

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The era of globalisation requires every individual in the world to be able to prepare and produce quality resources, especially in the field of communication. Language is an ability possessed by humans that is used to communicate with other humans. Aitchison (2008) states, “Language is patterned system of arbitrary sound signals, characterized by structure dependence, creativity, displacement, duality, and cultural transmission”. Fasold, R (2006) also defined language as a finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs. From this definition, it can be concluded that language has an important role for humans to communicate with each other. Without language, humans will have difficulty in obtaining and conveying information. In Indonesia, local language is the average language that is first mastered by a child, but it does not demand the possibility of the first language known and learnt is the national language (Indonesian) or international language.

English is an international language that is the first foreign language spoken in Indonesia. English has been recognised as an international language that people need to learn, so that they can communicate in the global world. In addition, along with the development of science and technology, English tends

to be necessary outside the Indonesian language. Thus, Indonesian people need to learn English both as a means of communication and for technological needs. In Indonesia, English teaching and learning activities have been widely implemented and conducted in schools ranging from elementary, junior high, high school to university level education. In this process, students have to acquire all the four basic skills of the language, viz. listening, speaking, reading and writing (Rao, 2019). These four skills are used to respond or to create discourse in social life. However, in this study, it is not about the whole of the four basic skills, but only on certain sub-topics.

In accordance with the topic chosen in this study, it is related to how to teach speaking skills to students. Speaking is a productive skill in language learning. Wallace (1991) in Suadi (2020) stated that the main goal of learning a foreign language is to speak it. Speaking skill is considered as the most important communication skill in the world. Because by speaking, people can convey information, express feelings and invite or convince others orally. This is line with Saldaria et al. (2019) they stated that speaking skills play an important role in language learning, because speaking skills symbolize students' communication skills. Speaking English is not an easy task because the speaker must know many important components such as pronunciation, fluency, accuracy, and vocabulary (Brown, 2001).

Learning is a communication process that occurs between learners, teachers, and also involves teaching materials or learning media. Therefore, choosing the right learning media is an important thing for teachers to do.

Learning media is any form of tool or means used in the learning process to help students understand and master a subject matter. The main function of learning media is to increase student motivation and prevent student boredom in the learning process. Teachers are expected to be able to use interesting learning media according to student needs. Interesting learning media is learning media that makes students feel happy and comfortable in learning activities (Suryanida & Suyatiningsih, 2022). One of the learning media that can be used to learn English, especially to improve speaking skills, is using songs. The use of songs in English learning has become a popular phenomenon. According to Griffé in Lolong (2019) songs are easy to find in all places, because songs exist in every aspect of human life. Songs are a good 'tool' to support English learning process because songs are believed to be able to motivate students when learning English.

The use of songs in language learning has been widely recognized for its multifaceted benefits. According to Brewster et.al. (2002) in Melalolin et al. (2020) there are many advantages of using songs as learning resources. Firstly, songs are a linguistic resource. In this case the song becomes a medium for introducing a new language, as well as a medium for strengthening grammar and vocabulary. Songs also present language that students already recognise in a new and fun form. On the other hand, songs allow for the repetition of language in a natural and fun way. Songs can be used to develop all language skills integratively, including improve students' pronunciation skills. Second, songs are an affective/psychological resource. Besides being fun, songs are also

able to motivate students as well as foster a positive attitude towards English. Songs are not scary or threatening for students. In fact, songs can help increase students' self-confidence. As proof that they have mastered something in English, students can proudly sing an English song in front of their parents. Third, songs are a cognitive resource. Songs help improve memory, concentration as well as coordination. Students become more sensitive to rhyme as a tool to interpret meaning. Fourth, songs can be a culture resource and social resource. Brewster et al. (2002) also revealed that songs provide tremendous benefits for pronunciation learning. Some important features of pronunciation such as stress and rhythm as well as intonation can be trained naturally through songs.

Therefore, teachers can use song media as students' language input. Students can hum a song of their choice either during English teaching and learning activities or practised outside of school. Music or songs have a strong emotional impact on students, making them more willing to participate in the English Learning process (Triayulin, 2012). Using songs becomes an exciting and fun way in students' perception to learn while improving speaking skills in English. Nelson-Smith in Lolong (2019) explains that perceptions are influenced by their experiences and expectations. Perception can be interpreted as an expression about the experience of an object or an event that is experienced.

Based on several previous studies, the novelty of this study is the aspect that becomes the focus of this study. This study focuses on analyzing the

perceptions of students at SMA N 2 Ungaran towards the use of English songs for enhancing speaking skills that are not only on one aspect of speaking skills, but include four aspects as stated by (Brown, 2001) including: pronunciation, fluency, accuracy, and vocabulary. The researcher chose SMA N 2 Ungaran as the research location because was based on the results of observation, in learning English at the school, teachers still dominantly use textbooks as the main media. This condition provides an opportunity to explore the effectiveness of using English songs as an alternative learning media, which is expected to improve students' speaking skills in English. In addition, the researcher is familiar with the characteristics of the school and students, so that it can more easily identify and understand students' perceptions on the use of English songs in learning.

1.2 Reasons for Choosing the Topic

The reason why the researcher chose English learning media as the topic of this study is because the researcher wants to identify students' perceptions of the use of English songs to learn speaking skills. In addition, the researcher wants to show English educators or learners that there are many ways that can be done to motivate students and create a fun atmosphere in learning English. One of them is by using English songs. The songs used in this study are song that is familiar or popular among students. This study uses a qualitative description method to find out how students' perceptions of English songs are. According to Gay (1996) in Syafinah (2023), "descriptive qualitative involves

intensive data collection, which is the collection of extensive data of many variables over an extended period of time, in a naturalistic setting”.

1.3 Research Questions

Based on the background above in this study, the researcher tries to conduct research about Student’s Perceptions on the Use of English Song for Enhance Speaking Skill. So, the research questions of the study are:

1. How are students’ perceptions on English songs to their pronunciation?
2. How are students’ perceptions on English songs to their fluency?
3. How are students’ perceptions on English songs to their accuracy?
4. How are students’ perceptions on English songs to their vocabulary?
5. Which aspect is mostly influenced by the use of English songs?

1.4 Research Objectives

The objectives of the study are:

1. To investigate the students’ perceptions on English songs to their pronunciation.
2. To investigate the students’ perceptions on English songs to their fluency.
3. To investigate the students’ perceptions on English songs to their accuracy.
4. To investigate the students’ perceptions on English songs to their vocabulary.
5. To investigate which aspect is mostly influenced by the use of English songs.

1.5 Significance of The Study

Through this study, the researcher hopes to provide benefits and contributions to English language teaching and learning. This study also expected to be beneficial for:

1. Theoretically

The results of this study can be used to enrich the theory of teaching English as a foreign language in this case teaching speaking using media. Teaching speaking skill can use English songs as learning media.

2. Pedagogically

The results of this study are expected to show that the use of English songs in teaching increases students' interest, motivation and language acquisition, such as vocabulary, pronunciation and intonation.

3. Practically

a) Students

The results of this study can be used as a reference to improve students' ability to understand more about learning to enhancing speaking skills using songs.

b) Teachers

The results of this study can be a reference for English teachers in solving their problems on how to improve students' speaking skills. In addition, this study can also help teachers to be easier in presenting English learning media.