

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of Study

Students' academic growth depends heavily on listening comprehension because it not only improves their language proficiency but also promotes critical thinking and knowledge acquisition. On the other hand, songs also have long been used to teach languages because they are good in grabbing students' attention and improving their listening skills. As stated by educational experts, According to Brown (2018), "songs provide students with authentic and meaningful language input, exposing them to rich vocabulary, idioms, and grammatical structures." By singing along, students develop phonemic awareness, improve pronunciation, and deepen their understanding of the language. In addition, the use of game-based activities, such as word puzzles and comprehension quizzes, promotes critical thinking, analytical skills, and the ability to infer and interpret information from texts.

Besides that, Murphey (1990) said that many English teachers have long recognized the value of song and music in language instruction. When a student listens to and memorizes an involved song in class, the lyrics are embedded in his long-term memory. Music is a powerful stimulus for humans since it relates to our emotions while also allowing us to interpret them and their effects by utilizing our minds if we so desire. A piece of music can transform the learning environment, be engaging, and provide a pleasant relationship between the worlds of enjoyment and learning in the classroom.

By incorporating lyrical content into the curriculum, students are exposed to rich vocabulary, idiomatic expressions, and grammatical structures in an enjoyable and memorable way.

Furthermore, the implementation of a communicative approach using songs takes into account the diverse learning styles and preferences of students. As stated by Thompson (2017), "incorporating multimedia elements and interactive activities caters to the individual needs of students, ensuring a more inclusive and engaging learning experience." Visual learners benefit from accompanying visuals and gestures in songs, while kinesthetic learners thrive in the hands-on nature of game-based activities. By tailoring the approach to match students' strengths and learning preferences, the reading comprehension skills of students at MAN 1 Makassar will be enhanced, leading to improved academic performance.

In conclusion, the utilization of songs as part of a communicative approach at MAN 1 Makassar will provide a powerful and effective method for improving listening comprehension skills. By incorporating resources such as songs, this study will create an immersive language environment that captures students' attention, promotes active engagement, and enhances language acquisition. Through the integration of multimedia elements, personalized learning experiences, and opportunities for meaningful interaction, students are equipped with necessary tools to become proficient and confident listeners. The combination of songs in a communicative approach not only enhances listening comprehension but also develops vital language skills, critical thinking abilities, and a love for learning. With this

innovative approach, this study will shape students into competent listener, preparing them for success in their academic journey and future endeavors.

### **1.2 Identification Problem**

Based on the background of the study, the problems of the study can be identified as follows:

1. Learners' difficulties in learning English by listening to English songs
2. Lack of students' motivation in improving English listening comprehension

### **1.3 Statement of the problem**

The scope of this research is to analyze the effectiveness of English songs in improving the students' ability in listening to English and their strategies used in improving their ability in English. They are all EFL learners studying at MAN 1 Makassar. This study focuses on second grade listening English class.

### **1.4 Research Question**

1. To what extent does the communicative-based implementation of English songs contribute to the improvement of listening comprehension of the students?
2. How do these English songs affect students in improving their listening comprehension?

### **1.5 Objective of the study**

1. To examine the extent to which the communicative-based implementation of English songs contributes to the improvement of students' listening comprehension.
2. To explore how English songs affect students in improving their listening comprehension.

## **1.6 Significance of Study**

There are two implications of this research, such as theoretical and practical. Theoretically, the writer hopes this research can bring some advantages to both students and teachers. For students' it is expected that they improve their listening, especially by using English Songs. Moreover, from a theoretical standpoint, the study contributes to the broader understanding of language acquisition, specifically in the context of utilizing music. It adds to the growing body of knowledge regarding effective strategies for improving listening skills, shedding light on the multifaceted aspects of language learning and the role of auditory stimuli. Practically, for future research, it can be used as a reference for students and researchers who are interested in listening to English songs and improve their ability to either speaking or listening English. On practical side, extending the implications to the development of innovative and effective pedagogical approaches that can be applied in diverse educational settings, fostering a more dynamic and engaging language learning environment.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Study

Several studies have explored the impact of English songs on improving listening comprehension skills among students. Mailawati and Anita conducted a qualitative study analyzing how music affects teens' linguistic abilities through semi-structured interviews and questionnaires. They found that singing songs helps children remember word pronunciations and enhances listening skills (Mailawati & Anita, 2022). Similarly, Samad and Paris investigated the challenges faced by EFL learners in understanding Western songs. Using a qualitative descriptive approach, they identified strategies like paying attention, taking notes, and formulating methods to improve comprehension despite difficulties such as vocabulary shortages and song complexity (Samad & Paris, 2022).

