Chapter One

Introduction

This chapter provided an explanation of the topic in general that was written in the background of the research. The problem statement and problem delimitation were provided to determine the topic. Then the researcher also provided research questions and the objectives of the research in this chapter. Finally, the significance of the study and the chapter outline of the research were explained in this chapter.

Background of the Study

For anyone looking to engage in worldwide communication, academic activities, and professional endeavors in today's globalized world, learning the English language has become increasingly important. Ilyosovna (2020) stated that English is most important elements in education, engineering, and education. As a result, teachers and students are always looking for fresh and interesting ways to promote English language learning. One such approach that has gained popularity recently is the use of popular culture in education purposes for English language learning. First this study explores the specific forms of pop culture that are employed as learning materials and why it can be used for learning English. The second is strategies using forms of pop culture for learning English in order to reveal the English language learning potential of using pop culture.

The collection of cultural phenomena that are popular (and accepted in society is known as pop culture (Kidd, 2017). Nowadays there are various media

that carry popular culture in them and can be accessed easily in the advanced technology era. In order to understand L2 learning with real-world content, popular cultural resources were introduced to ESL/EFL classrooms in the 1970s and 1980s with an increase of studies in communicative competence and content-based teaching (Liu & Lin, 2017). The modern day of internet brings several popular cultures like music, movies, television shows, and text literature from various generations (Danesi, 2018). Apart from these works, there are digital media that are also included in popular culture, that is social media, internet, and digital games (Milestone & Meyer, 2020). One of the elements that has a significant impact on societal development is the rapid evolution of media. Vyomakesisri, Sonu, and Srikanth (2020) stated that since popular culture is linked to education, mass communication, and production, and because of that it has become the primary reasons why young people learn about themselves, society, and the outside world, it has become a vital part of everyone's life.

Learners of a language can benefit from using popular culture since it has the potential to make a connection with them. The learning and acquisition of English language communication ability has been completely transformed by the rapid advancement of technology. Page (2012) stated that by using popular culture, a class consisting of various kinds of students with different cultural backgrounds, writing and reading abilities with various weaknesses and strengths, different individual interests, even different languages can be combined and developed. Garling and Heiberger (2022) stated that the approaches of linguistic and culturally relevant teaching can be enhanced by popular culture. For both

ELLs and native English speakers, incorporating popular culture into lesson plans, resources, and subjects may foster connections, student motivation, and engagement.

Pop culture can be used in a variety of ways. Teachers can use it to keep up with how language and society are changing all the time. Pop culture changes with society, following new slang terms, language trends, and cultural transformations. In social conversations, slang was used to talk about modernization, language assimilation, and language variety (Sarbunan, 2020). Because of its flexibility, language learners are provided with relevant and current language use, which is necessary for handling modern communication.

One of the most significant ways that culture passes on and appears is through language. Culture would not exist if there was no language. On the one together, culture influences language greatly and serves as its foundation. It is also one of its most significant characteristics. Language will be like water without a source or like a tree without roots if there is no culture (Sun, 2013). According to Hanyeq, Suhatmady, and Syamdianita (2018) Students enjoy using English, like to listen and watch to English-language media, and want to learn more about English culture and lifestyle in order to expand their knowledge and perspective of the outside world. Through the analysis of popular films, students can develop their intercultural competency by gaining an understanding of the customs, values, and viewpoints of many cultures. This element of pop culture-based language learning improves language proficiency while also adding to a more comprehensive and multicultural education.

Pop culture has been increasingly used in language learning, with research highlighting its pedagogical potential. Salainti and Pratiwi (2021) found that digital music services help improve students' listening skills by providing access to a vast array of songs. Zhang (2022) showed that watching movies and TV shows with subtitles enhances vocabulary and grammar. Fitria (2023) demonstrated how TikTok can aid in learning vocabulary, grammar, pronunciation, and identifying English errors through short video clips. These studies indicate the diverse ways pop culture can facilitate language learning. However, existing research has not fully explored the variety of pop culture media used in language learning or the comprehensive benefits experienced by learners. More research is needed to understand these aspects thoroughly.

