

Chapter One

Introduction

Chapter one includes several sections. First, the background of this research is that this section provides more general information—topics to more specific issues. In addition, the problem has been identified, and This section describes the consequences of the problem related to the study. This course has some limitations, which the course limitations can explain. In this study, research questions were included based on the research objectives. A question to be studied. Part of the implications of this research consists of the benefits of something that the reader can adopt. And lastly, research organizations. It contains the sections from the following chapters, which are discussed in this research

Background of the Research

Listening is the ability to correctly receive and interpret messages during the communication process, According to Nur (2022). Listening is an essential skill in learning, according to Setia (2022), because it is one of the four primary skills in understanding language acquisition. Listening can occur at any time during the teaching sequence. Students' language skills are critical in the learning process to achieve the learning objectives when learning English. Students listening skills can be honed by making it a habit to listen to English songs. Once students can recognize new words, they feel uncomfortable hearing them. They habitually listen to English music because they will likely have heard those terms before. The kids follow the songs' lyrics and beat when they listen to them. Because sensitivity to rhythm is a fundamental and crucial initial stage in acquiring language, Ramadayanti (2016) said that it aids children in quickly picking up the word in English.

As a behaviorism psychologist, Watson defines a habit as a normal behavior Burhayani (2013). Hanifunisa (2015), who thinks habits are automatic habitual actions repeated frequently without thinking, supports this idea. Similarly, Setia (2022) describes habit as the tendency to repeat one's steps. People gradually learn these skills as they respond to a repeating scenario frequently.

Vocabulary is essential to a language because it determines how listeners have it. Learners frequently reach their potential without an extensive vocabulary and methods for expanding their vocabulary, and they may become discouraged from taking advantage of the opportunities for language learning that are available to them, such as listening to the radio or native speakers, using the language in various contexts, reading, or even watching movies or television. According to Muawanah (2012), one of the first language components students must learn when studying is vocabulary. We can speak, write, and understand what we read or hear with vocabulary. Learning vocabulary is the foundation of learning a foreign language.

Media is needed to increase student vocabulary mastery, and songs are one of the media that can be used to increase student vocabulary mastery. Muawanah (2012) demonstrates that songs can be compelling teaching and learning tools. Songs help students improve their listening and pronunciation skills and teach vocabulary and sentence structure. The most obvious advantage of using songs as a classroom teaching strategy is that they are entertaining.

The researcher conducted an investigation based on the above description, The habit of listening to English songs and mastering vocabulary. Researcher are therefore interested in running a study titled "The Correlation Between Students' Habit of Listening English Song and Their Vocabulary Mastery." In addition, Muawanah (2012) shows that songs can provide opportunities for vocabulary practice.

After conducting interviews with one of the English teachers and several students at a Private Junior High School in Bawang, Batang, some students used listening to English songs in the lesson given by their teacher to identify the meaning of words, and some students generated their vocabulary, some students memorized new vocabulary. On the other hand, many students like to listen to songs in English because it has become a habit for them in their daily lives and because their teachers use pieces as learning media. Based on the description above, the Researcher tries to find the relationship between the habit of listening to English songs and vocabulary mastery. This is a way that can help teachers identify students the habit of listening to English songs and their mastery of vocabulary in the teaching and learning process in class.

In addition, although many Researchers have researched the correlation between the habit of listening to English songs and vocabulary, several things distinguish this research from previous research. This research was conducted in a remote area, and it is still rare to get used to English communication. Besides that, there is an English song that English teachers always use in teaching, and the Researcher is interested in knowing the There is the relationship between this song and their students' vocabulary mastery. Previous research has examined the relationship between listening and hearing. Turnip et al. (2018) investigated the relationship between listening ability and flat vocabulary ability. Earlier studies on the relationship between listening to English 3 Vocabulary control for singing and listening comprehension (Atmaja, 2014), as well as previous research on the relationship with habits When listening to English songs (Meutia et al., 2012) and Despita (2020), The relationship between the habit of listening to English songs and vocabulary mastery.

