

Chapter One

Introduction

In this chapter, the researcher discusses the background of this research. The researcher also explains the statement of the problem, limitation of the problem, formulation of the study, purposes of the study and also gives detail description of the significance of the study.

Background of the Study

In English education, there are many ways in teaching and learning. Every lecturer at EED UMY had different teaching methods based on their subjects in teaching at EED UMY. According to Gloria (2013) variety of instructional materials should be visible in each classroom so that learning will be full of fun and interesting. Teachers have both traditional and innovative method of learning. In traditional method, according to Rengarajan (2000) the teacher is the sender and the source. The educational material is the information or message, and the student is the receiver of the information. While the innovative method is the role of student is more important than teachers. The concepts of paper less and pen less classroom are emerging as an alternative to the old teaching learning method (Sachou, 2010).

In traditional style, the teacher usually used teacher's centered learning. In this method the teacher's role is a central and active, furthermore, it's a teacher-dominated interaction. In line with the researcher's experience, the teacher usually used this method, for instance, teacher mentions a word in local language and then ask students to find its meaning in English. Learning with traditional method is

monotonous. The teacher should use various strategies in teaching. One of strategies that can be used by teacher is using several media to support the teaching and learning process.

Media is used to support the teacher to make student enjoy the class and relax with the material that will be delivered. Rengarajan (2000) also stated that the teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

There are many media that can be used in teaching, for example, use the picture, audio, video, etc. Using audio in the teaching is the good choice for the students' interested, especially, using song and music in teaching and learning. Furthermore, according to Harmer (2001) music is powerful stimulus for students' engagement. Precisely, it is because music speaks directly to listeners' emotions while still allowing them to use their brains to analyze the music and its effect. Music and song are included in teaching media. The use of music and song in the classroom can stimulate very positive associations to someone who study language. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning. Based on the researcher's experience, the media

that is used commonly in teaching and learning is using songs. Song is believed to be able to help students to learn foreign language.

In learning language, there are several majors of learning. The students must be mastering the four skills of reading, writing, listening, and speaking, the students also have to master other competencies, and they are pronunciation, grammar and vocabulary. Song also can be used in various learning activities, for example to introduce new language, practice the language, fix the language, as a transition between one to another activities and also to give more energy for the students.

Based on the researchers' experience in learning, the use of songs are able to improve the researcher' knowledge in learning English. In fact, just a few of lecturers at EED UMY apply songs in language teaching and learning in the classroom of EED UMY in order to achieve the learning objective. Because, the lecturer had their own teaching strategies based on their subject. Also, when the researcher studying in EED UMY, the researcher has learnt through various method that the lecturer usually used, however, in fact, there are many students at EED UMY who love and listen to music at most of their time on their mobile phones and MP3 players. Based on the researcher's experience, almost every day the researcher listened to English song. While listening, usually the researcher would look up the lyrics of the favorite songs in a dictionary. This listening to the researchers' favorite songs made the researcher never forget the words in song lyrics, even though the researcher has hardly ever used some of them. Therefore, the researcher is interested in researching the use of song lyrics in learning English at English Education Department of UMY.

Statement of the Problem

As explained in the background, the researcher was interested in knowing the students' perception towards the use of song lyrics in English Education Department of UMY; there are some advantages and the challenges towards the use of song lyrics in learning English at English Education Department of UMY. The use of song lyrics in learning English was rarely used as a method of teaching and learning English in the classroom. Based on the advantages and the challenges of songs, the researcher is interested at finding the students' perception towards the use of song lyrics in learning English.

Limitation of the Problem

The researcher believed that students of EED UMY have various perceptions towards the use of song lyrics in learning English. The use of song lyrics is actually can be beneficial in several aspects; the students can improve their speaking, listening, pronunciation, and etc. There are also the challenges of using song lyrics in learning process. In short, the researcher wants to investigate the students' perception towards the use of song lyrics in learning English.

From those points of view above about the advantages and the challenges of using song lyrics in learning English, the researcher will only explore the advantages, and the challenges of using song lyrics in learning English.

Formulation of the Problem

Based on the background above, the researcher formulates two research questions as follow:

1. What are the advantages towards the use of song lyrics in learning English at EED UMY?
2. What are the challenges towards the use of song lyrics in learning English at EED UMY?

Purpose of the Study

Based on the research questions, this research is purposed as follow:

1. To find out the advantages towards the use of song lyrics in learning English at EED UMY
2. To find out the challenges towards the use of song lyrics in learning English at EED UMY.

Significance of the Study

This research will give several advantages. They are supposed for the students, the lecturer and the other researcher.

The students. After knowing the Students' perception towards the use of song lyrics in learning English, the students may find many different perceptions so that the students can apply it in learning. Students who face several challenges may use this research as reference so that they can find any elucidation.

The lecturer. The result of this research will give effect for the lecturer to know the students' perception of using song lyrics when they learn in the classroom.

Hence, this research it may encourage lecturer to implement song lyrics in teaching and learning process.

Other researcher. The result of this study might be used for other researchers who are interested to conduct the same area of this study. The findings of this study can be used as a reference to conduct further different research design or methodology. Also it becomes base for other researchers to conduct experiment in same area of study related to the song lyrics.