

Universitas Esa Unggul

CHAPTER I INTRODUCTION

1.1 Background of the study

As one of the worldwide languages spoken in Indonesia, English plays a crucial role in the realm of education. The same as in Indonesian primary school education. The national test for junior high and high school students includes English as a subject (government regulation number 32 of 2013 Chapter 70, paragraphs 3 and 5). It was in Minister of Education and Culture No. 59 of 2014 about the 2013 Curriculum. It becomes a required topic taught from primary school through college. The objective of teaching and studying English is for pupils to acquire the four language abilities that need receptive, listening, reading, and productive abilities. speaking abilities (producing spoken words) and writing skills (generating written language) (Sreena & Ilankumaran, 2018).

In general, mastering spoken language is highly crucial in communicating. However, to master spoken language, in language programs, listening tends to be disregarded. Many language teachers believe that listening is automatically gained when learners learn to speak a language. It seems that it is not easy for teachers to choose the right methods and activities because they have to consider what students like and what methods appeal to them without losing the essence of learning. (Alzamil, 2021) states that listening is ranked as the most challenging. Listening is one of the ultimate decisive skills to experienced, since listening needs to be mastered. It is not just hearing activity, but comprehending the meaning. As the key communication tool, listening is one of the abilities that junior high school students must learn (Lippke, 1974). Songs have been known by all circles as a medium to help students to easily remember words in learning English. They can make students like to memorize and pronounce words. The progress of listening is deliberated in terms of the capability to understand the words what the speaker said. This is in line with (Gilakjani and Ahmadi, 2011) who believes that listening is the three dimensional process. It is a co-ordinate function involving listening, thinking and seeing

(ears, mind and eyes). It is an active process and not an isolated action. Listening is one of the abilities to be taught at the elementary level in Indonesia in accordance with the 2013 basic curriculum. According to the author's observations and classroom experiences in listening class, pupils are less motivated during the teaching and learning process. For example, when the teacher offered a listening test, the students continued to converse with their peers and paid little attention to the subject delivered by the instructor. Some students continue to miss answers and do poorly on the task. Additionally, the children lack motivation for listening activities. Additionally, it lowers their enthusiasm and interest in listening. Consequently, pupils struggle with their learning tactics and aspirations (Luis and Moncayo, no date). To address the aforementioned issue, the researcher decided to perform the study utilizing grade 2 listening class songs. The teacher will utilize the song as a tool when playing children's songs, and students will recognize the song's meaning and words. In addition, the song's lyrics will employ simple language so that kids can determine the meaning of the phrases and comprehend the song's substance.

Several similar investigations have been undertaken by researchers in the past. The majority of results indicate that English music can help the listening and learning processes of students. According to (Putri, 2018), English songs create a positive atmosphere in the classroom and boost students' confidence. (Dahir, 2018) do the research on English subjects at SMA Negeri 2 Kampar can be improved through the "Pronunciation Odd One Out Games" game method at the beginning of learning the learning model. The students will like the listening activities if they are interested in both the subject material and their teacher's teaching style. Observing the foremost issues motivates researchers to investigate the use of songs to improve the listening abilities of young students in an online class at one of the schools in West Jakarta. The research focuses on the process of singing an English song in an online class in order to improve students' listening skills. The researcher believes that by conducting this research, they will be able to answer students' concerns and that this research will serve as a

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reference for elementary teachers. Songs are composed of words that are sung to a melody. Students will enhance their phonetics, vocabulary, and grammar with the aid of song lyrics. According to (Al-Nafisah, 2019), if students can not comprehend what they are listening to in their language lesson, they may struggle to absorb the language, which can hinder their capacity to learn other communicative skills. One of the reasons why students struggle with hearing is that they find it difficult to differentiate the sounds of words, making it difficult to identify the words and phrases they hear, which in turn makes it difficult to comprehend the overall content of the text. Song is noticed as the best medium to explore the people's feeling, either they feel sad, happy, excited even depressed. Although people express their thoughts. Through songs, it means that songs can make everybody think relaxed. If students feel relaxed, they can study actively. According to Dani and Peji (2016), the usage of songs in the classroom is an useful method for enhancing the learning process, and teachers should employ it during linguistic practice. This current study will discuss the use of songs in online classes and at the elementary level, because researcher has seen a few studies on the use of online songs in young learners. The researcher wished to delve deeper into the usage of music in online classes.

