

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is required for humans to communicate with others. They will communicate or illustrate their wants and feelings through words. They frequently utilize it to convey their views and concepts. A language is any established vowel sign system, written symbols, or gestures that enable members of one group to communicate effectively with another group.¹ English is the first language spoken by most people in many countries. English is the most widely spoken mother tongue in the world and ranks third after Mandarin and Spanish. English is also the second official language of the European Union and many other organizations. English is also used as an international language in several countries, including Indonesia.

As one of the international languages in Indonesia, English plays an important role in education. English is one of the subjects studied for junior high and senior high school levels, according to government regulation number 32 of 2013 paragraph 70 paragraphs 3 and 5.² English has been taught in Junior High Schools in past years. In Indonesia, this has been accepted as part of the government's plan for nine years of compulsory education. As an international language, English has several important roles in education, such as acquiring knowledge, science, technology, arts, and culture, and even international relations with other countries.

¹ H. Douglas Brown. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson ESL.

² *Peraturan Pemerintah Republik Indonesia No. 32/2013 subsection 70 verse 3 and 5*. pp. 16-17

Therefore, currently, English has been included as a subject in every school throughout Indonesia, especially at the junior high school level.

In the process of learning and teaching English in junior high schools, four macro skills are taught to students, namely: listening, speaking, reading, and writing. Those are the basic skills that students must learn. Listening is one type of skill that plays a very important role in learning English because listening is a language modality that is widely used in every conversation or activity. Before students can respond to the teacher, they must listen in the teaching and learning process to get information and concepts. In addition, listening is the secret to capturing the ideas, experiences, or facts that the speaker is talking about.

According to Rubin in Helgesen and Brown, listening is an active English learning activity in which listeners will select and interpret auditory and visual information. This means that when listening to spoken language, listeners only use part of the information provided, while when interpreting information, listeners must use their knowledge.³ According to the School-Based Curriculum (SBC), listening is the language skill that should be mastered by students. In the Standard of Competence and Basic Competence of the Junior High School, students are expected to be capable of comprehending and responding to spoken language in situations such as transactional or interpersonal conversations.⁴

³ M. Helgesen and S. Brown. 2007. *Practical English Language Teaching*. London: Pearson Longman Inc.

⁴ Badan Standar Nasional Pendidikan (BSNP). 2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdikbud.

Listening is one of the skills that is considered difficult yet undervalued in the teaching English in Indonesia, especially when compared to other language skills such as speaking, reading, and writing. That is since while teaching English in schools, teachers focus on developing students' speaking, reading, and writing skills. Furthermore, individuals who assume that if someone can talk effectively, it reflects the person's capacity to communicate appropriately exacerbate the situation. The capacity to speak well is necessary for effective communication, but perfect listening skills are also required.

Listening is underestimated in English teaching in Indonesia compared to speaking, reading, and writing. English teachers stress speaking, reading, and writing. People who think good speaking means good communication compound the problem. Effective communication needs listening and speaking. Some teachers believe it's too difficult to employ listening skills when studying English, so many students struggle to master it in school. To understand and respond to spoken words, listen. Listening is hard. Listening is a private act. Teachers won't know if students grasp. Students who don't ask inquiries may not get support from their teacher.

The researcher intends to an Analysis of the Students' Ability at Listening English Song at SMP Swasta Jambi Medan.

1.2 Identification of the Problem

According to the study's background, listening is a difficult skill for students to learn. Many of us regard listening as a passive activity, something we do in addition to our primary focus.

Researchers found students struggle with English songs. English students become less active and attentive, especially when learning to listen. When the English teacher described the topic in English or gave an activity from their manual book or online book, several students couldn't understand and didn't know what to do. Most of them haven't grasped English words, making it difficult to learn English, especially listening sessions.

The other problem that the researcher found when doing research was regarding the tools, media, and methods used by the teacher in learning listening sessions. At these schools, the tools and media used to carry out the listening teaching and learning process is still very minimal. The existing facilities at the school to carry out the listening teaching and learning process, such as the Language Laboratory are not available.

The researcher disliked the teacher's listening tools, media, and tactics. These schools lack audiovisual equipment. Listening Labs are lacking. Listening, teaching, and learning tools are lacking. Teacher bores. Because the teacher utilizes the same listening tactics, students get bored and lazy.

From the explanation above, it can be seen that the students' experience several obstacles in advancing Students' Ability at Listening English Song.

1.3 Limitation of the Problem

The limitation of this research are to knowing the students' ability about listening English song at SMP Swasta Jambi Medan. The subjects of this research are all of the students' IX grade at SMP Swasta Jambi Medan.

1.4 Formulation of the Problem

In relation to identification of the problem, the problem of this study is formulated as follows "What are the Students' Ability at Listening English Song at SMP Swasta Jambi Medan?"

1.5 Objective of the Study

The objectives of the study are to find out the students' ability at listening English song. Based on the current challenges, students' English song listening ability is still low and they lack knowledge about the listening part.

1.6 Significance of the Study

These significances of the research are divided into two, there are theoretical significance and practical significance.

1. Theoretical Significance

This study can enable students at SMP Swasta Jambi Medan listen to English songs.

2. Practical Significance

This study is expected to be beneficial for students, English teachers, and for the school.

- a. To the students, this research is expected to encourage students to realize that listening is easy and fun skill to learn. Hopefully, the Junior High School Students' can learn listening more easily.
- b. To the English Teacher, the researcher expects that this research may inspire the English teacher to make better media in teaching and learning process when study about listening.
- c. To the school, demands conceptual study. It promotes English education and innovation.



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