

CHAPTER I

This chapter presents: 1) research background, 2) problem identification, 3) research limitation, 4) research questions, 5) research objectives, and 6) research significances.

1.1 RESEARCH BACKGROUND

English is a lingua franca, meaning that it has been used by people around the world to interact even across the countries. As English is essential these days, the context of teaching and learning English extends rapidly. Various approaches, strategies, methods, and even techniques have been further created and implemented for the sake of making students able to master English (Gill & Kusum, 2017). Those also aim to enhance students' English in all skills, namely: reading, listening, writing, & speaking. Moreover, it also relates to improve students' English components, contains vocabulary, grammar, & pronunciation.

Among the aforementioned learning components (approach, strategy, method, and technique), learning technique seems to be the most varied component during teaching & learning activities (Gill & Kusum, 2017; Intarapanich, 2013; and Sequeira, 2012). Teachers probably implement different learning technique even though they apply same strategy and method. It is related to the sense of learner uniqueness, whose characteristics incline to be different from each other. For example, applying presentation method in A class will be more efficient if the technique used is A technique. Meanwhile, applying the same method in B class probably will be more efficient if B or C technique is implemented. Since every student and class tends to be vary, the technique also

appears to diverge as well. So that, learning technique appears to be the most varied thing in teaching & learning.

Relating to the statement above, preliminary observations and interviews had been conducted in Kubutambahan Regency, Buleleng, Bali, Indonesia, to see the inclination occurred regarding to the context of learning techniques used by the English teacher. The Kubutambahan regency was chosen based on the geographical factor and researcher convenient factor. The setting was also chosen because the researcher limitation to conduct observation and study in another setting. The preliminary observations and interviews were conducted to 4 English Teachers in 2 Junior High Schools, SMPN 1 Kubutambahan and SMPN 2 Kubutambahan. It was conducted on 12-17 October, 2020. The results portrayed interesting things, which further led this research conducted.

The result showed that song technique is one of the most techniques used by the observed teachers, especially when they taught seventh grade students. Based on the preliminary interview result to observed teachers, they mentioned that song technique was still implemented because most of their students did not learn English during Primary School Level. Especially at SMPN 2 Kubutambahan, the song technique appeared in almost all English material because their students inclined to more comprehend the material through this learning technique. The observed teachers at SMPN 2 Kubutambahan further mentioned that students' motivation and engagement during learning activities had improved when song technique was applied, as they felt it fun and interesting. According to the observed teachers at SMPN 1 and SMPN 2 Kubutambahan, students who were taught by

song technique also tended to comprehend more vocabulary and pronunciation, which were components to support their comprehension in English skills.

As observed teachers mentioned the main reason why they still implemented song technique because most of their students did not learn English during Primary School, another pre observations and interviews further were conducted in SDN 1 Bengkala and SDN 2 Bengkala. The second observation and interview were conducted into 2 teachers from each school. The second observation and interview aimed to see whether yes or no, the primary school students in Kubutambahan tended not to learn English. Based on the observed primary school teachers, they mentioned that it was right to say that most of primary school students in Kubutambahan did not learn English during primary school level. Primary school students in their school, even in other schools in Kubutambahan, seemed not to learn English because the school did not have English teacher. Also, they mentioned that English did not appear in their curriculum. In SDN 2 Bengkala, the observed teacher mentioned that English was only introduced several times through Pro-Bono activities conducted by other communities that came to their school.

Those results portray that most students in Kubutambahan know English for the first time in their Junior High School level. Hence, the observed Junior High School English Teacher who are applying song technique become acceptable. Song technique in English learning is not a new thing in education. It has been applied and studied in enormous settings around the world (Aguirre, Bustinza, & Garvich, 2016; Džanić & Pejić, 2016; Hadi, 2019; Hindémè, Egounleti, & Kottin, 2018; Kuśnierek & Derenowski Kalisz, 2016; Pratiwi, 2018; Vishnevskaaia & Zhou, 2019). However, the implementation of song technique in Junior High School level

seems to be so interesting to be further investigated because it inclines to rarely occur (Hadi, 2019). Song technique is commonly implemented in kindergarten or primary school level (Ratminingsih, 2016). It is mostly used to introduce English in a fun way, so that students will have a motivation to learn English continuously (Millington, 2011 and Ratminingsih, 2014).