Teppa, Rorimpandey, and Posumah employed a quantitative approach using pre-tests and post-tests to show that song lyrics significantly improved students' listening scores, demonstrating a clear benefit of using this method in language learning (Teppa et al., 2022). In another study, Afriyuninda and Oktaviani highlighted how songs motivate and engage students, especially when integrated with popular music applications like Joox and Spotify. This study focused on English Education students at Teknokrat University and showcased songs' effectiveness in enhancing attentiveness and learning motivation (Afriyuninda & Oktaviani, 2021).

Septiviani, Nurdin, and Dakhalan explored the correlation between students' habitual listening to English songs and their listening comprehension. They

emphasized that listening is a complex skill requiring an understanding of accents, vocabulary, grammar, and context, and habitual exposure to songs can significantly enhance these abilities (Septiviani et al., 2010). Meanwhile, Jamila, Ibrahim, and Siradjuddin demonstrated that using English songs improved auditory discrimination, grammar understanding, and memory among tenth-grade students at SMAN 10 Gowa, highlighting the importance of integrating varied media into language instruction (Jamila et al., 2016).

It is impossible to understand the meaning of a songs' lyrics if you do not listen carefully. According to Field (2010), listening is an essential for someone who is learning English because, in learning, we can communicate 2 with one another. In education, we often have to listen to people who speak English so that they are familiar with what they are listening about. When we listen to the lectures we usually take notes and then write reports about lectures. Listening to songs without lyrics can improve your listening skill. Sometimes teachers do not directly instruct students to write the missing words, and students have to write them down themselves during the teaching and learning process.

Listening comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, derive meaning from passages, and associate what they hear with existing knowledge. Saricoban (2004), cited in Milasari (2008), stated that in listening to English as a foreign language, the most important features can be defined as:

1. Coping with the sound
2. Understanding intonation and stress

3. Coping with redundancy and noise
4. Predicting
5. Understanding colloquial vocabulary
6. Fatigue
7. Understanding different accents
8. Using visual and environmental clues, such as gestures, facial expressions, and the context in which communication takes place, to enhance comprehension and compensate for any linguistic gaps. Visual aids, such as images, videos, and body language, can also provide critical support for learners, especially when auditory input is unclear or complex.

Additionally, listening activities are required in academic contexts where students must deal with listening comprehension in class. In EFL (English as a Foreign Language) classrooms, students often face communication difficulties. These challenges arise not only from the students' abilities but also from the teaching methods employed. To address this, developing interactive ways to teach listening is recommended. Considering learning styles is essential when designing lessons, presenting material, and eliciting effective listening (Beall et al., 2008). Specific listening strategies are needed not only to overcome students' difficulties but also to improve their listening abilities. Wallace et al. (2004), as cited in Hidayat (2013), emphasized that experience with various reading, writing, and speaking activities in school can help learners acquire the necessary skills to succeed.

Finally, Rahmawati and Sari pointed out that songs help reduce anxiety, create a positive classroom atmosphere, and improve students' listening comprehension by

making lessons more enjoyable and interactive. They emphasized the need to use songs strategically to foster motivation and engagement (Rahmawati & Sari, 2023). Together, these studies underscore the effectiveness of English songs in enhancing listening skills while addressing various learning challenges and preferences.

## **2.2 Theoretical Framework**

### **a. Listening Comprehension**

Listening comprehension is a fundamental skill in second language acquisition (SLA) that influences learners' ability to understand and process spoken language. According to Rost (2009), listening is an active cognitive process that involves decoding auditory input, identifying linguistic patterns, and integrating new information with prior knowledge. Effective listening comprehension enables learners to improve their vocabulary acquisition, pronunciation, and overall communication skills (Brown, 2018). In the context of English as a Foreign Language (EFL) learning, developing listening comprehension is essential for academic success and everyday communication.

### **b. English Songs**

- **The role of English songs in language learning**

Songs have been widely recognized as an effective pedagogical tool in language learning. Griffiee (1992) defines songs as a form of music that incorporates rhythm and repetition, making them particularly beneficial for enhancing linguistic retention. Music-based learning facilitates auditory processing, improves phonemic awareness, and promotes engagement (Murphey, 1990). Research by Samad and Paris (2022) found that EFL learners who regularly listen to English songs develop better listening

comprehension skills due to repeated exposure to natural speech patterns, intonation, and colloquial expressions.

