

CHAPTER I

INTRODUCTION

This chapter explains general outlines of the research. It provides background of the research, research questions, purposes of the research, significance of the research, research methodology, clarification of terms and organization of the paper.

1.1 Background of the Research

Beliefs are one of the essential points of all fields in education and they deal with human behavior and learning (Fishbein & Ajzen, 1975; Ajzen, 1988 as cited in Doğruer *et al.*, 2010). Teachers' beliefs include some points such as beliefs about the nature of language, language learning and teaching, learners, teachers, and the power of the relationship between the teachers and the learners (Doğruer *et al.*, 2010). Thus, these beliefs are brought and used by them into the classroom during the teaching and learning process. Williams and Burden (1997 as cited in Doğruer *et al.*, 2010) mention that teachers are influenced by their beliefs which affect their teaching attitude, teaching styles, teaching methods and techniques, teaching behavior, and also learners' development. In teaching English as a foreign language, the teachers come into the classroom with their previous educational experiences, cultural backgrounds, and social interaction, which may have an effect on their beliefs about English teaching (Johnson, 1992; Richards & Lockhart, 1996; Smith, 1996 as cited in Liao, 2007).

In the teaching process, the teacher's beliefs may influence the teacher to choose and use proper media in the classroom to deliver the materials. The use of media in the classroom can assist the teacher in teaching and learning process since they support the teacher to attract attention of the learners, trigger prerequisites, present objectives, deliver new content, assist learning by giving examples and visual explanation, elicit student responses, provide feedback, improve retention and

transfer, and assess performance (Smaldino, Russell, Heinich, & Molenda, 2004 as cited in Chang *et al.*, 2010).

Furthermore, teaching English to young learners is considerably different from adults. For instance, the children will take and learn second or foreign language in unique and different ways which can make them fun (Pinter, 2006). There are several ways can be used in teaching English to young learners through the use of techniques, methods, and media of teaching a foreign language. The teaching media become an element which should be considered by the teachers because they play a role as a teaching tool that helps the teacher in the teaching practices to create fun, joyful, and pleased ambiances, which might be manipulated by the teacher's beliefs. Commonly, the media which are used in teaching English to young learners through pictures, stories, games, role plays, and songs.

Besides, most of the teachers use uninterested and rigid media in teaching English to young learners, for instance, in teaching vocabulary and grammar. According to personal experiences, the learners should master the grammar and the vocabulary by memorizing the pattern without the context. As a result, most of the learners feel bored and unhappy since they may be forced to memorize the vocabulary and they may confuse to use those vocabularies in a sentence. Meanwhile, the learning process of teaching English to young learners should be amusing, familiar, and attractive (Bouniol, 2012; Cakir, 1999 as cited in Ara, 2009). Hence, this research is worthy to identify the teacher's beliefs in using media; one of them is song which commonly is forgotten by most of the teachers, which influence the teaching practices in the classroom.

Regarding to this issue, a number of researches about teachers' beliefs and perception were conducted to assist the teachers in teaching and learning process effectively which involved their teaching styles, the kinds of thinking, decision making, and the actual practices in the classroom (Doğruer *et al.*, 2010; İnçeçay,

2011; Moon, 2000; Richards, 1998; Richards & Lockhart, 1996; Smith, 1996; Trappes-Lomax & McGrath, 1999 as cited in Lioa, 2007).

Additionally, there are some researches which show the effectiveness of songs in improving language skills, particularly listening skill, to young learners (Sevik, 2012; Li & Brand, 2009; Horn, 2007; Millington, 2011). Some researches show the findings about teachers' views about using songs in teaching young learners are they had difficulties to get, select, and access proper songs to use in their classroom (Sevik, 2011; Tse, 2015). In Indonesia, some researches show similar findings which mention the use of songs in enhancing language skills effectively can be used by the teachers to teach young learners (Yuliana, 2003; Wulandari & Apriani, 2014). Unfortunately, the research regarding teacher's beliefs in using songs which influence the teaching practices is rarely found, specifically in Indonesian context.

Thus, the research is needed to find out teacher's beliefs in using songs in teaching English to young learners. Therefore, this present research attempts to fill the gap by conducting research on teacher's beliefs about pedagogical value of using songs and how those beliefs manipulated the teaching practices in the young learners' classroom context.