1.2 Research Question

The research questions are formulated below:

1. How is English song implemented in an online learning environment for teaching listening?
2. What young learners' learning principles are observed in songs in teaching listening?

1.3 Aims of the Study

Based on the above-mentioned concerns, the aims of this study address the following objectives:

1. Investigate/ figure out the implementation of songs in online learning for young learners' listening skills
2. Know about the learning principles of young learners that observed in songs

1.4 Scope of this Study

This research will conduct it at one of private elementary school level, specifically in grade 2 located in West Jakarta. Seeing the causes of the problems mentioned in the background of this research, the researchers provide some limitations so that there is no long-winded discussion. First, this study will focus on students' listening performance in online class. Second, this study conducted observation to figure out about young learners' learning principles in the use of songs in class. Therefore, the researcher can find empirical evidence whether listening comprehension through English songs is effective or not in class during online learning to improve listening skills.

1.5 Significance of the Study

The significance of this research is expected to provide new insights that can provide theoretical, practical. Theoretically, the results and findings of this study will enrich previous research on the application of using the song in online class especially for students' listening skills. In addition, it is expected to contribute new knowledge about the application of the function of the song in online learning for listening skills. In addition, it is also expected to provide information, models, as a reference for developing this research for further research, other researchers can revise, evaluate and add new contributions to this research.

Practically, the results of this study are expected to provide new insights for English teachers and students of the English Education Department. English teachers were informed about new strategies in teaching listening in online classes to motivate students to be more active in class. Students of the English Education Department will get new insights or strategies to apply techniques as prospective teachers. The results of this study can be used to enrich theories and methods regarding the use of English songs on the development of students' listening skills.

1.6 Definition of key term

Several key terms are used in this study. Key terms are used in this study to describe, discuss, and report the results of this study. There are two keywords used, namely Listening Skills, Student Characteristics.

1. Listening skill

Listening is a skill in understanding something that is conveyed by a speaker. Based on (Bozorgian, 2012) "Listening is at the heart of language learning, but it is the least understood and least researched skill in language learning and is often overlooked by foreign and second language instructors. This research focuses on listening to songs in listening activities. The activity of listening to songs will be part of learning English in the classroom where students improve their listening skills.

2. Young Learners Principles

Young learners are described as school-aged children up to the age of approximately 13. These pupils were identified as requiring linguistic input and tasks that were appropriate for their age, as well as the fact that they were generally motivated on a short-term basis. Additionally, they are typically unfamiliar with the world of certification examinations, despite the fact that they may be conversant with internal school examinations and perhaps certain external examinations. The requirement for engaging and inspiring activities at all stages is consequently particularly urgent for young learners (Hasselgreen, 2005). In this study, the researcher focused on the characteristics of students regarding the use of songs in online learning for listening skills.

3. Songs

Song is a musical composition intended to be performed by the human voice. Song is an alternative media to facilitate language learning, especially its sentence structure (Islam et al., n.d.). Songs have a

number of advantages. Songs can be used for various objectives, and they can be considered excellent teaching tools for a number of reasons. Song can help students improve listening and speaking skills, songs can also be a useful tool in learning vocabulary.

1.7 Organizations of the Paper

There are six chapters in this research. The first chapter is about the introduction which consists of a basic description of this thesis. The second chapter discusses the theoretical framework of the theories related to this research. The third chapter discusses the research methodology of this research. The four chapters relate to the findings of this study. Next, the fifth chapter discusses the results of data analysis. In the last chapter, in chapter six describes the conclusions or summary of this research, this chapter also contains suggestions for further research.