

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Instruction in English as a foreign language (EFL) has been widely adopted in many nations, including Indonesia. Nevertheless, many students still have difficulty learning and maintaining language abilities even after years of study. In an EFL situation, it has been shown to be quite challenging to motivate pupils to learn the language. Particularly in junior high school, students may not find traditional teaching techniques like lectures and grammar drills motivating enough (Richards, 1990)

To support EFL classrooms, it has been suggested that songs be used as a teaching aid. Songs are a fun and engaging approach to practice speaking, listening, and vocabulary, which has been found to help in language learning. Ellis (1995) highlights the significance of motivation in language acquisition. He stated that these can give the enjoyable and engaging methods of learning language. It is because of that it can emboss the classroom atmosphere. Additionally, this beautiful learning atmosphere can figure the supportive condition to study. Furthermore, Leong & Ahmadi (2017) attest that the use of English music can create a joyful and pleasant learning atmosphere that encourages students to participate and interact with the language. According to (Kim et al., 2024), music can enhance speaking and listening abilities in a more casual and participatory setting when used in language acquisition. Additionally, listening to real English music can help pupils improve their ear for the language and strengthen their capacity to produce English sounds, according to Rieb & Cohen (2022). Because it exposes students to a variety of accents, dialects, and genres, song can also be a tool for cultural learning and comprehension (Nunan, 1999), as stated in (Bahrani et al., 2014). Furthermore, according to Schneider (2023), students can gain an understanding of the cultural background of the music and the customs, values, and beliefs of English-speaking communities by analyzing English lyrics.

English songs present EFL learners with a rich of linguistic input. The direct and repetitive English song lyrics motivate students comprehend and remember them. H. D. Brown (2001) draws attention to the potential benefits of vocabulary learning through music. According to her, students can improve their vocabulary and develop a deeper comprehension of the nuances and idiomatic phrases of the English language by listening to and analyzing English lyrics. Students' speaking and listening abilities can be improved by exposing them to real English pronunciation and intonation patterns through English songs. Furthermore, because many English songs are associated with certain national customs and occasions, they can serve as a means of introducing students to different traditions and cultures.

Based on the pre-observation activity, the teaching context conducted in a local junior high school, English teaching learning activities that were conducted in this school have been done for years since the start of KTSP (*Kurikulum Tingkat Satuan Pendidikan*). One of the existing English teachers is Sandy (pseudonym) and she has been teaching for about 20 years until now. With the advancement and improved teaching methodology, she decided to take advantage of using songs in her class.

The way she integrated the song into her teaching was that she firstly introduced the students to the song by showing them a lyrical music video. After that, she asked the students to write down any vocabulary they might not understood. Then, they were grouped into several groups which consisted of students ranging from high-score students to low-scoring students. They were exchanging knowledge and discussing about the unknown vocabulary they found. As they were discussing, Sandy then led the discussion and gave away a series of questions in a sheet of paper to each of the groups. After another discussion took place, a delegation from each group was chosen to present the answers.

In a study conducted by Aguirre et al., (2016) investigated the influence of songs on motivation for learning English as a second language. The findings revealed that students were more willing to learn English as a second language in classes with music and songs. The results also showed that the students carried out their tasks with more energy and enthusiasm in the classroom where music was

used. In addition, Putri et al., (2022) reveals an interesting result of a research they conducted. The result discovers that English songs are suitable for use as listening learning media in and outside the classroom by considering the selection of songs according to the level of English and student preferences. Another study conducted by Kumar et al., (2022) uncovers that music and songs are useful for student to learn a second language without giving them too much academic pressures, since music and songs has been proven to be a fun way to teach important concepts.

With a focus on the key benefits, especially in terms of the development of English speaking and listening skills, this study focuses to portray the use of English songs in junior high school EFL classes. The study will explore the perceptions of one teacher and students towards using English songs in EFL class. The findings of this study can inform EFL teachers and curriculum developers on how to effectively integrate English songs into their lessons, and ultimately forge students' motivation and language learning outcome.

1.2 Formulation of the Problem

The question of the research is what is the teacher's and students' perception of the use of songs as an instrument for English learning in EFL classrooms in junior high school?

1.3 Operational Definition

1.3.1 English Song

A song is a composition of melody and words meant to be sung by a human voice. Singing with a poetical combination of words and melody is a form of art. In this setting, songs serve as EFL teaching tools. To help students overcome their hearing challenges and enhance their listening skills, teachers might use songs as a teaching tool, particularly when teaching English. In addition to helping teachers teach English, songs give students an enjoyable way to meet their educational goals.

1.3.2 Teacher's and Students' Perception

1.3.2.1 Teacher's Perception

Teachers' subjective interpretations of their experiences in the classroom and their position as educators are referred to as their perceptions. This covers their teaching style, their views on learning, and their perceptions of their students. A

teacher's perception can affect how they connect with students, how they manage the classroom, and how they educate.

1.3.2.2 Students' Perception

Students' perception is the term used to describe how each student understands and interprets their experiences. This covers their attitude toward the material, degree of involvement, and self-perception as learners. Perception can affect a student's degree of engagement, motivation to learn, and overall academic achievement.

1.4 Aims of the Research

The objective of this research is to explore the teacher's and students' perception of the use of songs as an instrument for English learning in EFL classrooms in junior high school.

1.5 Significances of the Study

1.5.1 Theoretical Use

In theory, this study could advance the field of second language learning and teaching by offering new viewpoints on the prospective benefits and challenges of employing music as a teaching tool in assisting EFL students in junior high school, building their listening comprehension and intercultural competency.

1.5.2 Practical Use

The study may give EFL teachers useful suggestions and methods for integrating music-based activities into their listening comprehension lessons, and by bringing to light the possible advantages and difficulties of employing music as a teaching tool to foster listening comprehension and intercultural competency, the results may influence the creation of EFL curricula and resources.

1.5.3 Empirical Use

This study can inform EFL teachers of the potential benefits of using English songs as supplementary teaching material to enhance students' listening comprehension. Teachers can implement this approach to improve students' engagement and motivation.