participate in self-directed learning, claim (Buana & Miftachudin, 2021). As a result, there are increasing opportunities for student autonomy outside of the classroom. Learners who engage in autonomous learning are in complete control of their schedules, the materials they

wish to study, and the nature of the learning process. They also develop and acquire cognitive strategies for self-directed learning, applying their knowledge and abilities. According to Buana and Miftachudin (2021), autonomous learning gives students the freedom to choose their topics, arrange their information, and decide how to present it in their own ways. Since they will not be told what to do, this will increase their motivation.

In addition, there is an abundance of media that can be used in the language learning process, one of which is using songs. Since the majority of young people today participate in a culture outside of school, songs can be a very interesting and unique teaching tool (Baoan, 2008; cited in Putri et al, 2018). Song is one of the media that can attract students' participation. Caicedo and Lojano (2013, as cited in Srirejeki & Darmayanti, 2019) concluded that the use of songs increases students' confidence, learning abilities, and skills, as well as their interest in learning and encourages them to participate more during the learning process. Utilizing songs during the learning autonomous process is one of the interesting and successful ways to teach English listening. As a result, when they are practicing listening, the students will be engaged rather than scared or anxious. Songs, which combine music and lyrics, have numerous inherent advantages, including a kaleidoscope of cultural diversity, expressiveness, recitation skills, and therapeutic purposes, making them a wonderful resource for language instruction (Shen, 2009). In addition, songs are also popular among English as a second language (EFL) learners, especially in Indonesia. Some students of the English Education Department at Siliwangi University admitted that they have been using songs for about two years and use them to learn listening outside of class. They learn songs to actively use in autonomous listening and learning outside of class. Through songs, they learn to listen during their free time, such as on weekends or in the evenings after finishing classes. For example, they can choose the genre of songs to listen to according to their wishes, and can do done while relaxing or even while doing assignments. The point is that using songs to learn autonomous listening outside the classroom is more flexible because it is not stuck to the rules given by the teacher. Therefore, they realize that songs have a positive impact on their

English listening skill. Thus, they are motivated to use songs as learning media for listening (informal preliminary interview, November 2023). Therefore, it is interesting to investigate students' perceptions of learning to use songs in learning to listen autonomously.

In a study conducted by Isladara and Marlina (2024) that song can be used as a teaching aid and may be implemented in the language learning process. Nurfadilla and Kusrin (2022), saw exactly how students reacted when taught to listen through songs. This is all supported by Lestary and Seriadi (2019) how songs are used as a teaching tool for listening. Then Sekeon et al. (2022) also strengthened it to see whether using songs in class could benefit teaching and learning. Previous research focused on the role of songs in improving students' listening skills in the classroom. While these studies show the effectiveness of songs as a teaching tool, there has been little research on university students' perspectives on the use of songs for autonomous listening outside of the classroom. Understanding students' perceptions is critical because it provides insight into their learning experiences, motivation, and the difficulties they encounter when using songs as a self-directed learning tool. As a result, the focus of this study is to look into university students' perceptions of using songs to improve their autonomous listening skills outside the classroom environment.

B. Formulation of Problem

In this study, the researcher focuses on the perceptions of students who use songs in autonomous listening activities outside the classroom. More clearly, the question of this study is, "What are students' perceptions of autonomous listening learning with the help of songs?"

C. Operational Definitions

To avoid misunderstanding in this research, the researcher presents several keywords to clarify this research.

1. Autonomous Listening Autonomous listening is a method of exploring audio sources outside the classroom independently

by using songs to learn to listen that involves students in choosing how the activity will be conducted and taking responsibility for their learning.

2. English Songs English songs are a type of song where all the lyrics are written in English and usually come from Western or foreign music.
3. Students' Perceptions Students' perceptions to know their feelings, knowledge and beliefs about using songs to improve their listening skills.

D. Aim of the Research

The aim of this study is to investigate how English Language Education students at Siliwangi University perceive the use of songs in autonomous listening activities. By using songs, students are expected to provide valuable insights into the role of music in encouraging independent language learning and improving listening skills outside the formal classroom environment.

E. Significance of the Study

In this research, the significance of the study consists of three, namely theoretical significance, practical significance, and empirical significance.

1. Theoretical Significance

This study contributes to the existing knowledge on language learning by providing a deeper understanding of how EFL learners utilize songs for autonomous listening activities. This study expands the theoretical framework related to self-directed learning and language learning strategies in listening learning through English songs. This study can enhance the theoretical discourse on the efficacy of songs as a tool to encourage independent language learning. This study is also useful as an additional reference for further research related to the implementation of English songs in self-learning activities and can be used as further study material.

2. Practical Significance

The practical significance of this study lies in its potential to inform and improve teaching practice. Teachers can utilize the insights gained from the findings to design more effective listening activities and integrate them into their listening classes. The researcher hopes that people/learners who read this study will realize that songs can be an innovative and varied way of learning English listening independently outside the classroom. Teachers can utilize the insights gained from these findings to design more effective listening activities and integrate podcasts into their curriculum.

3. Empirical Significance

Empirically, this study provides valuable data regarding the benefits of using songs for autonomous listening. Thematic analysis using semi-structured interviews with three participants provided qualitative insights into their opinions on using songs for autonomous listening to learn English listening. This empirical evidence can form the basis for future research, allowing researchers to build on these findings and explore the effectiveness of songs in different contexts and with larger groups of participants. The researcher hopes that this study will motivate and contribute to the process of independent language learning, especially in autonomous listening activities by considering the use of songs as an aid.