

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Media can help the students in comprehending the material that will be delivered by teacher. And beside that, the students will be also interested in learning English so far. Not only the students can be helped, but also the teacher. By using media, the teacher should not be tired to make the students understand about the material. Media according to Romiszowski in Kasihani book are any extensions of man which allows him to affect other people who are not in face with him. Thus communication media include letters, television, film, radio, printed matter and telephone. Further, Heinich and Rusello in Kasihani's book say that media are any means of communication which carry the information between the source and the receiver. The media are called instructional media if they are used to convey the messages in educational environment.

In other word, media could be defined as the carrier of the message from the teacher to the students. On learning activity media can help the teacher in conveying the teaching material so the students will clearly understand about the topic. The importance of learning English is combined with a media. Media is very useful in learning and teaching process. The media make teacher easy to transfer knowledge to the students. The students will be spirit when they study

with the media. Teacher should choose the right media that match with the material. Also the media should be interested and unique.

Learning media is very helpful in the process of delivering the material presented by the teacher. Talking about media, the writer tries to use song as media in teaching English and learning English. The writer believes that everyone really loves song. Song can make someone relax when they are listening. Song is a good tool to help English learning and teaching process. Song can motivate the students in following English teaching and learning.

Song is an important part of English teaching and learning because it makes the students more sensitive toward sounds, and learning a various of meaningful sounds. Learning English through song can counterpoise between right-brain and left-brain. It means that song can counterpoise between intellectual aspect and emotional aspect.

Almost all the people in this world love the music. Especially for children, they spend most their time to playing or listening to music everyday. Music also can influence someone's feeling to be happy or sad. When someone feels happy, listening to the music, it can make his life more colorfull, and when someone feel sad, it can help him to be calmer. Most people prefer to hear song text than to the hear instrument played. We know that every song has a text. The purpose of the text itself is to make the hearer became easier to get the message or to know what the songs are talking about.

In recent day, which is notably influenced by pop culture and music in general, it is very natural to incline to use songs not only as a way of

entertainment and relaxation, but also as a way of learning a foreign language. Due to most popular songs being in English, it is especially convenient for the learners of this particular language.

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning as second language.

Songs can be a very helpful tool to accelerate and create a consistent learning; there are studies which prove that the learning and the grades of the students improve using music in the classroom. There is no a specific methodology to learn English through the songs, but it is possible to combine the modern methodologies and the songs with a good teacher who knows how to give the material by using songs.

A lot of people learn English at school, where English is a common subject. Many English teacher have long recognize that song and music work well in languages classes. One of the big problems that they face is whether teaching English to children or adults, is maintaining learners' interest throughout the lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most

motivating resources in the classroom, regardless of the age or background of the learner.

Songs are a great source of 'real-life' language and you can use music to practice lots of different language skills. Most of all, songs are a fun way to learn English. By listening to the songs and invent an action for each line or verse, that action can increase memory, concentration and understanding. The example is the teacher can ask to the students to listen to a song and invent an action for each line. Then ask them to show or to teach the dance to you. So, that actions can help the students to understand and remember new words through that song.

Based on preliminary data in SD 1 Muhammadiyah Binjai that teacher used English Song as a Media in teaching English in school. The teacher used English Song to teach some chapters in school. Based on first observation the teacher used "Everything at once" by Lenka to teach adjective to elementary students. First the teacher played the song that is consisted so many adjectives so the teacher asked the students to show which one is adjective in the song after that they discussed it and make a conclusion about it while the the good steps to teach English through songs are get attention of the class, listen and read the song, teach the songs and give the reward to the students so the teacher did not follow the last step but overall the teacher follows the steps but not the last one. The second observation the teacher uses the "How's the weather?" to teach students' listening skill by fill in the blank. So the teacher did not use all steps or the suitable songs as the same topic in the class because the songs did not really include all the topic but overall the teacher uses the good steps to use English Songs to teach English.

So based on the preliminary data, the researcher wants analyze how is the teacher teach English using songs and the reasercher will analyze the steps of the teacher teach Englishn using songs and interview the teacher why she did the way she did so we can know her reason.

In fact, songs have been part of the human experience for as long as we can remember. Songs have become an integral part of our language experience, and it used in cooperation with a language lesson they can be of great value (Schoepp, 2001). According to Schoepp, three patterns emerge from the literature as to why teachers and researchers find using songs valuable. These are affective, cognitive, and linguistic reasons.

- 1) As for affective reasons, Schoepp argues that the practical application of Krashen's affective filter hypothesis is that teachers must provide a positive atmosphere conducive to language learning. Songs are one method for achieving a weak affective filter and promoting language learning.
- 2) As for cognitive reasons, songs present opportunities for developing automaticity which is the main cognitive reason for using songs in the language classroom.
- 3) As for linguistic reasons, we may say that songs offer a good variety of language samples and prepare the students for genuine language they will face.

In a similar vein, Sharpe (2001) also argues that singing is a vital part of the life of a young child, inside and outside the school, and incorporating the foreign language into this fundamental activity is another way of normalizing it. Young leaners readily imitate sounds, and will usually have learnt to associate

singing and playing with rhythms and rhymes with pleasure from an early age. Through singing traditional songs, made-up songs, catches and rounds, and other age-appropriate material, pupils gradually internalize the structures and patterns of the foreign language as well as the specific language items which the teacher may wish them to learn. Repetition of language, for example in returning choruses or 'cumulative' songs, is experienced as positively pleasurable rather than negatively boring.

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992).

So, based on the background of the study elaborated above, the purpose of this study is to find out how song is used in learning English.

1.2 The Problems of the Study

From the background of the study, the problems are formulated as :

1. How do the teacher uses song in teaching English to Elementary Students of fifth grade at SD 1 Muhammadiyah Binjai ?
2. Why do she do it the way she do ?

1.3 The Objectives of the Study

This study has objectives to answer the problem of the study above. The objectives of the study are :

1. To find the way teacher uses songs in teaching English.
2. To discover the reasons of she do it the way she do.

1.4 The Scope of the Study

This study is only limited on how the teacher uses English Songs in teaching English to students and the writer only analyze the reasons teacher uses songs in teaching English.

1.5 The Significance of the Study

The findings of this study will be expected to provide information which may have theoretical and practical contributions, as follows:

1. Theoretical Significance

It is expected to enrich the learning of the use of English Song in learning English.

2. Practical Significance

a) For English teacher, the result of study may be applied by teacher in teaching English using songs.

b) For the Students, the result of study hopefully will be useful for students in their learning English through songs.

c) For other researchers, the result of this study can be reference or other researchers who want to enlarge their understanding about use of English song in learning English.