

CHAPTER I

INTRODUCTION

This chapter explains the overview of the study. It delivers an introduction to the study conducted. It includes the rationale, research questions, research objectives, scope of the research, and weight and relevance.

1.1 Rationale

The mastery of English encompasses various skills, including listening, speaking, reading and writing. Effendi (2017), cited in Rosidah, Ardila, I., and Muhammad Jaidie (2023), emphasized the significance of speaking skills in learning English, it is crucial for students as it impacts their educational achievements and plays a vital role in their everyday lives. Communication becomes challenging when individuals lack proficiency in speaking.

The development of skills will greatly facilitate communication, ensuring that it is not a challenging endeavor. As noted by Faridloh and Lailatul (2022) in the research cited by Rosidah et al. (2023), there is a strong desire among individuals to enhance their speaking abilities. It is crucial for students to actively engage in language production and interaction in various everyday communication scenarios. This necessitates a comprehensive understanding of vocabulary, phrases, and grammar, as teachers firmly believe that students must continuously strive to enhance and proficiently utilize their speaking skills.

In order to enhance their speaking skills, students must actively engage in the process of teaching and learning. As stated by Gill and Kusum (2017) and cited in Rosidah et al (2023), the importance of English in today's world has led to a growing popularity in the context of teaching and learning the language. Various approaches, strategies, methods, and techniques have been developed and implemented to assist students in achieving proficiency in English. The field of English language teaching

and learning is evolving rapidly, with numerous approaches, strategies, methods, and techniques being created and employed. Among these four elements of learning (approaches, strategies, methods, techniques), learning methods appear to offer the greatest diversity in teaching and learning activities. Therefore, teachers have the opportunity to utilize different learning methods to enhance student performance.

One technique to get people's attention is to sing while learning a language. Singing has long been recognized as an efficient method of memory and language acquisition, particularly in early childhood schooling. It gives an amazing learning experience that engages all of the senses and increases knowledge retention. Furthermore, singing can provide a good learning atmosphere and alleviate students' worries and barriers to developing speaking abilities (Lume, Anggraeni, S. W. P., & Laili, U., 2023).

Additionally, the sample of this study is students in class 1 SDN 2 Padamulya. Which is, they're young learners. As a result, the teaching of young learners is different from adult education. The range of age for young learners is 3-11 years (Piccolo, 2010) as cited in Mulyadi, A.(2021). As young learners, the method of singing can make the early learning of English more enjoyable. This approach can provide a new dimension to the learning of English, through singing, students can communicate all of their ideas and emotions. Songs also have the potential to enhance memory, because through an interesting and enjoyable experience, the mind will have an easier time remembering things. Amalia, Dian Rizky, Anggraeni, Vina, & Rodgers, Adrian. (2022)

Some previous studies support this research. The first previous study was conducted by Rosidah, Ardila, I., and Jaidi, M., (2023) with the Title “The Use of Singing Method to Increase Students Speaking Skill in Using Pronoun at Language Club STAI Rakha Amuntai”. This investigation aims to describe the effectiveness of singing methods in improving students' speaking skills when using pronouns. The data collection method in this research was Classroom action research (CAR). The instruments of the study were comprised of lesson plans, observation, and pre

and post-tests. The results indicate that singing is beneficial to both students in terms of their speaking skills and speaking desire. The similarity in this research is the method of teaching and learning that involves method and speaking skills. The differences are the research's methodology and the use of tests and questionnaires.

The second study by Prayudha J.S., and Malik, A.A. (2021) with the title “The Implementation of Singing Method to Increase Student Interests in Learning at TK Negeri Pembina Lebong”. The study aims to find out the introduction of singing methods during learning to create enthusiasm for learning and interest in learning among the students of TK Negeri Pembina Lebong. This type of research is qualitative research with a descriptive approach. Data was obtained through observation and interviews with the teaching staff. The obtained results show that by using the singing method, students can feel more enthusiasm for learning and increase their self-confidence. The similarity of this study is the method used in this teaching-learning named the singing method. The differences in this research are the site and participants used in this research, where the researcher conducted research at an elementary school and the research methods used are quantitative methods.

The third study by Hidayah, F., Nasi'ah, T.Z., and Novianti (2022) with the title “*Use of Singing Methods to Improve Vocabulary Mastery in Children Aged 5-6 Years*”. This research aims to enhance the ability to acquire vocabulary through a singing method that utilizes action research in the classroom. The execution of this investigation will follow several steps. That is, the process is as follows: 1) the compilation of actions intended to improve the expressive language abilities of early children, 2) the design of the project, which involves planning, 3) the implementation of the project, 4) the collection of data (observation) and 5) the analysis of the results to determine the benefits and drawbacks of the actions taken (reflection). The first cycle of the study showed that children had an enhanced vocabulary, their average rating was 6.5 for differentiating letters, words, and sentences in fewer categories, and a higher average score on the excellence criterion was achieved in the second cycle. The similarity of this research is the use singing

method as teaching-learning. The differences between this study are the research used quantitative methods and the site of this research at an elementary school.

Although there are some previous studies discussed singing method by Rosidah (2023), Prayudha (2021) and Hidayah (2022). However, the problem faced by students at SDN 2 Padamulya is many of them are students' low speaking skills, lack of interest in English, lack of confidence, and fear when learning English. So, it is necessary to provide fun methods that can increase their self-confidence, especially in speaking. According to Prayudha, et al (2021), the results of their research show that students can feel more enthusiasm for learning and increase their self-confidence using the singing method.

Based on three previous studies above, the researcher aims to find out the effect of Singing method in improving students' speaking skills. Therefore, to realize this goal, the writer conducted this study under the title "The Effect of Singing Method in Improving Students' Speaking Skills".

1.2 Research Questions

Based on the rationale, this research question is:

1. Does the singing method affect students' speaking skills?
2. What are students' attitudes on the use of the singing method?

1.3 Research Objectives

The research aims to achieve the following objectives:

1. To find out the effect of singing method on students' speaking skills.
2. To find out students' attitudes on the use of the singing method.

1.4 Scope of the Research

The research focuses on the effect of Singing method in improving speaking skills and students' attitudes toward the use of singing method. The sample of this experiment is students in SD Negeri 2 Padamulya.

1.5 Weight and Relevance

This research has benefits both theoretically and practically. Theoretical benefits are benefits that can be used in the long term as a learning theory and practical benefits are benefits that can be felt directly by the learning components.

1. Theoretical benefits

a. English Teacher

The result of this research is expected can help teachers find alternative ways to teach using the singing method and produce knowledge for their class to improve students' speaking skills.

b. English Students

This research can be employed to teach using singing and it may help them to remember and overcome their difficulties with speaking. It will facilitate a student's enjoyment of and relaxation in the process of learning English without having to feel stressed that they must remember the meaning of the vocabulary, comprehend the meaning in songs, and enjoy the practice of speaking skills.

c. Future Researcher

The anticipated outcome of this research is to provide future researchers with valuable insights and knowledge that can enhance their studies on similar teaching and learning cases. It is expected a reference point for conducting future research on the same topic, enabling future researchers to develop more comprehensive investigations.

2. Practical benefit

Apart from that, it is hoped that this research can increase knowledge about the use of the singing method in learning speaking skills, increase understanding of the meaning of English songs, increase vocabulary without being boring, and know that being able to communicate in English is fun. Can be used as reference material for English students to improve their English skills, especially for speaking skills.