CHAPTER I
INTRODUCTION

I.A. Background of The Study

> " I know just how to whisper......................
> " And I know just how to cry......................
> " I know just where to find the answers.............
> " And I know just how to lie......................

The lines above are actually a part of popular English song lyrics which most of us heard certain time ago. We, for some reason could still remember those lyrics even though the song itself may not be heard again.

Song is personal artistic creation and creative composition (The International Cyclopedia of Music and Musician. 1958 : 1755). It is powerful and essentially non-threatening, non-demanding, affective, communicative as if "teddy bear" in our ear. In this case, a listener in most instances chooses whether or not to receive the message the song tries to convey ; he might be attentive or not without being afraid of being reproached; or even he might turn the message off whenever he likes it. On the

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contrary, no one hesitates to listen to the song since it makes us lulled.

In the matter of the form, song can be affective for representing language use to people which are its listeners or audiences. As in the field of language acquisition, it is acknowledged to internalize foreign language use. A lot of experimental researches are conducted to prove its advantages in the process of language learning and teaching.

It is said that song is acknowledged to have a significant role, particularly in a process of language teaching. Scholars who are expertise on language learning and teaching assure the effectiveness of using songs he concerns with language material. It could provide valuable input to language learner.

Lozanov's statement as quoted by Richard and Rodgers is that the function of using songs are to make learners relaxed as well as to structure, pace and punctuate the presentation of linguistic material (Richard & Rodgers, 1986: 143-146).

Additionally, what Griffee stated in her book that songs are researched and tested by teachers of many languages and for that reason can be used in the teaching of any language (Song in

Action. 1992: 3) could be a well-proven development in that research.

Back to the year of 1963, Lee & Dodderidge had already proposed that to sing a song is a good way of brightening up the language lesson, and yet brightening up is only one purpose of time for song (A Time for A Song. p: iii). According to those scholars, much repetitions are necessary in learning a foreign language. They found songs to be the ideal mean for introducing language since the form of repetition in singing is less monotonous. Furthermore, nor does anything stick in the memory so well as words that are sung (1963, p: iii).

positions uses with much ?

A learner can master a lesson being taught more easily and he will not forget the words being taught since by listening to the song he will remember every single word. Thus, learners who relax and have fun when learning usually learn better than the others. The advantages of using song in the classroom are also stated in the English Teaching Journal as :

> adds variety a lesson; adds to the enjoyment of learning the language and therefore aids motivation; it is a natural choral language activity, unlike the choral repetition of dialogues or drills; involves the whole class and promotes maximum participation; helps learners remember language; provides valuable reinforcement of language learned (Vol. XX no.3 July 1982).

Hence, songs could be used to introduce a vocabulary item; discuss its content in the same way poetry or prose does; learn the commonest structure, listen to the correct pronunciation, also do pattern practice and do memory retention.

Having noticed those of the effectiveness of using song in learning language, I believe that songs are naturally the most preferable and familiar pastime to us, the listeners. However, most people do not realize that songs we often listen are in certain ways developing our knowledge especially in acquiring a foreign language.

Perhaps, the reason people do not pay attention to the advantages of songs in learning a language is because in general, people are merely concerned with the enjoyment that is gained by listening to songs. It is because their goal of listening to song is to enjoy themselves in most instances. Considerably, song is a literal art which can be valued only by appreciating it in aesthetic way.

Recently in Surabaya, English songs are more favored and popular in all level of age especially among young people. Adolescents who particularly live in Surabaya like to listen to

popular English songs and watch its video tape shown on TVs program, or even buy its recording and if it is possible, adolescents may attend music concerts that are usually held by its singers.

Surabaya itself is representative one for releasing new songs since it is the second biggest city after Jakarta. It surely becomes the place where foreign singers have their music concerts. The phenomenon is that the community of Surabaya is likely to let itself be exposed to English songs, besides Indonesian. As a consequence, the young people of Surabaya, mostly happen to be adolescents appear who are not only capable enough in singing an English song but also understanding the language of the song. By extensively listening to the song adolescents' pronunciation of the words as well as their understanding of the language improve.

Regardless of any reason that might influence the adolescents' behavior on their hobby of listening to popular English songs, the writer finds this phenomenon is fascinating enough to be analyzed further.

