

Chapter One

Introduction

The researcher explains several points in this chapter. First, the research background explains why the researcher is interested in exploring students' perceptions on using songs to learn speaking skills. Second, this chapter shows the identification of the problem and the delimitation of the problem. This chapter also presents the research questions used in the analysis. In addition, the research objectives present specific goals to be researched. The next section explains the benefits of this research for certain people. Lastly, this chapter discusses the chapter's organization, which describes the main point of each chapter.

Background of the Research

In Indonesia, English subject has widely been taught at schools, starting from elementary schools. English is taught at schools to master four skills, namely listening, speaking, reading, and writing (Apriani, Winarto, & Aprianti, 2021). Those skills are divided into receptive and productive skills. Reading and listening are examples of receptive skills, in which meaning is taken from the discourse. Speaking and writing are productive skills requiring students to produce words independently.

Speaking is an ability that humans need in daily activities. Speaking as a type of productive skill is the central part for people to communicate with others in several aspects of life, such as politics, economics, education, and social issues (Lailatuzzakiya, Sari, & Hana, 2020). As an essential aspect in terms of

communication, having the ability to speak well is something that must be owned. One of the language's domains, particularly the ability to speak, plays a significant role in communication (Apriani, Winarto, & Aprianti, 2021). With good speaking skills, a good relationship between humans can be established. Then, speaking has become an essential part of foreign language settings. As a result, students should be taught this ability regularly so that they can effectively communicate in the target language. Speaking skills are possibly rarely taught to students. Students are more often taught about grammar and vocabulary. Students can use grammar and vocabulary understanding to pass exams but speaking English outside the classroom is more of a challenge (Baker & Westrup, 2003). Then, Baker and Westrup (2003) also stated that speaking exercises allow more advanced students to practice their language skills in various contexts and on multiple subjects.

Learning speaking skills is quite challenging for a non-native speaker or someone whose mother tongue is not English. Many students lack self-confidence in speaking English because they are afraid of being judged by their friends and they are afraid to make mistakes when they speak. Then, many students still lack vocabulary and are often wrong in pronouncing a word. That can be why most of them are not fluent in speaking English. Speaking is crucial things for students to practice their ability to produce words, sentences, or ideas in English, some obstacles could discourage them from doing so, such as a lack of confidence, fear, trouble using the right words in sentences, and other issues (Christie & Listyani, 2018).

In addition, the relationship between speaking and listening skills is very close. Therefore, one way that can be used to learn the ability to speak English is by listening to songs. Speaking and listening have a close relationship because before the learners can say a word, they must first listen to the pronunciation of the word. Songs can be a medium to help them in terms of pronunciation. Then, songs can make the learning atmosphere more relaxed and, with the song's rhythm, it affects the lyrics to make it easier for the brain to remember. Using the benefits of songs can provide an optimal environment for language acquisition. This is because songs can connect the brain's hemispheres and increase retention due to auxiliary functions such as the right hemisphere acquiring the melody while the left hemisphere deals with the words (Ashtiani & Zafarghandi, 2015). Using songs to learn speaking skills also becomes the method used by English Language Education Department (ELED) students. Even, quite a lot of them are helped by the songs because there are advantages from songs to support students' speaking skills. In addition, the advantages of songs have been addressed by several research articles that explained that English songs help in several aspects of learning language skills. According to Romero, Bernal, and Olivares (2012), after the students did singing activities in classroom activities, the students improved their oral skills.

The current research explores the students' perceptions of whether using English songs can be used as a medium to learn students' speaking skills. The first reason is the research not only discusses the advantages of using songs but also the obstacles faced by students and the activities when using English songs to

learn speaking skills which this topic is rarely discussed in other research. Furthermore, this research is based on the researcher's habit of listening to English songs. While listening to songs, the researcher also reads and sings the lyrics. The researcher uses English songs to learn speaking skills. Then, the researcher also finds that some ELED students have the same habit of listening to and singing English songs and using English songs to learn their speaking skills. Therefore, the researcher is interested to examine the students' perceptions of using English songs to learn speaking skills.

Identification of the Problem

As explained in the background, many students have doubts due to a lack of confidence, fear of making mistakes, and afraid to be corrected when there are mistakes when speaking English even ELED students are expected to be fluent in English speaking skills. Many ways can be done by students to learn speaking skills, one of them is using English songs. Students have a habit of listening to and singing English songs because listening to English songs is not a new thing for ELED students. Some students use English songs to learn speaking skills because English songs give several advantages that can support their speaking skills. By getting used to listening and trying to sing along (pronouncing the lyrics), students subconsciously get used to listening to English words and speaking in English. Besides, English songs have an impact on students' motivation in learning language skills including speaking, encouraging students to be brave in speaking English and expressing their thought orally.

Delimitation of the Research

This research focuses on students' perceptions on using English songs to learn speaking skills. The activity of using songs in this research is outside classroom activity. Then, this research focuses to find out the advantages of English songs to learning speaking skills, the obstacles faced by students when using English songs to learn speaking skills, and the activities that are used by students on using English songs to learn speaking skills. This study took place in the English Language Education Department at one of the private Islamic universities in Yogyakarta. The participants in this study are ELED (English Language Education Department) students at the university that the researcher has chosen that use English songs as individual activities to learn speaking skills. The findings of this study present the use of English songs as a medium to learn students' speaking skills.

Research Questions

According to the background, the researcher composes two research questions of English Language Education Department students on using English songs to encourage speaking skills:

1. What are the advantages of using English songs to learn speaking skills?
2. What are the obstacles in using English songs to learn speaking skills?
3. What are the activities in using English songs to learn speaking skills?

The Objective of the Research

According to the research questions above, this research has the following objectives:

1. To find out the advantages of using English songs to learn students' speaking skills.
2. To discover the obstacles in using English songs to learn students' speaking skills.
3. To explore the activities in using English songs to learn students' speaking skills.

The Significance of the Research

The researcher explains the significance of the research in this subchapter.

The research shows the significance for the students, teachers, and future researchers.

Students. This research provides students with information about how English songs as the medium to learn speaking skills, obstacles when using English songs to learn speaking skills, and activities in using English songs to learn speaking skills. The students know the advantages of songs to learning speaking skills, so they can try to use English songs as the medium to learn their skills in speaking English. Then, by knowing the obstacles when using songs to learn speaking skills, students can prepare the way to handle the problems. Lastly, students can try to use the activities of using songs to learn their speaking skills based on the research results.

Teachers. This research helps the teacher to know more about the students' perception of learning their speaking skills using English songs. Then, teachers can also try to use the activities of using English songs as the medium in their classroom activities in terms of learning students' speaking skills.

Future researchers. Other researchers who are interested in the same topic of study can benefit from the findings of this study. The findings of this study are also expected to serve as a reference for individuals researching the same topic.

Organization of the Chapters

This research report consists of five chapters. The first chapter describes the background of the research, identification of the problem, research limitations, research questions, research objectives, research significance, and organization of the chapter. Chapter two is the literature review. This chapter provides a discussion about using language in communication and speaking skills, the difficulties of speaking English, the advantages of songs, the obstacles faced by students in using songs to learn speaking skills, and the activities of using songs to learn speaking skills and provides the previous study. The conceptual framework is also provided in this chapter.

Chapter three is the research methodology. This chapter describes how the research was carried out by the researcher. This chapter discusses the research design, research setting, research participants, research instrument, data collection method, and data collection procedure. In this chapter, the researcher also explains

how to analyze data. Chapter four is the findings and discussion. This chapter presents the results of the data analysis. Chapter five is about the conclusion and recommendation. This chapter provides a summary of the research. It provides general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.