

CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English is regarded as a foreign language in education starting from Junior High School until Universities. English is one of the subjects which plays pivotal role to be learned in the school. This is because the ability to be a fluent English speaker is becoming more demanding in recent years. Therefore, English has always been a prominent language in the world and being used by people in the world to communicate, express, and also express ideas and innovations. Having the ability to speak English also helps people especially in Indonesia to study and work with a better income (Paskalia, 2019; Widy, 2011). If someone has good proficiency of English, they will be able to interact effectively with the global community and build wider relations with others countries.

In education, students from elementary school until university must learn English (Maduwu, 2016). Education is learned not just at school but also in the community, family, and society. Education is divided into three forms under statute no. 20 of 2003 on national education: formal, informal, and non-formal education. Formal education is a systematic, gradual education that includes elementary, secondary, and university education. Informal education is education obtained through the family and the community. Non-formal education, on the other hand, is structured and established outside of school or official education. English courses and acting lessons are two instances of non-formal admissions (Faujiah, 2017).

Teaching English as a foreign language in Indonesian language education, determine whether they are formal or informal. The purpose is to understand the languages that students need to know, but how to use the languages, when and where to use those phrases (English), to whom. Also need to be known. Students must have communicative competence. Communicative competence is the students' ability to make communication

with a language as a social reality. Communicative competence includes the ability to understand parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed (Richards, 2006: 3). The problem to understand English language, the student just knows the theories but does not know how to practice. Likewise, in the village of Air Putih, English language skills are also still relatively low because learning English is only accepted at the junior high and high school levels, and there are no facilities for learning English. However, English is not spoken as a daily language of the Indonesian people and it causes a low ability to use the English language (Fitriana, 2012).

Innovations in learning are needed in the teaching and learning process of English. In order to achieve the need for English, researchers from IKIP-PGRI Pontianak collaborated with the managers and residents of Air Putih Village to organize Air Putih English Village. To make this Air Putih English Village a success, researcher used translated local song to teaching students of English Village. Some teachers had tried to contextualize of how song implemented in the teaching English. Songs are used as a teaching media due to several reasons. First of all, students like songs and love learning to sing. Second, songs could help students imitate and memorize words (Almutairi & Shukri, 2016). Moreover, songs serve a number of methodological purposes such as teaching listening, speaking, writing, and vocabulary as well as practicing the rhythms, stress, and intonation patterns of the language (Orlova, 2003). The use of translated local songs in teaching and learning English can increase students, interest in learning, especially in developing students' vocabulary (Husein, 2019; Maulina et al., 2020).

Indonesia, the largest archipelago in the world, consists of five main island and around 30 smaller archipelagoes. Each of the regions has their own local song, which also known as folk song. Local song is generally created in a common manner, has continued from the time of its production right down to the present day, and it is popular and frequently played in its

region. Since majority of students are familiar with their own traditional song; hence, it is one of the best choices to be integrated the local song into teaching English for young learners. Shin (2014) asserted that the benefits of incorporating local songs in TEYL are: they provide authentic and meaningful context, introduce children to target culture, create enjoyable classroom atmosphere, provide opportunities to practice the language orally, aid in retention and comprehension, as well as enhance literacy instruction. By referring to the aforementioned facts about the advantages of local songs; thus, the researcher is interested to find out about using translated local song to teach English. Meanwhile, the local songs used by the teachers will be translated professionally by giving a care on their authenticity.

Majority of the previous studies have used in the formal educational context. Meanwhile, limited studies have been conducted in the non-formal educational context. Accordingly, this study will use translated local song for teaching materials for the English village program in the Air Putih. In addition to this, the investigation of using songs to teach English were being studied worldwide. However, the study on incorporating local songs to teaching and learning process is still underexplored. As a result, the assessment on this research would want to reveal and emphasize how to apply translated local song to teach English to English Village students.

B. Research Problems

Related to the previous explanations above, the research problem of this research was formulated into question as follow:

1. How to apply translated local song to teaching English to the students of English Village at Air Putih?
2. How is the classroom situation after using translated local song to teaching of english village of Air Putih?

C. Research Purposes

In relation to the research problem already stated the purpose of this

research is:

1. This study aims to find out how to apply translated local song to Teaching English village of Air Putih.
2. This study aims to find out how is the classroom situation after using translated local songs to Teaching English Village at Air Putih.

D. Scope of Research

1. Research Variable

A variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied (Creswell, 2012: 112). In this research, there is only a single variable. The single variable in this study focuses on using genre-based approach through translated “local song” to teaching students of English village of Air Putih.

2. Research Terminology

Research terminology from this English teaching is learning English language skills using a method or approach.

a. Local Song

Local songs are a collection of songs or music, which grow and develop as a whole in an area, local songs have different characteristics from one area to another. The difference or characteristic lies in the swaying of the tone and its very popular status so that it can be sung and easily memorized by the people in the area.

b. English Village Program

This English village program is a collaborative between the Air Putih Village government and IKIP-PGRI Pontianak to realize non-formal education that can introduce English at an early age using materials that are built according to the needs of the village community rather than depending on the national curriculum which way not be adaptive for the community

village. English village will be held in Air Putih village, Kubu Raya. This program is carried out for a period of 2 weeks for four meetings. This English village is run by a group of 5 people from students majoring in English Education at IKIP PGRI Pontianak

E. Research Significant

The implementation of this research is expected to bring benefits that can be seen from a theoretical and practical perspective.

1. Theoretical Benefits

From a theoretical perspective, this research is expected to add references and study materials to determine the implementation of the English Village.

2. Practical Benefits

This study is intended to make a significant addition to the field of English teaching and learning, particularly for:

a. For IKIP-PGRI Pontianak

Especially for the Department of English Education, this research can be used as a reference to develop programs that suit the needs of students, including new teaching programs.

b. Teachers

This study might provide a new method for teachers to undertake learning activities, particularly in teaching English.

c. Students

The researcher expects that this research gave positive contribution to the students in learning English by used translating local song.

d. Further Researcher

This study may be used as a starting point for further research into English learning methods, particularly the genre-based approach for teaching English.

e. For Researcher

To increase knowledge as input and reference in further research, especially in implementing English Village Program.