I .B. Statement of The Problem

Based on the background of the study above, the following problem that the writer would like to present is :

1. Does the adolescents' hobby of listening to popular English songs have an effect on their level of the mastery of some of the English vocabulary items ?

    H_0 : The relationship of both the intensity of listening to popular English songs and the level of the mastery of some of the English vocabulary items are equal to null

    H_1 : The relationship of both the intensity of listening to popular English songs and the level of the mastery of some of the English vocabulary items are not equal to null

2. Is there any significant relationship between the adolescents' hobby of listening to popular English songs and their level of the mastery of some of the English vocabulary items ?

I.C. Objective of The Study

In this study, the writer would like to know whether the adolescents' hobby of listening to popular English songs has a

correlation with their level of the mastery of some of the English vocabulary items or not. The writer would like also to figure out whether the correlation is significant or not.

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I.D. Significance of The Study

Realizing that sizeable vocabulary is very crucial for success in learning English as a foreign language, the writer would like to contribute the result of this study particularly to the progress of teaching program of the English Department of Airlangga University. In general, for those who concern with and would like to do a further research on this field.

I.E. Scope and Limitation of The Study

This study is focused on analyzing the adolescents' hobby of listening to popular English songs and its relation to help mastering the English vocabulary. Hence, using songs in mastering the English vocabulary is not merely for the sake of singing itself or in wants of singing, but directly emphasizes the use of language in any other circumstances such as in a formal English class.

I.F. Theoretical Framework

I.F.1. Related theories

This study is based on several theories of language teaching and learning to analyze adolescents' acquisition on English by listening to popular English songs.

Concerning the phenomenon of how these adolescents got their acquisition in foreign language, Krashen proposed that the adult second or foreign language performer can internalize rules of a target language via one or both of two separate systems : an implicit way, termed subconscious language acquisition and explicit way, conscious language learning. It requires meaningful interaction in the target language, in which speakers are not concerned with the form of their utterances but with the massages they are conveying and understanding (Krashen, 1978 : 1-2).

He proceeded to explain further that error correction and explicit teaching of rules do not seem to be relevant to language acquisition. Conscious language learning, on the other hand, is said to be helped a great deal by error correction and the presentation of explicit rules.

In addition, Mohan proposed more explicitly that teaching and learning can be divided into experiential approaches and expository approaches. Experiential learning is learning through first-hand experiences and observation such as practical activity in art, music. Expository learning is learning through discourse, text (Mohan, 1986 : 102).

Other theory that may support this phenomenon is Receptive strategy in language learning. It is based on the belief that we have a global linguistic competence underlying both the receptive and the productive activities.

Krashen has made strongest claim concerning this belief as quoted by Rouch & Wyatt that by exposing learners to meaningful oral and written texts, their receptive skills of listening and reading is developed as well as their potential and their readiness for speaking and writing. The learners' production of oral and written messages begins to develop whenever sufficient global competence also has been developed (Rouch & Wyatt, 1988 : 3).

Referring to adolescents' English vocabulary size by listening to popular English songs, De Gregory (1971 : 26) claims that the words of language fall into 2 big divisions : function

words and content words. Function words are words that must be learned in connection with their use in the sentence and which are limited in number. It consist of noun determiners, auxiliaries, qualifiers, prepositions, coordinators, and sentence linkers. The second division, content words or lexical words are words whose meanings are recorded in dictionaries and often stated by means of definitions, synonyms, antonyms, and contextual explanation (De Gergory. 1971:26). It consist of nouns, verbs, adjectives, and adverbs.

I.F.2. Related Studies

Based on her observation to some children, Shirley Theresia in her study on "The Influence of Motherese on Children's Early Speech Development" (1997. Unpublished paper. Surabaya) concluded that music, in this case songs, help children to produce utterances longer than 3 words. Her research showed that children can produce lengthy utterances when they sing. Thus, she suggested that parents should use songs to elicit their children's lengthy utterances since it can help them to accelerate their language development.

Other related study is taken from Soemardono who made a study on "The Almost Forgotten Technique" (1984.

Unpublished paper. Malang) concluded that songs make excellent means to reinforce one's mastery of English, to develop one's listening power, and to promote good pronunciation habit. Songs also strengthen one's structure, vocabulary recognition power, and by so doing his whole listening power.

