

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is very important in today's world because English is an international language that must be mastered and is one of the basic assets to be competent in facing the global era.¹ It is used to grow in many areas of life such as in career, education, business and communication. That's why the government decided to teach English from elementary school to university level. The purpose of teaching English is to equip students with knowledge about how to use a language.

In Asian countries like Indonesia, teaching English begins at the secondary level. The Government of Indonesia launched the Basic Education Curriculum in 1994 to teach English as early as possible to Primary School (SD) or Madrasah Ibtidaiyah (MI) students. SD/MI.² Since the implementation of this curriculum, the English subject is a local content lesson taught from class IV (four) to class VI (six) of SD/MI. Even though the 2013 curriculum implemented in SD/MI in Indonesia excludes English lessons, it does not mean that English lessons are prohibited from being taught in schools. Schools are still allowed to provide English lessons through extracurricular programs.

In the Merdeka curriculum, English language learning is not explicitly included in the program structure, but English language subjects can be included as local content subjects with a maximum of 2 class hours per week or 72 class hours per year.³ It can be said that the goal of learning English in primary school is to achieve verbal communication skills that integrate all the components of the language, that is, vocabulary, grammar and pronunciation. Students' English proficiency is measured by academic achievement. Learning outcomes are behavioral changes resulting from learning that include cognitive, psychological, and affective aspects. The output standard as the result of the interaction between learning action and teaching action.⁴

In English, four important components of linguistics must be effectively integrated are reading, listening, speaking, and writing.

¹ Sri Handayani, "Pentingnya Kemampuan Berbahasa Inggris Sebagai Dalam Menyongsong ASEAN Community 2015", *Jurnal Profesi Pendidik*, 3(1), 2016, 106

² B. Maduwu, "Pentingnya Pembelajaran Bahasa Inggris Di Sekolah", *Warta Dharmawangsa*, (50), 2016

³ D. Rahmadayanti & A. Hartoyo, "Potret Kurikulum Merdeka, Wujud Merdeka Belajar Di Sekolah Dasar". *Jurnal Basicedu*, 6(4), 2022, p. 7178

⁴ Mujiono & Dimiyati, *Belajar dan Pembelajaran*, (Jakarta: PT Rineke Cipta, 2006).

These abilities ought to be taught in a method that supports students in reaching the goals that were set for them and progressively improving their communication abilities. Speaking and listening are closely related abilities that are used frequently in everyday circumstances. Consequently, the goal of combining the two is to encourage proficient oral communication. This integration will provide effective and focused communication. As abilities, writing and reading are closely related to one another. These are instruments for accomplishing proficient written correspondence⁵. However, each individual has a different level of difficulty, including communication difficulties, grammar difficulties or lack of vocabulary. When learning English, most people go through essentially the same process, which begins with memorization of vocabulary and comprehension of grammar as well as language structures. Many students are still unable to understand or even comprehend a single word or sentence said by the speaker in English which resulting in misunderstanding. They typically have trouble understanding English sentences or idioms. This indicates that their English skills are still quite limited.

The problems above are actually not the students' fault, but could be due to errors in learning methods that are less attractive or too rigid so that effective learning activities are needed. In learning English, students must master four aspects of competency. This skill area teaches students how to write and speak words correctly, listen to foreign language sentences carefully and correctly, and match what is spoken with what is heard.

Teaching English to younger learners involves more than just learning the language. Thus, the learner's social and cognitive growth must be considered during this difficult process. To do this, an environment that is similar to what children would naturally experience is required. Engaging in meaningful activities is one of the most effective methods to establish a natural, relaxed environment.

There are many factors that make it difficult for students to learn English, such as: listening to material so fast that they forget what they hear, not knowing the meaning of English words spoken or heard because of their limited English vocabulary, focusing on the material heard, do not understand explanations, lazy or not eager to learn, listen to ineffective learning material, the learning process is less interested.

⁵ Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour", *Collage of Aleksander Xhuvani University Elbasan Albania*, Vol.1, Nr. 1, 2015, 29.

