

CHAPTER I

INTRODUCTION

This section acted as the beginning of the study which covered background of the study, identification of the problem, limitation of the study, statement of the problem, objective of the study and research significance

1.1 Background of the Study

English is considered a foreign language that is difficult to teach in Indonesia. According to Derakhshan & Shirmohammadli, (2015), learning English as a foreign or second language in Indonesia is difficult because learners cannot use English in everyday life situations and they learn sentences based on textbooks, not in a real environment. Therefore, the problem is how teachers can manage the teaching and learning process while facing this phenomenon Rokhayani, (2014) explained that the teacher is the main key in the classroom during the teaching and learning process. This means that teachers must be able to deliver material effectively to overcome student difficulties in learning English. One of them is by communicating a lot with students.

English has been taught in Indonesia since elementary school, but teachers still face several obstacles in delivering material to students. One way is that communication between teachers and students through the communication of ideas, thoughts, or information will be conveyed well (Lems, 2018). This is in line with Tobergte & Curtis, (2013), explained speaking activities can be successful if the first students talk a lot. All activities are allocated and focused on students so that activities will be spent with talks. Second participation is evenly distributed all students get the opportunity to speak. Third, high motivation students are more

enthusiastic to speak because they have something new to say. And finally, the language is at an acceptable level. This means that students express themselves in words that are easy to understand.

In other to overcome these problems the teacher can implement songs as a media of learning that is currently available. According to Johann, (2017), a good classroom atmosphere will help teachers deliver material to students, make students more active, make the learning process more enjoyable, and motivate students. This means that the song in the learning process can be used as a component to achieve learning objectives. So the teacher must develop the methods and the media that will be used for the teaching and learning process (Abdul, 2012).

One of the teacher's roles is to have an effective media for teaching English as a foreign language in Indonesia. According to Aderson, (2020), that teachers must have learning media so that students are more interested in learning English. According to Roslim, (2011), there are several aspects that affect success in learning, namely teaching materials and learning media. In teaching materials, it depends on the syllabus according to each school. After that the learning media in the teaching and learning process are very dependent on the knowledge and creativity of the teacher in carrying it out. So this aspect greatly affects student achievement during the learning process. Especially in teaching young learners, they need creativity and media to create a better atmosphere for the teaching and learning process.

In teaching for young learners, teachers are required to be able to use good media in the learning process in the classroom. A pleasant situation will make it easier for teachers and students to interact (Millington, 2011). According to, Sepik,

(2012), the media that needs to be used when teaching young learners' is the teacher pronounces a word and the students will listen and then follow this is usually called the listen and repeat. Therefore students will be involved in fun activities that have been designed especially for young learners, such as singing, storytelling, etc.

The use of songs in the learning process is very important. According to, Octaberlina, (2020), that using songs in the learning process produces positive things. Like the text in a song accompanied by music, which makes the listener happy and excited, as well as a song can be a speech tool that will indirectly be remembered in the brain's memory (Garvich, 2016). According to, Liva, (2014), the selection criteria are based on the concept that songs are part of the whole learning system. Then some of the criteria that need to be considered in selecting a good song are in accordance with the learning objectives, practical, flexible, and durable, the teacher is able and skilled in using songs, grouping student goals, and technical quality which means songs can make the classroom atmosphere better. With that also the song is one of the media that will be more interesting and easier to understand. And also can be used to support and assist teachers in dealing with problems in delivering material to students.

However, there were some obstacles faced by teachers in the teaching and learning process. Based on a survey conducted by Anggarini, (2020), it was found that the standard score (KKM) for English was 75, while the learning achievement value for subjects was 68.27. On the other hand, Liva, (2014), also shows that teachers have difficulty guiding and handling student activities because they are less interested in subjects. In addition, according to other research conducted by Ratminingsih & Mahayanti, (2015), it shows that teachers use more textbooks that

are oriented towards teaching English accompanied by drill and repetition techniques. The results of the questionnaire showed that 61% of the 180 teachers stated difficulties in making their own material and 54% stated difficulties in using innovative media for learning.