- **Advantages of listening to English songs in language learning**

- Improves pronunciation and phonetic awareness

Songs allow learners to hear and imitate the natural rhythm and stress of spoken English. Singing along to music helps students internalize correct pronunciation and develop fluency. By repeatedly listening to lyrics, learners absorb phonetic patterns, making it easier to pronounce difficult sounds. This mimicry process can be more effective than traditional pronunciation drills.

- Expands vocabulary and idiomatic expressions

English songs introduce learners to a wide range of vocabulary, slang, and idiomatic phrases used in everyday conversation. Unlike textbook-based vocabulary, which may focus on formal language, songs provide exposure to informal expressions that native speakers use regularly. By learning words in a musical context, students remember them more easily, improving their word retention and practical usage.

- Increase motivation and reduces anxiety

Music creates a fun and engaging learning environment, which boosts students' motivation to practice listening. Unlike traditional listening exercises, which may feel repetitive and stressful, songs provide a relaxed atmosphere, helping learners overcome anxiety. When students enjoy the learning process, they are more likely to engage actively and persistently in improving their English skills.

- Enhances memory and retention

Melody and rhythm help improve memory retention, making it easier for learners to recall words and phrases. Studies have shown that the brain processes music differently from spoken words, allowing for deeper retention of information. The repetitive nature of songs reinforces language learning, as learners unconsciously remember lyrics long after listening, supporting long-term vocabulary acquisition.

- **Disadvantages of listening to English songs in language learning and how to overcome them**

- Fast paced lyrics make it hard to understand

Some English songs have rapid speech patterns, contractions, and unclear pronunciation, making it difficult for learners to follow the lyrics. Fast songs, especially rap, can overwhelm beginners who are still developing their listening skills. To overcome this, learners should start with slow and clear songs, such as ballads or acoustic versions, before progressing to faster-paced music. Using lyric videos or subtitles can also help bridge the gap between listening and comprehension.

- Slang and informal language may be confusing

Many songs contain colloquial expressions, idioms, and non-standard grammar, which may confuse learners unfamiliar with informal English. Lyrics often bend grammatical rules for artistic purposes, leading to misunderstandings. To address this, teachers or learners should identify and

explain difficult phrases before listening, ensuring that students grasp the meaning of informal expressions and how they differ from standard English.

- Different accents and pronunciations can be confusing

English songs come from diverse regions, featuring accents from the UK, USA, Australia, and beyond. Pronunciation variations, such as "water" pronounced as "wah-ter" (American) vs. "woh-tuh" (British), may confuse learners. To tackle this challenge, students should expose themselves to multiple accents gradually, starting with the most familiar one, before progressing to more diverse pronunciations.

- Over-reliance on lyrics may reduce active listening

Beginners often rely too much on reading lyrics instead of actively listening, which limits their ability to recognize spoken words naturally. Over time, this can weaken listening fluency, as learners become dependent on visual cues. To counter this, learners should first listen without lyrics, then check the lyrics afterward to confirm understanding, gradually training their ears to process spoken English without reading.

### **c. Communicative Approach**

The Communicative Language Teaching (CLT) approach emphasizes interaction as the primary means of learning a language. According to Savignon (2002), CLT encourages real-life communication and meaningful engagement with the target language. The integration of English songs within CLT fosters an interactive learning environment where students practice listening, speaking, and comprehension in an engaging manner. By incorporating multimedia elements such as song lyrics and

discussions, CLT caters to various learning styles and enhances students' motivation (Thompson, 2017).

#### **d. Cloze Dictation**

- **Definition of Cloze Dictation**

According to Chai (2011), dictation serves as an exercise that enhances students' proficiency in phonics, listening, and writing skills. Furthermore, Jain (cited in Mentari, 2018) affirmed that dictation functions as a tactic fostering students' habits in listening, aiding in the comprehension of punctuation and spelling. It also facilitates an understanding of words, phrases, sentences, and clauses. Dictation is instrumental in boosting students' aptitude for listening to language, aiding them in becoming more accustomed to the language.

Furthermore, according to Richards, Platt, and Weber (Fachrurrarzy, 1989), dictation is a method employed in both language teaching and language testing. In this technique, a passage is orally presented to students, incorporating pauses during which they are required to endeavor to transcribe what they heard with precision. Dictation serves not only as a model for acquiring English phonetics but also as a significant tool for grasping grammar and vocabulary.

