

CHAPTER 1

INTRODUCTION

A. Research Background

The curriculum in Indonesia has changed and is fundamentally changing, helpful in improving the quality of education in a better direction.

The curriculum also cannot be separated from the subjects taught at every level education system, one of which is English subjects in elementary schools. Based on the Indonesian 2013 Curriculum (K13), the primary school no longer teaches English because English is not compulsory but a choice and pressing concern in the junior and senior high faculty stage. From this situation, schools that still use KTSP and already use the 2013 curriculum still include English subjects as local content. However, not a few elementary schools are currently eliminating English subjects because they are no longer included in the compulsory curriculum. So, several schools in Indonesia, not only elementary schools in urban areas but even elementary schools in rural areas, eliminate English. Language education.

One of the villages that eliminate English lessons is the Simpang Kasturi village. There are no English classes in elementary schools at Simpang Kasturi Village. To facilitate this need, the government of Simpang Kasturi Village, Landak, collaborated with IKIP-PGRI Pontianak and held the English Village of Simpang Kasturi. Introducing English Villages is a solution that prepares students to build their knowledge. This research explores the practices and the implementation of the English Village program as a nonformal education program that allows an early introduction to English to develop materials rather than depend on the National Curriculum, which may not be adaptive. However, in the implementation of English village, learning media is needed that makes the learning process exciting and fun if there is a relaxed atmosphere, no pressure, feel safe, can increase interest in learning, students are fully

involved, and have an exciting understanding. The environment, full of enthusiasm, creates a feeling of pleasure and high concentration. In the success of English Village as a fun English learning tool, researchers use the traditional song. The song is one teaching medium that can teach any material. It is used to create more relaxation in learning a foreign language. It also can be used to teach vocabulary because, in the lyrics of a song, several kinds of speech, grammar, listening, etc., are essential tools in teaching and learning for students in the classroom. The song is instrumental for students to make them more interested and stimulate their brains.

Songs have been used in teach English. A few studies have utilized a song as media in teaching English involved two classes of students of agriculture in UMTS. (Syamsiyah Depalina Siregar, 2018). The second journal, "The Use of Song in Teaching English for Junior High School Student," was written by Muhamad Sofian Hadi (2019). The third journal, "The Integration of Traditional Balinese Children's Song Lyrics in Indonesian Learning to Instill Moral Education of Elementary School Students in Ubud," was written by Parmini (2020). The fourth journal entitled "Penggunaan Media Lagu Anak-Anak Dalam Mengembangkan Kemampuan Kosakata Bahasa Inggris Siswa di Paud" was written by Miranti *et al* (2015). The Fifth Journal entitled "Efektivitas Media Audio Pembelajaran Bahasa Inggris Berbasis Lagu Kreasi Di Kelas Lima Sekolah Dasar" was written by Ratmingsih,N.M (2016).

The previous studies have shown that song has been used mainly to teach in formal education but less in non-formal education. Therefore this research wants to use translated traditional song of the English village as a non-formal education program. Researchers used the traditional song to include those they usually listen to. So the song is familiar to students. In addition, the social goals, textual structure, and linguistic features inherent in a traditional song can solve any problem. Therefore, students can find out the meaning of the traditional song. It is one media for solving a

problem in learning that helps the students to improve memory, concentration, and coordination. In addition, students become more sensitive to rhyme as a tool to interpret meaning (Brewster *et al.*, 2002).

B. Research Problem

Based on the research background above, the researcher determines that the research problem of this study is:

1. How is the implementation of a translated traditional song in teaching English to the students of the English Village of Simpang Kasturi?
2. What is the effect of using a translated traditional song in teaching English to the English Village of Simpang Kasturi students?

C. Research Purpose

Based on the research problem above, this research aimed to:

1. To find out how the implementation of a translated traditional song in teaching English to the students of the English Village of Simpang Kasturi
2. To Find out What is the effect of using a translated traditional song in teaching English to the English Village of Simpang Kasturi students

D. Scope of the research

1. Research Variable

A variable is all of the forms that have some characteristics that we want to measure in some way, and it is used to get results from the problem that we want to research (Fraenkel , Wallen, & Hyun, 2012). Variable is a concept and also the characteristic that is controlled and observed by the researcher. Based on the title, the researcher only used a single variable to explore: The implementation of a translated traditional song in teaching English to the students of the English Village of Simpang Kasturi.

2. Research Terminology

Teaching English is learning English language skills using a method or approach. In terms of the objectives or competencies to be achieved, this English subject emphasizes aspects of language skills, including receptive and productive and written language skills, so teaching English requires teachers' and students' cooperation to be appropriately realized.

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. Teaching English as a Foreign Language

Teaching English as a Foreign Language means considering how to build abilities in using English in a context-appropriate and acceptable manner based on the context and circumstances of students' everyday lives. (Wijaya, 2015). Teaching English as a Foreign Language also includes developing English language skills through a method or approach.

b. Traditional Song

A traditional song is a song or music that comes from a particular area and becomes popular because it is sung well by the people of that area. For example, the traditional song used in the study is *Ucapatn syukur*.

c. English Village

English Village is a non-formal education program as a center for English learning activities in good management. The English village in this research was implemented in Sim pang Kasturi, Landak, West Kalimantan, Indonesia.

d. Genre Based Approach

The Genre Based Approach is a method that English teachers should use to teach four abilities in English: listening, speaking, reading, and writing, through the use of genres or texts (Tachia & Loeneto, 2018).

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, a translated traditional song can enrich the literature that is still limited to non-formal education.

2. Practical Benefits

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

- a. Teachers

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

- b. Students

The researcher expects this research to positively contribute to the students learning of English by translated traditional song because traditional song has a simple and easy-to-understand language structure, so it can help develop students' daily life because the traditional song is authentic and relevant to us.

- c. Further Researcher

This study may be a starting point for further research into English learning methods, particularly the translated traditional songs.