

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the research

English is one of the international languages used by educated people around the world. This is certainly an advantage for people who are native English speakers. The advantage is that there is no need to learn another language for various international interests. Even though they can only speak English, these people are already able to face communication challenges. The era of globalization can make world residents, especially scholars meet more often, hold conferences, seminars and other activities. The meeting requires the use of English because the meeting is global as a means of interaction. Therefore, the increasingly strong currents of globalization, like it or not everyone is required to be able to speak English (Wahyuningsih & Afandi, 2020).

English has four important aspects where these four aspects are related to one another. The four aspects are reading, listening, writing and speaking. As a medium of communication, English offers a variety of skills to be mastered by users so they can be used to communicate with others. Even without realizing it when someone communicates, there will be a process of receiving and giving information through language. The ability to receive information is called receptive ability, while the ability to provide information is called productive ability. Each of these abilities is still further divided into two parts. Receptive skills are divided into listening skills and reading skills and productive skills are also further divided into two parts, speaking skills and writing skills (Meinawati, Rahman, Harmoko, 2020). These four skills determine a person's proficiency in mastering one or more languages. Unfortunately there are many people who cannot have these abilities. In other words, there are some who master only receptive abilities and others only master productive abilities. This is because acquiring a language, both by learning and by self-taught, requires the application of certain techniques and strategies to achieve optimal results (Sihite *et al*, 2022).

Referring to the aspects in English, speaking is the most important aspect, this is because speaking is a medium for conveying information. Experts argue about the meaning of speaking, including according to Nuraeni (2002:25), speaking is the process of conveying information from informants to listeners with the aim of transferring information (Gita *et al*, 2021). According to Henry Guntur Tarigan (2008: 3) in his book entitled "talking" explains that speaking is a language skill that develops in a child's life which is only preceded by listening skills, and it is during this period that the ability to speak or say is learned (Purba *et al*, 2023). Meanwhile, according to the Big Indonesian Dictionary, speaking is defined as saying, speaking, speaking or giving birth to opinions. By speaking, humans can express ideas, ideas, feelings to other people so that it creates an interaction (Revalita *et al*, 2020).

Based on the explanations of the experts above, speaking can be defined as the ability of a person to pronounce the sounds of language in the process of conveying information to listeners to express ideas, thoughts, and messages so as to give birth to an interaction. In a good speaking interaction process there must be three main components, the first is the speaker, as the sender of the message, the second is the content of the message and the third is the listener, as the recipient of the message.

From junior high school to tertiary institutions in Indonesia, English has become a compulsory subject at several levels of education. In different communication contexts, the aim of teaching English is to provide an assessment for students to apply the language. Even though students may know how to listen and speak English, they still cannot communicate in the language because this skill has not been fully learned (Pandey *et al*, 2022). As one of the four language skills that students need to master, speaking is an important skill, because in speaking a person is allowed to have an opinion about what he wants to express (Nguyen, 2022).

Based on the communication with an English teacher at Al-Aly Mayangrejo Junior High School on Tuesday, March 14th, 21st, and 28th, 2023, the researcher was in the 7th grade classroom to observe the students' condition. As a result, the researcher obtained information that most students

feel nervous in learning English, they also lack confidence and doubt their own abilities. The lack of self-motivation and self-confidence to compete also has a significant influence on the learning process. Despite researching English for six years at the elementary school level, it turns out that many students are still not fluent in English in their daily school life. When the teacher constantly gives criticism and immediately corrects their mistakes, the students are too shy to speak English. They worry because they feel there is no progress in speaking or because their friends laugh at them.

Learning strategies are needed to improve language skills and student learning motivation. Therefore the teacher must have several ways to make his students motivated to learn English. Songs can be an alternative in learning English, this is because the use of English songs will stimulate students to learn English without them knowing it. Based on the narrative from (Purba *et al*, 2023), songs are the most effective material for stimulating positive emotions towards learning English so that they can increase motivation to learn it. (Meinawati, Rahman, Harmoko, 2020) also revealed that by listening to the song the students would sing along to the song. Therefore researchers are interested in conducting research through songs to improve students' abilities and motivation in learning to speak in English. The thing behind the use of songs in learning is that when students listen to songs students will easily recognize the words and messages that the singer wants to convey to listeners.

Choosing English songs as an effective learning medium to enhance speaking ability has a strong foundation and several reasons that can be explained in detail. First and foremost, songs are a profound and universal form of art. Music has the remarkable ability to capture attention and emotions, and when combined with English lyrics, it can create a enjoyable and deep learning experience. Music can convey feelings, atmospheres, and stories that help learners connect the meanings and expressions of language to a broader context.

English songs bring forth a diversity of intonations, accents, and speaking styles that reflect various pronunciation and word usage variations

in everyday life. This enriches learners' understanding of how language is used in real communication situations. Songs can also introduce learners to vocabulary, phrases, and language expressions that are less formal or even slang, typically not explained in conventional learning materials. By introducing these elements, songs help learners build more profound and authentic speaking skills. Additionally, through singing songs, learners can practice pronunciation, intonation, and the rhythm of English in a more natural way. This helps them internalize the sounds of the language and develop a better sense of the common intonation patterns in English. This process directly contributes to improving speaking abilities that are clear and easily understood by native speakers. In the context of modern education, which tends to emphasize active engagement and practical experience, using songs as a learning medium that allows learners to listen, sing along, and actively participate in line with the music not only helps enhance speaking skills but also creates a more enjoyable and engaging learning environment. Therefore, leveraging English songs as a learning tool can be an effective strategy in boosting the speaking abilities of English language learners.