In relation to the problems faced by the teacher, learning media such as songs are needed to create an effective teaching and learning process. According to Hui & Lin, (2020), the use of songs in learning English will help students more easily connect concepts to the context. In addition, students will indirectly improve their speaking competence, and the students will find it easier to talk to their teachers or friends. There are problems in using songs in the teaching and learning process. According to Saricoban & Metin, (2000), the selection of songs must be paid close attention to as well as songs that will be given according to age, the language used in the song. In addition, the problem that often occurs using songs in the teaching and learning process is that students do not understand the lyrics contained in the song.

After that, the use of songs in the teaching and learning process is very important. According to Nurhayati, (2009), by using songs the material will be more interesting and easier to understand. In addition, it can be used to support and assist teachers in dealing with problems in delivering material to students. According to Dincel, (2017), teaching English using songs has many things that can increase students' interest in learning English. Learning English using songs has a very positive impact on students when learning English. Some things learned in learning English use songs and improve students' memory in saying words or memorizing

the lyrics they sing. In addition to being able to increase their own enthusiasm through songs, students can also form groups to increase interest in learning.

Songs can also improve students' mood in learning English and can motivate students to learn. In addition, the use of songs can also increase vocabulary and can practice student pronunciation through song lyrics (Garvich, 2016). Besides get vocabulary and practicing pronunciation, students can also find out some of the grammar contained in the song lyrics (Roslim, 2011). Thus the song greatly affects the psychology of students because the song can reduce the stress experienced by many students. Songs can also reduce student boredom in learning and make it easier for students to find songs. Therefore, songs are one of the best ways to use them in learning.

So based on the preliminary observations, it was found that one English teacher at SD N 2 Tembok applied song as a learning media to teach speaking English. During a pandemic situation, teachers use songs as a media of learning because it makes it easier for teachers to teach through online media because it teaches young learners to practice speaking English. Students are given a song in the form of a video via YouTube and sent to the WhatsApp group of grade 6. The researcher did five times to observations, the first observation to ask permission and four times observed online class learning through WhatsApp groups and virtual meetings. The songs are given according to the level of students and in each meeting using a different song. The students will get new vocabulary and students can add the vocabulary in the song or sing the song, so that they can practice students' speaking competence. Therefore, the researcher conducted this research using

qualitative descriptive to describe the implementation of songs as a media of learning in teaching speaking competency at SD N 2 Tembok.

1.2 Identification of Research Problem

The teacher uses the song as learning that is used and implementing this learning, especially at SD N 2 Tembok. SD N 2 Tembok was chosen because based on preliminary observations made by the researcher, it was found that English teachers in elementary schools used songs for learning English. Therefore, this study focuses on the implementation of songs in teaching English at SD N 2 Tembok.

1.3 Limitation of the Study

The limitation of this research is obtaining or seeking data from the teacher. Researchers can interact directly to get data from teachers to come to school but with limited time in making observations made via WhatsApp in online learning. Researchers can come directly to schools for interviews but with limited places and participants.

1.4 Statement of the Problem

Based on the study background above, the study questions of this study can be stated as follows:

- 1.4.1 How did the teacher implement songs to teaching English for young learners at SD N 2 Tembok in online learning context?

1.4.2 What are the problems encountered by teachers during the implementation of song?

1.5 Objectives of the Study

Based on the study question above, the objective of this study can be stated as follows:

1.5.1 Identifying the implementation using songs in teaching English in SD N 2 Tembok

1.5.2 Identifying the problems using songs in teaching English in SD N 2 Tembok.

1.6 Research Significance

There are two significances of this study namely:

1.6.1 Theoretical significance

This study is expected to provide empirical information in general. Especially, the result of this study is supposed to provide meaningful information for the teacher to have more information about the implementation of songs that can be used to teaching English.

1.6.2 Practical significance

The result of this study is expected to give advantages for all of the readers in a regular practice of education especially for the teachers as well as other researchers.

a) The teachers

This study is expected to give information about some kinds of the implementation of songs for teaching English.

b) Other researchers

The result of this study is also expected to be a reference for other researchers in conducting another study that is related to the implementation of songs.

