

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning a language requires developing a vocabulary. Language proficiency goes beyond merely possessing reading, speaking, listening, and writing abilities. Language acquisition also requires mastery of adequate vocabulary and grammar. A vocabulary that is quite easy for someone to express all ideas, opinions, and feelings to others that appear in the four language skills of speaking, writing, listening, and reading. According to Clouston (2013: 2), the basis of English learning is vocabulary because without the right vocabulary, students cannot communicate with others or express their ideas.

Vocabulary mastery is based on acquiring one's vocabulary. In addition to grades that students receive as a result of their learning efforts, vocabulary mastery is also a result of the learning process. The subjects of research related to vocabulary acquisition are usually children. However, it does not rule out the possibility when using other subjects, namely adults. In line with behaviorism's theory of language acquisition, a person acquires language based on experience, whereas in children acquire language naturally following their mother tongue. Without mastery of vocabulary, it will be difficult for students to follow the lecture process, as shown in the research of Ayu and Viora (2018: 1138) regarding the difficulties experienced by students in learning English, namely difficulty speaking and listening due to lack of confidence to pronounce and not memorize English vocabulary. Schmitt in Maneshi (2017:2) says, "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. Voltaire says, "Language

is very difficult to put into words", but learning vocabulary also helps students master English for their purposes.

Researchers have identified two methods for acquiring vocabulary. According to Loewen in Maneshi (2017: 1) this method includes (a) intentional vocabulary learning, and (b) incidental vocabulary acquisition. Where intentional vocabulary learning involves a clear goal to learn vocabulary items such as someone reading a book in the target language and looking for new words to improve vocabulary. In contrast, incidental learning occurs when someone does something such as reading a book, watching television, hearing the teacher talk, and listening to songs then they got new vocabulary unconsciously.

Listening plays an important role in the language acquisition process and has a great impact on language teaching practice. Saricoban in Listiyaningsih (2017: 37) categorizes the benefits of listening include enjoyment, information, perception, understanding, and problem-solving. Nowadays, listening is thought to be a far more complex activity that forms the basis of language learning, according to (Krashen in Listiyaningsih, 2017: 38). Thus, listening serves as the main channel for learning. It involves understanding the accent or pronunciation of the speaker, his grammar, vocabulary and measuring his meaning, according to (Brown in Listiyaningsih, 2017: 39). In line with Vidal's in Maneshi (2017:9) it shows a large increase in learning after listening and it is still maintained after four weeks. This suggests that oral sources contribute to the growth of L2 vocabulary.

Listening to songs is one method for mastering vocabulary through oral sources. Several studies in the field of education show that listening to songs can help students improve their vocabulary mastery. In Mariana (2021: 5) relates the use of songs to increase students' grade point average. Gushendra in Mariana (2021: 5) also says

English songs are one type of media that can make learning enjoyable and entertaining. Rifai (2021: 102) explains that the application of song media in classroom learning can increase the achievement of competence in aspects of the use of punctuation, grammar, and vocabulary.

Some of those previous studies provide an assumption that listening to songs has a relationship with vocabulary acquisition. The same is the case as researcher observed in the Vocabulary class in English Education Departement at Wijaya Kusuma Surabaya University in 2022-2023 academic year. Before class starts, there are some students who often play English songs in class and during vocabulary class lecturers often challenge students to mention some words related to certain topics. Students who frequently listen to song mentioning words more quickly than those who never listen to song in class. Therefore, researcher is interested in knowing that there is a correlation between the habit of listening to English songs and the vocabulary mastery of students in English language education departement at Wijaya Kusuma University Surabaya for the 2022-2023 academic year.

Somehow those previous studies focused on the application of songs as a media to improve English skills. This study focuses on revealing facts related to song listening habits related to vocabulary mastery. This study is intended to provide as reading material for readers who are interested in considering songs as an alternative method of learning English that may not be realized to be able to provide exposure repeatedly and can support vocabulary mastery. Folse in Mishan and Timmis (2015:147) say, "The single most important aspect of any vocabulary training activity is not what learners do with the word but the number of times they interacts with the word".

1.2 Research Question

Considering the background of the problems raised above, it is possible to define the problem in this study as follows;

1. Is there any significant correlation between students' habits of listening to English songs and vocabulary mastery in the Vocabulary Class at Wijaya Kusuma Surabaya University in the academic year 2022-2023?
2. How does the students' habit of listening to English songs influence vocabulary mastery?

1.3 Objective of the Study

Based on the focus of the problems, the researcher determines that the objective of the study can be stated as to find out;

1. Whether there is a significant correlation between the students' habit of listening to English songs and vocabulary mastery in in vocabulary class of Wijaya Kusuma Surabaya University in the 2022-2023 academic year.
2. How the habit of listening to English songs affects vocabulary mastery.

1.4 Significance of the Study

The expected benefits in this study are:

- 1) For researchers

It is anticipated that this study will help build the primary theory for future studies.

- 2) For lecturers

This study is expected to be able to provide lecturers with more knowledge about picking the most efficient teaching medium in order to improve the quality of learning and student learning outcomes.

3) For students

It is expected that this study will help educate other students about the impact that listening to English songs has on their ability to grasp the language's vocabulary.

4) For Curriculum

This research is expected to be used to add references theory as material for further, more in-depth research in the future.

1.5 Operational Definition

Some definitions are offered to help clarify the definition utilized in this study:

1. Listening habits

Listening habits are activities that are usually done anywhere by a person regularly or repeatedly. (Kurniati, 2017: 30).

2. English Songs

English songs are songs is a mix of music, tone and lyrics in this case that uses English vocabulary. (Suharto in Perwitasari, 2020: 21).

3. Vocabulary mastery

The process of mastering or the capacity to comprehend and make use of words in a language, both orally and in writing, is known as vocabulary mastery. (Kurniawati and Karsana, 2020: 387)

4. L2

L2 refers to the second language that a person learns after mastering the first (mother tongue.) (Nuryani in Rosiyana, 2020: 375)