These problems hinder English learning and make students lazy and afraid to take English classes. However, learning English is not easy and students often miss it. One of the factors that influence English learning is the learning medium. Learning media is a means of transmitting learning messages and information. Well-designed learning media will really help students achieve learning goals. Each type of learning media has characteristics, advantages and disadvantages⁶. Song is a medium that is so familiar to elementary school students. Almost all primary school children love to listen to songs, whether domestic or foreign. One of the elementary schools that uses songs as a medium for learning English is MI NU MU school⁷. They appreciate or enjoy doing something while listening to a song. This can also be used and applied when learning English, with effective and interesting material that influences students' English learning.

Songs certainly fall under the category of fun activities that serve as useful tools for language learning and don't push students to produce language right away, but only to start doing them when they're ready. Furthermore, songs are a type of listening activity with great potential. Music and songs are essential parts of growth and learning⁸. Children love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Mrs. U, as an English teacher at the MI NU MU school, also uses songs to attract students' attention in learning English⁹. Some important characteristics of songs are that they are fun and can get students excited. However, the most important feature of songs is repetition. They contain language samples, but also develop listening skills, pronunciation and rhythm, and create a fun atmosphere. Even if the teacher plays songs several times a day, most students probably won't get bored. In addition, songs are a very beneficial type of activity.

There are many aspects of a language that can be conveyed and recycled through the use of songs. They can be used at any stage of the lesson and there are many ways to incorporate them into the lesson. Sometimes they are used simply as accompaniment and warm-up, as the main part of the lesson, and on the other situation they are there to

⁶ Muhammad Ali Ramdhani & Hilmi Muhammadiyah, *The Criteria of Learning Media Selection for Character Education in Higher Education*, 2015, 175.

⁷ Observation by The Reseacher, on August 21, 2023.

⁸ Tahani RK Bsharat, Mosaddaq Y. Barahmeh, and Jamal MH Turkman, "The Influence of Music and Educational Songs on EFL Students' Achievement from Their Teachers' Perspective in Jenin Region", *African Educational Research Journal*, 9(2), 2021, p. 729

⁹ Observation by The Reseacher, on August 21, 2023.

create a fun atmosphere. In this research the teacher or Mrs. U uses songs as the main part of learning.¹⁰ Considering all these benefits of songs in language learning, this article learns more about how songs improve vocabulary retention. It also addresses whether the audio visual and textual representation of the linguistic material provides a better foundation for language acquisition than audio alone. Furthermore, it shows that songs have a strong influence on young learners and their motivation to learn English.

Motivation is the motivation of a conscious effort to influence a person's behavior that causes that person to be motivated to act in order to do something in order to achieve certain results and goals.¹¹ Its purpose is to limit or determine a person's behavior. Thus, motivation in the learning process is necessary to accelerate the achievement of educational and learning goals in particular.

Learning media is used as a means of supporting the learning process so that learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical that is used by the teacher in conveying material to students so that it is more effective and efficient. So that the learning material is more quickly accepted by students in its entirety and also attracts students' interest in studying it further.¹² Learning media that is used appropriately in the learning process will become a more effective and efficient supporting tool in achieving learning goals. Apart from that, learning media will also increase students' learning motivation.

The use of learning aids or means is considered very necessary to be able to support the activities of the learning process in and out of the classroom, especially to enhance the learning motivation of students. students to have a positive impact on student achievement. Therefore, teachers should have some special tricks to motivate students to learn English, such as singing English songs that can help students integrate into English.

According to Pimwan, "Songs are authentic materials that can motivate students to learn English. Songs stimulate a positive emotional attitude towards language learning, so songs can be hugely motivating

¹⁰ Observation by The Researcher, on August 21, 2023.

