

CHAPTER I

INTRODUCTION

In this chapter, the writer presents an introduction to the research. It consists of the background of this study, the research question, the purpose of the study, the theoretical framework, research significance, scope and limitation, definitions of key terms, and research organization.

1.1 Background of the Study

Several linguistic skills must be taught while discussing language. There are semantics and linguistics. According to Lobner (2013), semantics is the meaning-related branch of linguistics. It means that semantics is the study of the meaning of linguistic phrases. It focuses on relational symbols such as words, phrases, symbols, and what they represent, their endowments. According to Kreidler (2002), linguistic semantics is the study of how language organizes and expresses meaning. In other words, linguistic semantics studies the definition used to understand human expressions through language. Semantics is one of the main branches of contemporary linguistics. It means that language cannot exist without semantics.

As many different languages are spoken worldwide, English is used by foreign nations to communicate with one another. English is considered an international language. As a global language, English has been taught in many countries, including Indonesia. In Indonesia, English has an essential role in education. The ability of students to master the four language skills becomes a vital aim for teaching and learning English.

These will include receptive skills such as listening (Understanding spoken language), reading (understanding written language), and productive skills. Speaking ability (producing spoken words) and writing ability (having written language).

Listening is a language skill. By listening, students gain information and develop what the speaker is saying. Brown (2006) asserts that Listening helps students process the information they have received. According to Hidayat (2013), “Listening is an important ability that must be mastered. How well someone listens has a major impact on the quality of their relationship with others” This means that listening is essential for students, especially in teaching and learning.

Listening is sometimes challenging because most students need more vocabulary, a lack of knowledge of the topic, and an inability to distinguish individual sounds. Purcell (1992) states that students tend to become bored listening to narratives or dialogues over and over as they try to understand the meaning of new words or phrases in context. Snell (1999) pointed out that a common problem that Foreign Language teachers often face in classrooms is dealing with passive teaching, where students are unresponsive and avoid interaction with the teacher. Penny (1996) states that some students often struggle to listen. They frequently encounter noise problems, they need to understand every word, they cannot understand Fast and natural native language, and they need to hear many times, which makes them exhausted.

Regarding these issues, of all these problems, student motivation plays an essential role in learning to listen. Bootzin (1983) stated that beliefs are fundamental in learning a thing because the student’s belief will influence their motivation. They will be highly motivated to learn if they have excellent or positive beliefs. As a result, students who have positive beliefs will follow the learning process and reach their goals more effectively. On the other hand, if the beliefs are negative, they will fail in the learning process. Therefore,

teachers need to recognize their students' beliefs to help them design appropriate teaching and learning materials.

The use of songs in English classrooms is nothing new. Listiyaningsih (2017) points out that one way to improve Listening is to listen to English songs. Lynch (2008) suggests that language teacher should use songs in their English lessons. The reasons given include the natural language of the songs that is easy to learn and authentic. Lynch also said that it could introduce new vocabulary and different aspects of culture, as well as different types of English accents.

Based on the statements above, the writer wants to discover the English Department students of Widya Mandala Catholic University Surabaya beliefs on using English songs to improve their listening skills.

1.2 Research Questions

What is the English Department students' belief in using English songs to improve their listening skills?

1.3 Research Objectives

The research aims to know English Department students' beliefs in using English songs to improve their listening skills.

1.4 Theoretical Framework

- Theory of Belief

According to Schwitzgebel (2010), contemporary Anglophone philosophers of mind typically use the term "belief" to describe their mindset when they assume something to be accurate or see it as correct.

- Theory of Listening

Listening is one way to get information. According to Brown (2006), listening is the act of conveying what people hear. Listening is an essential skill for students, especially during teaching. By hearing something, they get essential information from electronic media or someone. Listening is an activity in which students hear the central aspect. It is also a way of getting information from what the speaker says or conveys. Nunan (2003) points out that listening is an active, goal-oriented process of understanding what an audience hears. It needs a person to receive and understand incoming information (input).

- Using Songs to Learn English

According to Claerr and Gargan (1984), songs create a relaxed, informal atmosphere and provide a high-interest, non-threatening atmosphere for learning. Songs can change students' moods and learning motivation (Chen & Yang, 2009).

1.5 The Significance of the Study

This research is expected to contribute to future teaching and learning through listening and further research to provide information on the relationship between songs use and language acquisition, especially the importance of listening.

1.6 Scope and Limitation of the Study

This research focuses on students majoring in English at Widya Mandala Catholic University Surabaya and their belief in the strength of using songs to improve their listening skills.

1.7 Definition of Key Terms

To avoid misunderstandings about the definitions of key phrases, the definitions of major terms used in this research must be provided.

- **Belief:** According to Schwitzgebel (2010), belief can be defined as the mental acceptance or conviction of some idea's truth or actuality.
- **Listening:** According to Lynch (2008), listening is understanding spoken language is usually accompanied by additional auditory and visual data.
- **Song:** A song is a piece of music that is sung or written to be sung. According to Griffe (2001), songs are a type of music with words, and they contain characteristics that distinguish them from poetry or speech, despite their numerous similarities.

1.9 Organization of the Thesis

Chapter I consists of the Background of the Study, Research Question, Research Objectives, Theoretical Framework, The Significance of the Study, Scope and Limitation of the Study, Definition of Key Terms, and Organization of the Proposal.

Chapter II consists of Review of Related Literature and Previous Studies.

Chapter III consists of Research Design, Research Subjects, The Instruments, Data Collection Procedure, Data Analysis Technique.

Chapter IV consists of Findings and Discussion

Chapter V consists of Conclusion and Suggestions.