

CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reason why the writer intends to conduct this study. First, the reasons or background of the study, problem of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. The last part is the definition of the key terms.

A. Background of the Study

Generally, language is a system of arbitrary conventionalized vocal, written, gesture symbols that permit members of a given community to communicate intelligibly with each other.¹ There are many languages in the world that used to communicate each other such as Chinese, Russian, Spanish, French, German, Arabic, English and etc. English is the important one, as international language, means that people around the world use it for communication each other in the daily life for relationship of business, trade, education and etc.

In Indonesian schools, thus, English, for the English department students is not a new subject, since English has been given when they were studying English in their junior high schools level. It is as one of main lesson that examined in UAN (Ujian Akhir

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, fourth edition, (New York: Longman, 2000), p.5.

Nasional). Based on the brief description of the English position, we know that English is very important to learn.

Talk about Language, it can not remove with teaching and learning. According to the 1994 curriculum, teach language, especially English. It magnifies on the development of four areas influencing the ability in mastering English as well. They are: reading, listening, writing, and speaking. Speaking and writing are productive skills, while reading and listening are the receptive skills.² Therefore, in this thesis, the writer would like to discuss further more about one important aspect of language, speak. Speaking is the ability to express opinions, ideas, or thought orally; it consists of producing systematic verbal utterance to convey meaning in order to be understood by the people we are speaking with.³

We know that speaking is included all aspects of language like explain before, it is the most important to master it. It is also considered as the most difficult aspect and as primary skill. This opinion can be proved by the fact that almost speakers can orally use the language to carry out their daily activities and to communicate in their life experiences.

In the process of teaching and learning, teachers often find situations when students are not motivated because they get bored, if the students are bored or emotionally upset they will find it difficult to concentrate and participate in the classroom activity. Beside that, according to the writer experience that the students

² 1994 Curriculum

³ David Nunan, *Practical English Language Teaching*. (New York: McGraw Hill, 2003), p.40.

also not confidence to speak English because they are not usual to do it and they are not very good at English and they know about it. They do not know many English words or, even if they remember some words they have problems with pronunciation, so do not want to speak, because they are shy to produce their language in front of the classroom.

In other way, part of the techniques of teaching and learning are still monotones (teacher only explain the material of the lesson and then give student some assignment), it causes the students are unless motivated to speak English. Actually, there are many methods that used by the teacher in English's teaching and learning in order to reach the goal, the student can speak English fluently such as; using cartoon movies, pictures, jigsaws, games and etc. But, in the study, the writer would like to use song as media teaching and learning. She thinks that songs are interesting way to teach English, especially in speaking class. Neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed.⁴

Noorman stated that no man can live without art and music is a part of it. That means, music is an important thing in human's life.⁵ And song is a part of music. It is defined as a sort piece of music that has words or musical words that use words on it

⁴ Kristin Lems, *Using Music in the Adult ESL Classroom*, (National-Louis University, 2001), taken from <http://iteslj.org/>

⁵ Safrina Noorman, *English for Language and Art Education*, (Bandung: PT Remaja Rosdakarya, 1996), p.20.

which is called lyrics.⁶ It is human way in expressing their passion which is a part of music. It is a part of people collective history and also every day lives. People can express something that they feel by music. It has been received in all level people, such as; children, adult, old, or rich and poor, all of them can enjoy music. Noorman added that is considered as relaxing, they feel a little more comfortable in the class, music lovers suffer less from stress and high blood pressure than people who do not enjoy music.⁷

Bertrand said (as cited by Ika) that songs makes the lesson more communicate, livelier to be motivated and one way to motivating them is by means songs.⁸ It is expected that song can be used as attractive in teaching English in order to the students will not get bored. Hancock said (as cited by Dessy) There are two advantages by using song in teaching English. First is to motivation. When songs are used in teaching learning process it is enjoyable. So the students are more motivated to learn English. Second is memorable. Songs have melodies that make to words or sentences easy to remember or memorize. A sentence without melody is much less memorable than the some sentence with melody.⁹ Song can be used to give students a break from the teachers they hear everyday which enable then to have a closer and stronger relationship with the teacher. Therefore, using songs material in the

⁶ Dale T Griffie, *Song in Action*, (New York: Prentice Hall International Ltd, 1992), p.03.