Within the range of dictation methods employed in various capacities as testing approaches are standard dictation, partial dictation/cloze dictation, dicto-comp, dictation with competing noise, and elicited imitation. In the current study, the cloze dictation technique is applied by the researcher to enhance students' listening comprehension.

Cloze dictation, also referred to as partial dictation, is a hybrid approach combining dictation and the cloze procedure. In this method, the entire content is orally presented, and a segment of it is concurrently provided in written form. The printed version omits specific sections where the examinee is required to transcribe what is heard. While the entire material is audibly presented, only a portion is actually dictated for the learner to record. This technique offers considerable flexibility and can be executed in a manner that deviates somewhat from the standard dictation format (adapted from Oller in Ratnawati, 2013:6).

- **Advantages of Using Cloze Dictation Technique in Classroom**

Implementing the Cloze Dictation Technique in the classroom comes with a myriad of advantages that significantly contribute to effective language learning. Firstly, this technique serves as a powerful tool for enhancing listening skills among students. By requiring them to fill in missing parts of a passage, it promotes focused and attentive listening, thereby improving overall auditory comprehension. Additionally, Cloze Dictation plays a crucial role in reinforcing grammar and expanding vocabulary. As students engage in actively completing the missing elements, they gain practical exposure to language structures and word usage. Furthermore, practice in careful listening to dictation will be useful later in note taking exercise (Montalvan in Ratnawati (2013: 7).

- **Limitations of Using Cloze Dictation Technique in Classroom**

Research highlights several considerations regarding the limitations of cloze dictation when applied in educational settings. One key drawback is its predominant emphasis on enhancing reading and listening comprehension, potentially rendering it

less effective in cultivating speaking and writing skills. As indicated by scholarly investigations, "cloze tests are not well-suited for evaluating productive skills like speaking and writing" (Khalifa & Weir, 2009). Moreover, the complexity of cloze dictation may pose challenges for younger students or those with lower language proficiency, as they may grapple with both the intricacies of the task and the requirement to fill in missing words. An alternative study underscores that "cloze tests might prove excessively challenging for young learners or individuals with lower proficiency levels" (Kormos & Kiddle, 2013).

Another limitation of cloze dictation is the potential for misinterpretation or drawing incorrect inferences. According to a scholarly article, "cloze tests might result in misinterpretation or erroneous inferences, especially when the context is ambiguous or the words are not directly connected to the sentence's intended meaning" (Liu & Huang, 2011). Moreover, there is a risk that cloze dictation activities could become monotonous for students, resulting in diminished engagement and motivation levels. A study suggests that "students might lose interest in cloze tests, leading to decreased motivation and engagement" (Kormos & Kiddle, 2013).

In conclusion, cloze dictation has the potential to induce heightened stress among students lacking confidence in their language proficiency, as they might experience pressure to accurately complete the missing gaps. According to Liu and Huang (2001), cloze tests may induce anxiety among students who lack confidence in their language skills, as they may feel pressured to fill in the gaps correctly". Educators should take these drawbacks into account when structuring their lessons and

ensure a well-rounded approach by incorporating diverse and interactive activities that cater to the varied needs of their students.

- **Strategies for Enhancing Cloze Dictation to Overcome the Limitation**

To address the challenges posed by cloze dictation in educational settings, various strategies can be implemented. One tactic involves applying the reduced redundancy principle, which posits that proficient language users should comprehend language even in the absence of redundancy. Cloze tests can gauge students' ability to understand language when encountering written or spoken passages with missing words" (Khalifa & Weir, 2009).

Another approach is utilizing texts with "redundant" passages, where vital information is presented more than once, but not excessively. This gives students the chance to seek clarification or repetition during listening activities, thus tackling the potential difficulty of comprehending content with omissions. Redundancy can be utilized to support comprehension in cloze tests, allowing students to request clarification or repetition during listening activities (Liu & Huang, 2011).

Furthermore, educators can integrate scaffolded listening cloze dictation forms to aid students in applying new vocabulary from a unit of study. This method furnishes support and structure, potentially alleviating some of the challenges associated with this technique. A study discovered that "scaffolded listening cloze dictation forms can assist students in applying new vocabulary from a unit of study, providing support and structure as they engage with cloze dictation activities" (Kormos & Kiddle, 2013).

### **2.3 Hypothesis**

Based on the theoretical discussions above, the researcher formulated the hypothesis as follows:

- a. Ho: The use of English songs through a communicative approach does not significantly improve the listening comprehension of students at MAN 1 Makassar.
- b. Ha: The use of English songs through a communicative approach significantly improves the listening comprehension of students at MAN 1 Makassar.