

CHAPTER I

INTRODUCTION

A. Research Background

English is a foreign language 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). If someone has strong English skills, they be able to interact effectively with the global community and build wider relations with others countries. People must definitely keep up with the changes of the times that are increasingly accompanied by globalization by improving their proficiency in foreign languages, especially international languages, ie "English" (Maulina et al., 2020). English is an international language that must be used fluently to be able to communicate with other countries smoothly. This statement implies that English has become the language utilized by various nations to speak with other nations (Fitriana, 2012). 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 (here English) with a language as a social reality. Where communicative competence includes the ability to understand parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed (Richards, 2006: 3).

The use of foreign languages, especially English, would be better if introduced early (early school age) (Putranti et al., 2019). In fact, there are still students who do not feel safe and comfortable when learning English. The problem is in understanding English the student just knows the theories but low with have the 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 and senior high school levels, and plus 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 facilitate this need, the Air Putih Village government, Kubu Raya in collaboration with IKIP-PGRI Pontianak held The English Village Program is a non-formal education program that aims to introduce English from an early age. To make this Air Putih English Village a success, researchers used traditional song translation to teaching students of English Village. Moreover Songs are used as a teaching technique have a number of reasons. The use of translated traditional songs in teaching and learning English can increase students' interest in learning, especially in developing students' vocabulary (Husein, 2019; Maulina et al., 2020). Using songs to teach English to young learners can make the classroom activity be alive. Then, it makes the young learners can be more interested and active. They will be enjoyable and helps them to memorize new words easily (Fransischa & Syafei, 2016). This findings is in line with previous research by (Pratiwi, 2018) learning through song will make the atmosphere in the classroom more comfortable to learn English and easily understandable.

Through using songs did it affect their motivation when learning and using the English language and when using songs did it raise their cultural awareness of the target language. When songs were used within the classroom for teaching purposes the participant's attitude was highly positive. Their anxiety levels were down and the participants felt confident when producing the language (Yüksel, 2016). Moreover, Songs can be implemented when a teacher wants to teach vocabulary, grammar, pronunciation, or kind of text. English teachers use the English songs in teaching English pronunciation to EFL learners. English songs should also solve the students' problem in learning pronunciation (Ridhayatullah et al., 2020).

Looking at the results of the previous study, it seems that nobody has applied it to the context of Kampung English wherever the students do not solely come back from the fundamental education level however additionally from the educational activity level. Therefore, this study needed to search out out how to apply translated traditional songs to teaching students of English Village of Air Putih.

B. Research Questions

Based on the background of this study, the following research questions formulated that going to analyze are as following:

1. How to apply translated traditional songs to teaching students of English Village of Air Putih?
2. What is the classroom situation after using translated traditional songs to Teaching 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 traditional songs to Teaching English Village of Air Putih.
2. This study aims to find out what is the classroom situation after using translated traditional songs to Teaching English Village of Air Putih.

D. Scope of the Research

1. Research Variable

A research variable is anything that will be the object of research observation. Sugiyono (2018: 63) states that "research variables are attributes or traits or values of people, objects or activities that have certain variations set by researchers to be studied and then drawn conclusions' in addition, a variable is central to research because the title of research is made up of it, and it is also the fokus of this study (Oyebanji, 2017) In this

research, there is only a single variable. The single variable in this study focuses on the Using Translated “Traditional Songs” to Teaching Students of English Village of Air Putih Village”.

2. Research Terminology

a. Traditional Song

Researchers used traditional songs in the surrounding area that were familiar to students' ears and changed them into English.

b. English Village Program

This English Village Program is a collaborative program 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 may not be adaptive for the community village.

E. Significance of Study

The significance of this study can be viewed from both theoretical and practical aspects, as described below:

1. Theoretically

Theoretically, this research is expected to add references and study materials to determine the implementation of the English Village.

2. Practically

a. For IKIP PGRI Pontianak

Especially for English Education Department as an educational institution that educated English teacher to be, this research can be used as a reference to plan and to develop the programs that suitable with the society needs, including teaching students of English Village.

b. For village

The researcher contributes to improving students' English skills in Desa Air Putih through the English Village program.

c. For students

Improve students' English skills by using translated traditional song and can be used as an evaluation reference for students who will take part in English Village next year.

d. For researcher

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