It seems that the preliminary observation done has a potential to be further discussed. Hence, this research aimed to investigate the implementation of song technique in teaching English for junior high school students. Implementing song technique in junior high school level inclines to be unique cases as it is often implemented in primary school. The research was conducted in Kubutambahan, as there seemed to be no researches on this topic had been previously conducted in this setting. This research was urgent to be conducted since the scope of song technique in Junior High School level seemed to be rarely occurred. In other words, the literatures around this topic inclined to get little attention by researchers. The present research offered the extension of literature and reference around the topic of song technique, especially in the context of song technique implementation in junior high school level as well as the reasons why observed teachers still implement song technique to their students.

1.2. PROBLEM IDENTIFICATION

The primary observations and interviews had been conducted in Kubutambahan, exactly in SMPN 1 Kubutambahan and SMP 2 Kubutambahan, to see what is the most learning technique used by the English Teacher in their teaching activities. Surprisingly, the observed teachers mentioned that song technique is one of the most learning techniques used due to the fact that most of their students came with little English experiences during primary school level. It is so interesting because commonly song technique appears in primary school level to introduce English as well as to make a fun learning climate. Even though song technique is often researched by numerous researchers, but little attention has been given to the scope of song technique in Junior High School level. Thus, the form of song technique implementation and reasons why song technique is still relevant to be implemented in their case are being questionable.

1.3. RESEARCH LIMITATION

In order to create a focus investigation and deep analysis regarding to the chosen topic, some limitations must be implemented. This research was conducted in the form of qualitative research because it aimed to deeply present how and why the song technique is still relevant to be implemented in the case of Junior High School in Kubutambahan. As this research was limited to the qualitative approach, the research participant can be chosen in a small-group for the purpose of obtaining deep and clear understanding toward the topic being investigated. The participants chosen were 2 teachers of SMPN 2 Kubutambahan. They were chosen based on the researcher convenient and participant convenient, as the selected participants had willingly agreed to join the conducted research. The participants also selected based

on the preliminary observations and interviews result, as they tended to use song technique often than the other observed teachers. As the scope of investigation was so specific in 2 teachers at SMPN 2 Kubutambahan only, this research was limited in the design of case-study research design.

1.4. RESEARCH QUESTIONS

The research questions being formulated are, as follow:

1. How is the implementation of Song Technique in Teaching English for Junior High School Students at SMPN 2 Kubutambahan?
2. What are the teachers' reasons in implementing the song technique in Teaching English for Junior High School Students regularly at SMPN 2 Kubutambahan?

1.5. RESEARCH OBJECTIVES

The objectives of this research are:

1. To identify the implementation of Song Technique in Teaching English for Junior High School Students at SMPN 2 Kubutambahan.
2. To figure out the teachers' reasons in implementing song technique in Teaching English for Junior High School Students regularly at SMPN 2 Kubutambahan.

1.6. RESEARCH SIGNIFICANCE

1.6.1. Theoretical Significance

This research is expected to have contribution on the theories of the song technique and how it is implemented in EFL context in the junior high school level. As this discussion inclines to get little attentions by other researchers, the final discussions of this research are expected to be one of references around the topic of song technique implementation in Junior High School Level.

1.6.2. Practical Significance

1.6.2.1. For the Observed School

This research is expected to be used as a review to the observed school to further improve their quality, especially in enhancing their human resources and professionalism aspects.

1.6.2.2. For Junior High School English Teacher

This research is expected to be used by the English teacher, especially in Junior High School, to portray the circumstances and perception in teaching their students. Hence, further they will have insight toward the identic situation.

1.6.2.3. For Other Researcher

This research is expected to be used by the other researcher as one of their references and data sources about the topic of song technique in Junior High School level and Junior High School English teacher's perception on the implementation of song technique in English Teaching in Junior High School level. Also, the further findings can be used to conduct other researches in the similar covered topic.