⁷ Ibid Safrina Noorman, p. 20

⁸ Ika Praptiningtiyas, *Using Songs as Means of Improving Elementary School Student' Vocabulary* (Unpublished thesis S1: UNESA, 2004)

⁹ Dessy Dwi kurnianing, *Using Song to Teach Present Progressive Tense to the Sixth Grade of primary School*, (Unpublished thesis S1: UNESA, 2004)

classroom activity can attract the student's interest and arouse the student's motivation in learning English.

In the other opinion, said that for two last decades, EFL (English as foreign language) methodology has been actively considering the possibility of using music and song in the class.¹⁰ Songs can be effectively used in an intermediate class for the purpose of teaching speaking to prospective EFL teachers. There are main reasons supported this idea. First, as a cultural phenomenon, songs can introduce students to the musical and cultural patterns typical for the target language community. Second, songs belong to a synthetic genre, which includes both lyrics, music and these two constituents may be used as a good incentive for speaking English in the class. Kisito said that English songs can be used for a wide variety of ESL learning and teaching activities. In speaking class, they can start discussions on a topic or even become the centre of debate. This is especially true of songs that develop a particular theme. Nevertheless, songs have their own identities such as it is convey a lower amount of information, have more redundancy and a personal quality.¹¹¹² According to Wang B, songs present opportunities for developing automatic which is the main cognitive reason for using songs in the classroom.¹³ It means that automatic as “a component of language fluency which involves both knowing what to say and producing language

¹⁰ Natalia F Orlova, *Helping Prospective EFL Teachers: Learn how to use Songs in teaching conversation classes*, The Internet TESL Journal, Vol. IX, No. 3, March 2003. Taken from <http://iteslj.org/>

¹¹ Opcit, Dale T Griffe. 1992, p.22

¹² Futonge Kisito, *English Videos and Music in EFL, ESL classrooms*. 2006, Taken from www.esl-galaxy.com/music.htm

¹³ Wang Baoan, *Genki English EFL / ESL Songs*. Taken from www.anglisci.pl

rapidly without pauses. Therefore, songs can help automatic the language development process.

B. Problem of Study

From the background of the study above, the writer states the problems as follows:

1. How is the application of using song at MAN Lamongan?
2. How is the effect of using song on students' speaking ability at MAN Lamongan?

C. Objectives

In line with the problem of the study above, the writer states the objectives of the study such as:

1. Describing the applications of using English songs at MAN Lamongan
2. Describing the effect of using song on students' speaking ability at MAN Lamongan.

D. Significance of the study

Looking at the objectives above, this study is trying to develop the instructional practices at IPA study program of Man Lamongan by developing the student's speaking ability by using songs. The results of the study later are expected to:

1. Give contribution to the development of English teaching, especially to the development of instruction.
2. Provide English teachers with the appropriate procedure to developing the student's speaking ability by using song,
3. Give the students experience in learning English by song.

E. Scope and Limitation

The study confined to describe the application of using song as media of teaching and learning, and describing the effect of using song on students' speaking ability at MAN Lamongan.

The study limits on second grade of the student of MAN Lamongan. Actually there are three classes of IPA program and the writer had taken two classes by cluster random sampling. They are class of XI IPA 3, which has 28 students and XI IPA 4, which has 27 students, as object in the study. The reasons why the writer taken the second grade of IPA classes are because she wants to know how to teach English in IPA program and she thinks that the second grade has familiar and has enough experiences with the English lesson than first grade and she didn't take the third grade because they have done the UN (the final examination).

F. Definition of Key Terms

- Effect* : It means “*influence*”. According to the Oxford dictionary, it is change caused by something; result. The effect in this research is whether using song on students’ speaking ability is success if the score of the experiment that given treatment is higher than control class and it is failed if the score of control class is same or higher than experiment class
- Song* : It is a sort of pieces of music with words or a language in a set art of melodies. The topic of song that used in this research is about love, especially the love expression to boy/girlfriend. It used for the treatment of experiment class.
- Speaking Ability* : The ability to express opinions, ideas, or thought orally, it consist of producing systematic verbal utterances to convey meaning in order to be understand by the people we are speaking with.¹⁴ Speaking ability in this research is observed or measured by the writer, to know the effect of using song at MAN Lamongan whether success or not.

¹⁴ Ibid, David Nunan.