¹¹ N.M. Purwanto, *Prinsip-prinsip dan Teknik Evaluasi Pengajaran*. (Bandung: PT Remaja Rosdakarya. 2002)

¹² H.M. Musfiqon, *Development of Media and Learning Resources* (Jakarta: PT. Prestasi Pustakaraya, 2012

in class.”¹³ Ratnasari states that by listening songs, students can sing along to sing along.¹⁴

Therefore, researchers try to use songs to increase students' expression and motivation in learning English. Because when students hear English songs, they can easily recognize the singer's words and the message the singer wants to convey. For this reason, the researcher wants to prove whether the use of singing media is effective in increasing motivation to learn English, so the researcher takes this topic. “Enhancing Students’ Motivation in Learning English Through English Song for Elementary Students”

B. Research Focus and Scope

The focus of this research is increasing students' motivation in learning English by using English songs as media. This research will be conducted in class 5 MI NU MU.

C. Research Problems

1. How is the implementation of English song to enhance students' motivation in learning English for elementary students?
2. What are the benefits and the drawbacks of the use of English song to enhance students' motivation?

D. Research Objectives

Based on the formulation of the problem above, the objectives of this study are:

1. To describe about the implementation of English song to enhance students' motivation in learning English for elementary students.
2. To describe about the benefits and the drawbacks of the use of English song to enhance students' motivation.

E. Research Significances

This study is expected to provide theoretical, pedagogical, and practical benefits.

¹³ Kanlayanee Pimwan. “The Effect of Teaching English Pronunciation Through Songs of Prathomsuksa 4 Students at Watratchaphatigaram School”. *A Thesis, Thailand: Srinakharinwirot University*. Not Published, 2012)

¹⁴ H. Rantansari, “Songs to Improve the Students’ Achievement in Pronunciation English Words”, (*Bachelor's Degree: Semarang state University*, 2007)

1. Theoretical Significance

The research results can be used to enrich the theory and methods of using English songs to develop students' motivation to learn English.

2. Pedagogical Significance

The research findings provide information to English teachers in teaching English using songs, so they can teach students in an effective and fun way. As for students, it will provide information about the direct contribution to the development of students' language both in learning English.

3. Practical Significance

The research findings provide information to English teachers about how listening to English songs can develop students' motivation and English skills. Thus, the use of songs in English can indeed develop students' English skills. In addition, it provides a wider space for future researchers who want to conduct research on the same topic in a wider scope and larger samples that can be used as references.

F. Definition of Key Terms

1. English song

A song, according to Hornby, is an instrument of music that has lyrics and is sung. In just a few rhymes, a song may teach students grammar, vocabulary, culture, listening comprehension, and a lot of other language abilities. Songs may provide an enjoyable experience on a hot and boring day. Additionally, they can serve as the foundation for several lessons¹⁵.

2. Students' motivation

Motivation is the desire to carry out specific actions or behaviors better than they were in the past as a result of both internal and external influences¹⁶.

3. Learning English

Learning English means developing English skills in a contextually acceptable way, according to the student's daily life situations and circumstances.¹⁷

¹⁵ K. Futonge, *Using English Videos and Music in EFL, ESL Classrooms*. ESL Magazine: Read & Publish ESL articles, 2005)

¹⁶ H.B. Uno, *Teori Motivasi Dan Pengukurannya: Analisis di Bidang Pendidikan*, Bumi Aksara, 2023, 8.

¹⁷ L. K. Wijaya, Pembelajaran Bahasa Inggris di Sekolah Dasar. *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra*, 14(2), 2015

G. Organization of Thesis

In order to be able to easily carry out a thorough understanding of the contents of the thesis where the writer does a systematic description of the writing of the thesis including:

CHAPTER I: INTRODUCTION

This chapter includes research background, research problems, research focus and scope, research objectives, research significance, definition of key terms, organization of thesis.

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter describes motivation, English song, theoretical framework, review of previous studies.

CHAPTER III RESEARCH METHODOLOGY

This chapter contains research methods and designs, research population/sample, research participants/subjects, data collection instruments and techniques, research data validity, and data analysis techniques.

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

This chapter contains an overview of the research object, data presentation, data analysis and discussion.

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

This chapter contains conclusions and suggestions that contain conclusions regarding the research problem as well as suggestions given based on the results of the analysis in the previous chapters.