

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Research**

English is a universal language used by most people in various parts of the world. English can provide great opportunities and potential for the nation's children to compete in the international world, including in education. Through education, English can be one of the achievements of one's career success in the future. Therefore, speaking English can also be used as an investment. The government has introduced English from an early age starting from elementary school to college, especially in Indonesia (Maduwu, 2016). Even though not all educational institutions in Indonesia, especially the elementary school level, include English as one of the compulsory subjects that must be studied and mastered.

The existence of English as local content or subject at the basic education level is adjusted to the needs at the unit level of the elementary school education level. So that each school at the school education level can choose whether to include English subjects or other subjects. Although the level has decreased to become an additional subject, English subjects play a significant role in preparing students early to socialize in the current global era (Maili, 2018). Meanwhile, the teaching of English at the elementary school level has not yet been introduced, which is experienced by students in the village of Parit Baru. Children at an early age have no experience in English. The children in the village of Parit Baru, especially elementary school students, have not realized learning English is a school lesson. Of course, this is one of the inhibiting factors related to human communication competence in the current era of globalization. The problems experienced by the students of Parit Baru village are one aspect of education that needs to be considered. At least the provision of English language learning at the elementary school level can be one of the guidelines to prepare them when they continue to higher education levels.

The addition of learning English in primary schools is essential, especially in the village of Parit Baru. This is because of the limitations experienced by students in several public elementary schools related to introducing some simple vocabulary in English that they have never learned before. The simple vocabulary taught is adapted and related to everyday life so that it is easy to understand. The teaching method that will be used is the things that need to be considered. Elementary school students have their uniqueness and characteristics that slightly affect the learning atmosphere in the classroom and the teacher's selection of learning strategies. The choice of a fun strategy will affect the final result of the material that has been given. Elementary school students have their uniqueness and characteristics that slightly affect the learning atmosphere in the classroom and the teacher's selection of learning strategies.

The non-formal learning program is an English village program held in Parit Baru Village, Kubu Raya, West Kalimantan, Indonesia. The establishment of cooperation between the government of Parit Baru Village with IKIP PGRI Pontianak to make the English village program a success so that it can run smoothly. Thus, this program is expected to sustain English learning activities effectively, especially to attract students' interest and motivation in developing good English language skills. One of the efforts to overcome this problem is having a tutor who can guide the learning process in an effective and fun way using local songs that have been prepared. Therefore, researchers in the study assume that using songs as a learning medium can help identify some new vocabulary more easily.

The implementation of local songs as one of the strategies in learning English for students in the English village is the main focus of this study which contributes to improving quality of educationn Indonesia, especially in the context of non-formal education. Local songs come from a particular area and become popular because the people sing them of that area and others. Implementing local songs as a medium for learning English is rarely found. Even though many moral values are expected to be instilled in English learning

contained in the song's lyrics (Parmini, 2020). Furthermore, non-formal education is essential in supporting the implementation of excellent, practical, formal learning activities. For this program to run well, IKIP PGRI collaborates with parties to organize the non-formal learning program.

Based on previous studies that have been carried out related to the use of songs as a medium of learning English in Parit Baru village in this study, research that has been carried out by Ratminingsih (2016) revealed that using song media is one of the ideal strategies for language learning because there are repetitions of vocabulary and rhythmic language structures that can increase students' interest in learning. It is hoped that when participating in the learning process, children do not feel bored and challenged to master vocabulary (Miranti et al., 2015). In addition, the song also provides students with exciting activities in exploring their understanding of the English language (Hadi, 2019). Also, songs can increase learning and grammatical variations with auditory skills and rhythmic patterns that stimulate brain activity and encourage imagination (Siregar, 2018). The application of local songs in learning English is expected to be the suitable learning media and be able to name the moral values in the song's lyrics (Parmini, 2020).

Based on the previous research described above, using songs as one of the strategies used in learning English can provide a pleasant learning atmosphere so that it does not make you bored. In addition, it is one of the effective ways to teach and improve skills in new vocabulary because of repetition in the lyrics of the song. Meanwhile, the implementation of local song translation as a learning strategy is rarely used. Thus, the researcher hopes that the implementation of local song translation with a genre-based approach to teaching methods in student learning activities is explicitly expected so that students can learn English skills independently and can be an alternative that can facilitate English learning.

Related to the explanation of the problems faced by students in learning English, the researcher is interested in taking the title "Using Local Translated Songs to Teach English Village Students in Parit Baru". Therefore, through

this research, researchers can find out How is implementation of a local song in teaching English to the students of English Village of Parit Baru and How is the class atmosphere after using the song's local translation to teach the English village of Parit Baru.

### **B. Research Problems**

Based on the background of the research above, the researcher determines the problem as follows:

1. How is implementation of a local song in teaching English to the students of English Village of Parit Baru?
2. How is the class atmosphere after using the song's local translation to teach the English village of Parit Baru?

### **C. Research Purposes**

Based on the research problem above, the researcher can conclude that the research aims to find out are:

1. To find out how is implementation of a local song in teaching English to the students of English Village of Parit Baru
2. To Find out how is the class atmosphere after using the song's local translation to teach the English village of Parit Baru

### **D. Scope of the Research**

#### 1. Variable Research

Variable research is an object with variations that will be used to find conclusions and be studied related to each other. Variables research as everything in any form set by the researcher to be studied so that information is obtained, then conclusions are drawn (Sugiyono, 2013). For example, researchers used only a single variable based on the title used in the study.

#### 2. Research Terminology

The researcher provided research on several terms to describe clearly in the study to avoid misinterpretation. The following are the terms contained in the title, namely:

##### a. Local Songs

A local song is a song or music that comes from a certain area and becomes popular because it is sung well by the people of that area and others. Not only that, but this local song can also tell the atmosphere of living in the area and contains moral values . The local song used in this study is "Aek Kapus" This song comes from West Kalimantan, Indonesia.

b. Teaching English

Teaching English is learning that uses English as the primary means to develop and improve students' abilities in several skills such as speaking, writing, listening, and reading.

c. English Village

English Village is a non-formal education program as a centre for English learning activities in the context of good management. The English village in this research will be implemented in Parit Baru, Kubu Raya, West Kalimantan, Indonesia.

d. Genre Based Approach

The genre-based approach is defined as a text-based approach. The text is also seen from communicative competence by using the mastery of various kinds of text in a special sense that uses a certain way to refer to a certain language sequence.

e. Communicative Competence

Communicative competence is used by sociolinguists to express a person's ability or competence with language and the ability to use it as well as an important basis of various kinds of social life

## **E. Significance of the Research**

1. Theoretical Significance

This research hopefully will get new knowledge for readers about “Using Translated Local Songs to Teaching Students of English Village of Parit Baru”.

2. Practical Significance

a. For the Students

The researcher hopes that this research can help and motivate students in learning English by using local translated songs.

b. For the Teacher

This research can be used as evaluation materials and alternative methods for teachers to support English learning activities.

c. For Other Researchers

The results of this study can be used as a reflection for future research, especially those in English learning using genre-based lessons.