

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction, consists of Background, problem statement, the purpose of this study case, the limitation of the research, and the significance of the study.

A. Background of the Study

Language is an important tool for communicating with people. Liando and Lumettu (2017) said that speaking is a crucial part of society just because it helps people communicate. They also said that without language, people would struggle to communicate information, connect with others, show sympathy, and clarify critical situations. Humans use language to communicate in everyday life as social beings, so humans cannot be disconnected from language (Liando and Lumettu, 2017). If there is no language, we will not be able to communicate with others. So, we do not understand each other. That's why language makes people easy to connect with others. In the opinion of Maru (2016), language is very important for all social activities, and individuals require it to communicate with one another. In social environments, some individuals communicate more than they say, and they use language to express meanings that the language does not provide.

Language impacts the daily lives of members of any race, creed, and region of the world. Especially in Indonesia, beside Bahasa Indonesia, most the people using English as a part of their education. Related to Maru (2009), the majority of Indonesians study English as a foreign language in order to communicate in that language, because English is known as the International Language and has been spoken as a second language in many nations argued by Pandey et al (2022). Despite the fact that English is seen as a difficult language to learn and use, it continues to attract students. But students in Indonesia can sing the English song as the strategic to improve their skills.

In the opinion of Murphey (in Saidah, 2021) songs may teach learners to make to increase the English skills like listening, speaking, vocabulary, and sentence

patterns. In this undergraduate thesis, the researcher will discuss focus on the speaking skill. Improving the speaking skills, students able to communicate the English language, people interact with one another by creating words that are directly or indirectly understood by everyone argued by Lumentut & Lengkoan (2021).

One of the most crucial skills to learn and improve as a way of effective communication is speaking. As stated by Irsyad & Narius (in Damayanti, 2020), speaking is verbal communication that people use in their social relationships. Individuals can communicate their beliefs, thoughts, and feelings to others via speaking. Speaking is an important aspect of learning and teaching a second language; it is a way of communication and one of the four basic skills that must be learned when studying a foreign language. In the opinion of Nunan (in Leong et al., 2016), learning speaking skills is the most crucial component of learning a second or foreign language, and speaking ability performance is judged by the ability to have a conversation in the language. People cannot communicate what they want to say or how they feel if they are unable to talk and it will be happen.

The researcher does the study inspired by the student of SMP 168 Jakarta and SMA Fransiskus 2 Jakarta trough the speaking skills. They were nervous to speak in English each other's. According to Lawtie (in Andriyani et al., 2014), there are issues with English Foreign Learners speaking in English. The first is that students are nervous about making a mistake or being uninterested in the subject, and when all of the students interact at the same time, the classroom becomes too noisy and out of hand, and the teacher loses control. It's caused by speaking anxiety. Apart from that, as claimed by MacIntyre and Gardner (in Karatas et al., 2016), speaking in a second language causes the most anxiety in students, and half of them use speaking skills as a confidence-building experience.

Kasbi and Shirvan (2017) also added that a lack of relevant knowledge is another issue related to the speaking skills, which resulted in high levels of speaking anxiety, was influenced by the students' interests in their study. It means, learners should master grammatical and also having enough vocabulary knowledge. And it's challenging furthermore when learners speak in English on the spur of the moment. Batters et al. (in Çağatay, 2015) also found that the female students were

more anxious during oral communication based on FLSA (Foreign Language Speaking Anxiety). The author should investigate the factors that cause this problem in speaking skills by distributing a questionnaire to the respondents.

Not only speaking anxiety and lack of relevant knowledge, on the report of Gürbüz and Öztürk (2013), motivation provides the major impulse to begin learning the L2 and later the motivating factor to sustain the long and frequently difficult learning process. Regardless of their ability, skill, or specific learning qualities, language learners who are seriously motivated to learn a foreign language will be able to learn a large amount of it. Classroom learning is also related to improvement. Without motivation, student achievement is impossible to guarantee. Learners also found the female students were also shown to be more motivated to learn English than male students. That's why teachers must prepare the learners to be able to communicate in English and must use suitable learning strategies to educate their students to communicate in English.

There are many strategies to improve students' speaking skills. One of the strategies chosen by the research is sing an English song. According to Morales, (2008 as cited in Romero et al., 2012), students can improve their English-speaking abilities and improve their pronunciation through singing. In the speaking skills, pronunciation is important to communicate with other clearly because pronunciation is the part of speaking skills.

The use of songs can facilitate the students in more interesting learning activities because learners can get a different learning experience when it can be implemented by teachers effectively. The songs also can analyze the many issues in the lyrics, such as love, hatred, and revenge, and therefore practice speaking by expressing their thoughts and views on the songs' contents. Marphy (in Farmand & Pourgharib, 2013) said that the songs also can be the essential tools to increase the learners' motivation and decrease their anxiety using music and songs could change a mood or create an atmosphere. If students are in a good mood and have a good motivation, they will enjoy the lesson and Learners can learn as well. However, Morales (in Duarte Romero et.al., 2012) indicates that the teachers should be careful when choosing a song that teacher use in teaching.

Actually, this material is already included in the textbook for learning English curriculum 2013 (grade 12). This is a fantastic way because it encourages students to enjoy studying and relax. This material is already included in the textbook for the 2013 English curriculum. This is a good technique to develop EFL's speaking skills, and it is supported by the curriculum.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated in the form of question: "How is the students' perception on using English Songs in learning speaking?"

C. The Purposes of This Study Case

Based on the background and the problem of this study, the purpose of this study is to find out the students' perception on using English Songs in learning speaking.

D. The Limitation of The Research

Many things may be learned by collecting data on activities that can inspire students by focusing them on the teaching and learning of English as well as improving their speaking skills. As a result, the study's issue is limited to the result of analyzing the perceptions of speaking skills through English songs in Fransiskus 2 Senior High School's eleventh grade East Jakarta.

E. Significance of The Study

1. For The Teachers

However, based on the observations, it was clear that the English teacher had difficulty organizing the exercises. The whiteboard was only used by the teacher to teach English, including speaking. The teacher wrote the lesson on the whiteboard and then explained it to the students. After describing the materials, the teacher only used the English book for the activity. The exercises the teacher brought to class were less interesting, and the teacher frequently only explained the materials before questioning a few students about them.

This study is aimed to provide English teachers with information on their perception of English songs on improving foreign learners' speaking skills. Songs can also be a tool for students to improve the quality of their speaking skills. Teachers must consult current literature and try to implement a variety of techniques and approaches to help students improve their speaking abilities in English lessons. Teachers also must select content that is suited for the students' abilities. In addition, learners might search for songs that are suitable for the students' age and also relate to the topic being studied.

2. For The Researchers

There are numerous topics that may be explored and expanded in relation to the subject, and this study is intended to act as a jumping-off point for further research. Teachers who want to improve their English skills may find it helpful to do so by singing. In addition, international learners can benefit from this research by using it to develop their musical proficiency.