The Researcher conducted an investigation based on the above description, The habit of listening to English songs and mastering vocabulary. As a result, Researcher are eager to

conduct a study titled "The Correlation between Students' Habit of listening to English songs and Their Vocabulary Mastery."

Identification of the Problem

Some Junior High School students in Bawang, Batang use English songs as learning media. Even in several English classes, there are teachers who always use English songs as the learning media. However, students who use English songs as learning media experience several obstacles.

Based on preliminary observations made by researcher, students who used English songs as learning media were helped to find the meaning of each vocabulary word in the song. Several students identified the meaning of the vocabulary they found. Some students listened to English songs and then easily remembered the vocabulary they found because of discussions about the strategies they could have. Second, students experienced an increase in using English songs as a medium to develop vocabulary mastery. Therefore, the researcher is interested in examining the relationship between the use of English songs as a medium for developing vocabulary mastery. Therefore, the researcher is interested in examining the correlational between the use of English songs as a medium for developing quantitative vocabulary mastery.

Delimitation of the Research

In this study, the research focuses on listening habits, especially English songs, then also focuses on students' vocabulary mastery level and the correlation between the two variables above. This research was conducted at a private Junior High School in Bawang, Batang. The population in this study were students of class VIII, semester 2. This study's findings describe the research result and the correlation between these two variables in private Junior High Schools in Bawang and not students from other schools.

Research Questions

Based on the above background, this study formulates three research questions regarding the correlation between students' listening habits of English songs and their vocabulary mastery:

1. How is the Junior High School students' habit of listening to English songs?
2. How is the Junior High School students' level of vocabulary mastery?
3. What is the correlation between habit of Junior High School students' of listening English songs and their vocabulary mastery?

The Objective of the Research

Based on the research questions above, the objectives of this study are as follows:

1. To identify the habit of Junior High School students' in listening to English Songs.
2. To find out the level of Junior High School students' vocabulary mastery.
3. To examine the correlation between habit of Junior High School students' listening to English songs and their vocabulary.

The Significance of the research

The research is expected to provide more benefits and knowledge for students, teachers, and future researchers.

The students. To inform people that learning vocabulary may be done through songs and that there is a correlation between the habit of listening to English songs and vocabulary mastery.

The teachers. This study hopefully informs teachers about the correlation between students' habit of listening to English songs and their vocabulary mastery.

Future Researcher. This study is expected to motivate additional research toward better, more suited, and more successful methods that may be compared and demonstrated in previous research. The author also hopes that other scholars adopt this research as a reference..

Organization of the Research

This study is divided into five chapters. The first chapter describes the research background, identification, problem boundaries, questions, objectives, and Significance. The first chapter explains the background of the research, which shows why the Researcher is interested in conducting the research. Then the identification shows some problems regarding the study, and the problem boundaries indicate some issues that the Researcher selects. There were two research questions. This chapter also provides research objectives and Significance for students who use English songs as a medium to improve vocabulary mastery, teachers who use English songs as teaching media to enhance students' vocabulary mastery, and also for future researchers. Chapter two is a literature review. It provides definitions of listening, definitions of songs, types of English songs, definitions of vocabulary mastery, and difficulties students usually face when remembering vocabulary from English songs. This chapter explains the theory related to the general description of using English songs to develop vocabulary mastery. And a review of related studies.

The third chapter is about methodology. This chapter describes how the Researcher carried out the research. Methods, instruments, population and sample, settings, and data collection techniques are all covered in this chapter. The Researcher also explains how to analyze the data in this chapter. The fourth chapter contains findings and discussion. This chapter presents the results of the data analysis. Conclusions and recommendations are included in

Chapter 5. This chapter provides broad responses to research-related questions as well as academic suggestions. Recommendations are given to teachers, students, and other researchers.