

CHAPTER I

INTRODUCTION

A. Background of Research

Listening is assuming important thing in many language contexts. It is important in the language classroom because can provide contribution for learners. If learners cannot understand the process of listening at the right level, the simple learning cannot begin well. In listening, learners are hoped can interact to achieve understanding with accessing the second language speakers. To build their ability in listening can use the exercise that can draw learner's attention and understanding not only in vocabulary but also in grammar, and new interaction patterns in language.

Listening comprehension skill is related to speaking and writing skill.¹ Listening skill on the foreign language learning is divided to two situation; those are direct and indirect situation. Direct situation is such as conversation directly, speech, songs and etc., and indirect situation is such as listening on conversation on the cassette. Nowadays, listening comprehension has improved. For example, new technology has supported for the skill such as cassette, VCD, video and etc that can improve listening comprehension skill. In the language learning, basically the teacher still focuses on the old

¹Iskandar wassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT Remaja Rosdakarya, 2008), P.229-230.

learning model; the students just listen the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students. This phenomenon happened in the almost country in the world. It is a great duty for the language teacher. The most important element and fundamental for the interaction is the ability to understand what the speaker has said.

In recent years, listening has also been examined in relation not only to comprehension but also to language learning. In this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Listening is a learning which provides the basis for the other language skills.² By listening to sound or spoken language, people are able to produce the language.

Listening can be done by using a media which is supported by sound. In addition, songs are one of the most enchanting and culturally rich resources that can be easily used in language classrooms. Students also enjoy listening to the songs. Song can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjective, and adverb. However, pleasure listening is such an effective way of improving English especially English vocabulary.

² I.S.P Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Roudledge, 2009), P. 38

Vocabulary is the total number of words in a language or all the words known to a person or used in a particular book, subject, etc.³ vocabulary is core component of proficiency provides much of the basis for how learners speak, listen, read, and write.⁴ Its means that we have to master the vocabulary because vocabulary can influence our language.

On the holy Qur'an, there are some verses which explain us about vocabulary, as follow :

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾ قَالُوا سُبْحٰنَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۗ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

“He taught Adam the names of all things and then set them before the angel saying: “tell Me the names of these, if what you say be true. “ Glory to you they replied, we have no knowledge except that which you have given us. You alone are Wise, knowing”. (Q.S. Al-Baqarah/2:31-32)⁵

Listening and vocabulary are much closed. This relationship seems logical; to get meaning from what they listen, students need

³ A.S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University, 1987), p. 1331

⁴ Jack, C Richards and Willy A Renadya, *Methodology in Language Teaching*, (Cambridge: University Press, 2002), p. 255

⁵ Departemen Agama RI, *Alqur'an dan Terjemahannya*, (Bandung: Aljumanatul 'Ali-Art, 2004), p. 6.

both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Young children who have a large number of words in their oral vocabularies may more easily analyze the representation of the individual sounds of those words.

Therefore, based on the explanation above, this research intends to investigate the influence of students' listening to English song toward their vocabulary power at the eleventh grade of SMA Unggulan Nurul Islami Mijen Semarang in the academic year 2012/2013.

B. Research Questions

1. How is the listening intensity to English song of the eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang in the academic year of 2012/2013?
2. How is the vocabulary power of the eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang in the academic year of 2012/2013?
3. How is the influence of the students' listening intensity to English song toward their vocabulary power of eleventh grade students of SMA Unggulan Nurul Islami Mijen Semarang in the academic year of 2012/2013?

C. Objectives of The Study

Based on the problem above, the objectives of the study are:

1. To identify the listening intensity to English song of the eleventh grade students of SMA Unggulan Nurul Islam Mijen Semarang in the academic year of 2012/2013
2. To find out the vocabulary power of the eleventh grade students of SMA Unggulan Nurul Islam Mijen Semarang in the academic year of 2012/2013
3. To find out whether or not there is a significant influence of students' listening intensity to English song toward vocabulary power of eleventh grade students' of SMA Unggulan Nurul Islam Mijen Semarang in the academic year of 2012/2013

D. Pedagogical Significance

Based on objectives above, the result of the study will give some advantages for;

1. The teacher
The teacher can give the students the possible ways to overcome the problem in vocabulary.
2. The students
To give motivation to the students to improve their intensity in listening so that they can increase their vocabulary power.

3. The writer

Motivating the writer to improve the frequency in listening to English song so that the writer can enrich their knowledge and vocabulary power.

4. The reader

After reading this thesis, the readers will get information from this research and it is hoped to do the research with the same theme to improve their knowledge and vocabulary power.