Based on the description above, the researcher is interested in conducting research with the title “ **THE EFFECT OF ENGLISH SONG TOWARD STUDENTS' SPEAKING ABILITY AND MOTIVATION** “

## **1.2 Research Question**

Based on the background previously described, this research will focus on the effect of using songs on students' abilities and motivation in speaking English. So, the researcher concludes the formulation of the problem as follows :

1. How effective is the English songs toward student's speaking ability in narrative text ?
2. How is the students' motivation in speaking narrative text by using english song ?

### **1.3 Objectives of the research**

The goals that the authors want to achieve from research on the effectiveness of English song toward students' speaking ability and motivation at al-Aly Junior High School Kalitidu are as follows :

1. To find out whether there is effect of English songs on the speaking ability at the seventh grade students.
2. To explore whether is effect of English songs on the motivation in speaking at the seventh grade students.

### **1.4 Limitation of The Research**

To facilitate the research process, researchers focused on the subjects studied. The researchers only focused on seventh graders of Al-Aly junior high school Kalitidu for the 2022/2023 academic year. This research focus on English songs on students' speaking ability and motivation, especially extrinsic motivation.

### **1.5 Significance of The Research**

In this part the researcher will discuss about the benefits of this research which are classified for researcher, students, teachers and lecturers, and lastly for institution.

#### **1. For Researcher**

The outcomes of this research hold significant value for researchers in the field. The research findings offer a deeper comprehension of the theoretical framework employed in the research, contributing to the scholarly understanding of language learning and acquisition. Additionally, the research introduces new insights and information pertinent to the research topic, thereby expanding the existing knowledge base. These findings can serve as a foundation for further investigations, enabling researchers to explore related areas and potentially refine or extend the theories under examination. Ultimately, the research's conclusions enrich the academic discourse and pave the way for ongoing research endeavors in the realm of language learning, music's impact on education, and the role of motivation in enhancing language skills.

#### **2. For Student**

Students stand to gain substantial benefits from this research. The research provides a practical avenue for improving English language speaking skills and self-motivation. As a reference source, it empowers students to enhance their learning experiences by incorporating music and songs into their language learning routines. Furthermore, students aspiring to write English language education theses can draw upon the insights gained from this research to bolster their arguments and substantiate their claims. By recognizing the efficacy of English songs in fostering language proficiency and motivation, students can devise more effective language learning strategies, thus enriching their educational journey.

### 3. For Teachers and Lecturers

Educators, particularly teachers and lecturers involved in second language acquisition (SLA), can leverage the findings of this research to enhance their instructional approaches. The research's revelations shed light on the positive impact of English songs on speaking ability and self-motivation. Armed with this knowledge, educators can refine their teaching methods, incorporating music and songs as engaging tools to facilitate language learning. The insights derived from the research empower teachers and lecturers to design dynamic and interactive lessons that foster meaningful language acquisition. By aligning their strategies with the research outcomes, educators contribute to more effective and engaging language instruction, ultimately benefiting their students' linguistic development.

### 4. For Institutions

Research institutions engaged in language education can leverage the research's findings to enrich their second language acquisition (SLA) curricula. The research outcomes provide valuable insights into the efficacy of incorporating music and songs as tools for enhancing speaking ability and self-motivation. By integrating these insights into their educational frameworks, institutions can offer a more holistic and innovative language learning experience to their students. Furthermore,

the research's relevance to language education can enhance the institution's reputation as a forward-thinking and research-oriented center of learning, attracting students who are keen on effective language acquisition approaches.

## **1.6 Definition of Key Terms**

### **1.6.1 English Song**

An English Song is a musical composition that is both written and performed using the English language. Its role extends beyond entertainment as it serves as a valuable tool for language learning. English songs are harnessed to enhance various language skills, including vocabulary enrichment, improved pronunciation, and enhanced listening comprehension. By integrating the auditory and rhythmic elements of music with the linguistic aspects of language, English songs create an engaging and memorable way to learn, practice, and internalize language skills. They offer an authentic context for exposure to natural language use, diverse accents, and colloquial expressions, contributing to a holistic language learning experience.

### **1.6.2 Speaking Skill**

Speaking Skill refers to the capacity to communicate effectively and coherently through spoken language. This ability involves articulating thoughts, ideas, and information with clarity and fluidity while employing appropriate grammar structures, vocabulary, and pronunciation. A proficient speaking skill enables individuals to express themselves confidently, engage in meaningful conversations, and convey messages with precision. It encompasses the art of active listening and responsive speaking, allowing individuals to participate constructively in dialogues, debates, and exchanges. Mastering speaking skills requires practice, self-awareness, and a deep understanding of linguistic nuances and socio-cultural norms that shape effective oral communication.

### **1.6.3 Speaking Ability and Motivation**

The amalgamation of Speaking Ability and Motivation denotes the degree of expertise and competence an individual possesses in conveying ideas verbally within a specific language, in this case, the English language.

Speaking Ability and Motivation highlights the intrinsic drive and desire that fuel one's pursuit of oral proficiency. This encompassing term encompasses multifaceted dimensions such as vocabulary acumen, grammatical precision, enunciation clarity, and the capacity to convey meaning while engaging in meaningful discourse. What distinguishes this ability is the internal motivation and determination to advance one's speaking skills. Motivation functions as a driving force that propels individuals to enhance their language proficiency, encouraging them to overcome challenges, persevere through setbacks, and continually refine their spoken communication capabilities. When combined, refer to the level of proficiency and competence in expressing oneself orally in a particular language, in this case, English, driven by internal drive and desire. It encompasses various aspects such as vocabulary knowledge, grammatical accuracy, pronunciation clarity, and the ability to convey meaning and engage in meaningful communication, all fueled by the individual's inner motivation and determination to improve their speaking skills.



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