This study is important because it could help language teachers figure out how to use pop culture in a way that helps students learn languages. More and more people around the world need to be able to speak and write English well. Being able to know how to use pop culture as a tool for language learning can make language classes more interesting and useful. This research can also help us understand the part that popular culture plays in education in general, showing how it can be used as an instructional tool in many different topics and fields. In the end, this study aims to give teachers and students new ways to deal with the constantly changing world of language learning.

Identification of the Problem

Popular culture has been incorporated into English courses at a private university in Yogyakarta, but some students at an Islamic Private University in Yogyakarta have faced issues. One student doubted its effectiveness, seeing popular culture merely as entertainment. Another student, who often engaged with popular culture outside class, noted its importance in students' lives but its limited use in classrooms for language learning. This research topic emerged from observing a conflict between students' natural connection with popular culture and the teaching methods for English. Identified challenges include slang, informal language, and cultural references in popular culture materials, which can be difficult for lower proficiency students. Complex phrases in podcasts, movies, and songs can also be overwhelming. Access to popular culture resources like music services, streaming sites, and cultural events is crucial, and technology can pose problems if not used effectively.

Delimitation of the Problem

This study focused on education, especially education in English. The study discussed the role of popular culture forms in learning English. Based on researchers and participants, popular culture was defined as things that were used by many people and influenced by international trends. This study focuses on two topics: the pop culture forms among students and why it can be used for learning English. The second is strategies of using pop culture forms to improve mastery of the English language. Furthermore, the study location is restricted to the English Education Department at Universitas Muhammadiyah Yogyakarta. In addition,

the researcher limits the participants by only planning to enlist five people for the study. Finally, the qualitative approach is the method employed in this work.

Research Questions

1. What kind of pop culture forms are used for English language learning and why are they used?
2. What strategies are employed by students in using pop culture form for English language learning?

Research Objectives

1. To reveal the forms of popular culture that students use in learning English and the reasons they use it.
2. To find out the strategies of learning English using popular culture forms that employed by students.

Significances of the Study

This research can provide students, teachers, and future researchers with various benefits.

Students. The findings of this research informing students that the popular culture that they enjoy every day can be used to learn English. This study is useful as a guideline and motivation for students about some alternatives for learning using popular culture to sharpen their English skills like listening, speaking through a variety of media that are easily accessible in the era of technology.

Teacher. From this research, teachers can identify which popular culture forms and materials can be used to make English learning more engaging. By reading this research, teachers can learn that incorporating elements from popular media, such as music, movies, TV shows, and social media, can create dynamic and relevant learning experiences that resonate with students' interests and lifestyles. Teachers can incorporate authentic materials from pop culture, teachers can expose students to a wider range of linguistic variations and promote more natural language production and comprehension skills.

Future Researcher. The researcher hopes that this research can be useful for future researchers as a reference that popular culture which is always developing in society can be included in education. This research can be a citation and advice for the future researcher of similar research.

Organization of the Research

This research was written in five chapters. The first part contained the background of the research, problem statement, problem limitation, research questions, and research objectives. At the end of chapter one, it included the significance of the study.

Chapter two contained an explanation of popular culture and the impact of learning to use it in more detail. The first thing discussed in this chapter was the definition of popular culture and the history of popular culture. The next section in this chapter discussed various kinds of popular culture, popular culture used for

learning, and the results of learning using popular culture. A review of previous

research was included at the end of this chapter.

Chapter three contained the research methods used. In this chapter, the

methods used by researchers to carry out the research were explained. This section

discussed the research methods used, the instruments employed, the location of

the research, data collection methods, and, finally, how the data were analyzed.

Chapter four explained the discussion and findings from the research

results. This chapter contained data analysis from research that had been carried

out.

Chapter five was the final chapter, containing conclusions and

recommendations. Students, teachers, and researchers gained knowledge about the

research based on the findings and recommendations provided by the researchers.