I.G.   Method of The Study

In doing this study, the writer uses the descriptive method and the approach which is used is quantitative since the analysis is mostly done by counting numbers and to prove whether adolescents' intensity of listening to popular English songs has relationship with their level of the mastery of some of the English vocabulary items.

I.G1. Definition of Key Terms

Adolescent   : a person in the middle stages between childhood and mature adulthood, the average age is about 15-18 years of old.

Song :   a short musical composition made up of mutually dependent words and music together produce a unique aesthetic response.

Popular English songs : the latest hits which adolescents like to listen, pooled and arranged according to the popularity.

Vocabulary : the total number of words which (with rules for combining them) make up a language.

Passive Vocabulary : language items that can be recognized and understood in the context of reading or listening.

Active Vocabulary : language items which the learner can use appropriately in speaking or writing.

Vocabulary mastery : the acquisition of total number of words that adolescents have through listening to popular English songs.

Vocabulary size : the number of content words which adolescents learn passively as well as actively.

Language teaching : exclusively a matter of teaching techniques; to what takes place in classrooms when following a structural course with a teacher.

Language learning : a matter of learning; to what takes place in natural, unconscious way in which a learner can assimilate a foreign language.

Foreign language : a non-native language taught in school that has no   status as a routine medium of communication in that country.

I.G.2. Location and Population of The Study

The location of the study is focused in Surabaya. The population of the study is the adolescents who live around Surabaya within the age range of 15-18 years-old. Some criteria are set up in order to avoid a bias of the study : the adolescents must take education at the same place and condition; they have interest in listening to songs; they do not attend any other English course outside their school and they have some electronic media at least radio cassettes used as a mean of listening to popular English songs.

I.G.3. Sampling

Since the population of this study is too large, the writer takes the number of samples selected from the population. It is obtained by using the random sampling method. The writer takes 60 adolescents within the age range of 15-18 years of old as the sample size of the study. These adolescents belong to the students of SMUN 4 Surabaya.

I.G.4. Technique of Data Collection

In collecting the data, first, the writer did a preliminary observation. In the observation, she found the phenomenon which was interesting to be analyzed further into the study. Then, the writer chose the population which was taken from adolescents who fulfill the criteria of the study. Those primary data was obtained by distributing 137 pieces of questionnaires to adolescents.

From the total sum of questionnaires which were distributed to the adolescents, 27 did not fulfill the criteria, while 60 questionnaires were picked randomly up as the respondents of the study.

The questionnaires consist of 6 numbers of question which were made in order to find out adolescents' interests in listening to popular English songs, their intensity of listening, the electronic media they use to listen to popular English songs; the kind of music program they watch on TV, or the one they listen from the radio. It was also to find out their creativity in using English in poem or narratives and whether they have taken any English courses or not.

After distributing the questionnaires to the respondents, the writer arranged the vocabulary test to find out the respondents' levels of vocabulary mastery. The test consists of ten questions. It was designed to give the respondents two random words that are often used in song lyrics, and asked the respondents to construct a chain of associations between them.

Next, in order to complete and support the validity of the data, the writer did the interview to the adolescents.

Briefly the Data Collection's steps are:

1. Making observation

2. Choosing the population

3. Distributing questionnaires

4. Selecting the respondents

5. Giving vocabulary tests

I.G.5. Technique of Data Analysis

The analysis began with scoring the intensity of listening to popular English songs within the score range from 0 to 4 with 4 representing the highest score. The vocabulary test was also calculated within the score range from 0 to 1 with 1 representing the highest score.

The score of vocabulary test is an 0 to one incorrect answer, and 1 to a correct one. The scores that are obtained in

every number of ten was finally summed into a total score of the test.

Next, the intensity of listening is arranged into five categories : very intensive, intensive, sufficient, less intensive, least intensive to which the numerical scores 4, 3, 2, 1, 0 are assigned respectively.

Finally, the writer put all the value data into a table. Then by using the quantitative analysis, the writer processed the data above. The final steps is making the interpretation as well as the conclusion of the study.

Briefly the data Analysis' steps are :

1. Scoring the test and the questionnaire

2. Classifying the data

3. Making statistical computation non-parameter statistics

4. Making interpretation

5. Formulating the conclusion