1.2 Research Questions

According to aforementioned explanation, the following are questions to be addressed in this research.

1. What are the teacher's beliefs about the pedagogical value of using songs in teaching English to young learners in EFL contexts?
2. How do the teacher's beliefs influence the teaching practices in EFL classroom contexts?

1.3 Purposes of the Research

The purposes of the research are as follows:

1. To find out the beliefs of teachers toward songs in teaching English to young learners.
2. To find out the teacher's beliefs in using songs influence the teaching practices in EFL classroom context.

1.4 Significance of the Research

There are several instructional media which can be used in EFL context like digital technology media. Nevertheless, the media in young learners' context are still rarely found. This research is limited to provide some teachers' views about using songs in teaching English to young learners, especially in Indonesian context because the research concerning teacher's beliefs in using songs in teaching English to young learners is still infrequently found. Hence, this present research attempts to fill the gap which covers two main points. They are the teacher's beliefs about pedagogical value of using songs and the teacher's practices in using songs to young learners through songs which are influenced by those beliefs in EFL context.

The description of teacher's beliefs in using songs is able to explore the beliefs about pedagogical value of using songs in teaching language to young learners. In addition, it gives insight about instructional media which can be used to accommodate the students who are in the rural area because of the restrictiveness. In this research, songs might assist the teachers to teach English without using high technology media. For instance, the teachers ask the students to sing a song together by writing the lyrics on the whiteboard. Furthermore, the instructional media will see the various teaching practices that can be chosen in order to create the learning and teaching process efficiently. In a particular circumstance, appropriate songs are able to facilitate the students to enhance language skills and to comprehend the materials which are taught by the teachers. Because of the research of teachers' beliefs about values of using songs in teaching young learners is infrequently conducted in Indonesia, this research is expected to be motivation for others to enrich knowledge about the use of songs in teaching and learning English to young learners.

1.5 Research Methods

This research is a qualitative which the data are gathered from the participants who have experienced in the process (Strauss & Corbin, 1998 as cited in Fraenkel, *et al.*, 2012). According to Creswell (2004), the data which are collected based on words from the participants and are analyzed descriptively. Thus, to accomplish the purposes, this research is designed as a descriptive study which gives a portrayal about belief and teaching practices of the teachers about using songs in teaching English to young learners.

The participant in this research is an English teacher who had teaching experiences in teaching young learners. The teacher who had teaching experiences more than three years is an English course in Bandung. Moreover, an interview and a classroom observation are used as instruments to collect the information from the participants who had teaching experiences in teaching young learners. The interview has a number of open-ended questions which cover the main points related to the objectives of this research. They are the teachers' beliefs regarding teaching English to young learners through songs. Meanwhile, the classroom observation will be used to identify the teaching practices in the classroom based on the teacher's beliefs regarding teaching English to young learners through songs. The data from the interview will be analyzed by organizing, explaining, and making sense of the data in terms of the participants' definition of the situation (Cohen *et al.*, 2007). Meanwhile, the data from the classroom observation will be analyzed by using checklist of the field notes' content which consists of actors, activities, acts, events, goals, and feelings (Spradley, 1980 as cited in Cohen *et al.*, 2007). There are several steps in analyzing the qualitative data (Cohen *et al.*, 2007; Lacey & Luff, 2001; Creswell, 2004). First, the data will be transcribed through reading and scanning whole or partial transcription of the data. Then, the data will be identified based on the theme or a coding process. After that, the coding process will be used to generate a

description which covers in-depth information about people, places, event, and setting. Finally, the data will be summarized by using a narrative approach to convey the findings of the analysis in this research.

1.6 Clarification of Terms

There are concepts that need clarification in this research. Each will be described below.

1. *Songs* refer to a composition for voice performed by singing or musical instruments. In this research, song is used as teaching media.
2. *Belief* refers to an acceptance that someone or something exists or true. In this research, belief is a feeling of the teachers about songs which can be used to assist the children acquiring a language.
3. *Young learners* refer to children who are those between five years to twelve years old (Rixon, cited in Yuliana, 2003).

1.7 Organization of the Paper

This paper will be presented into five chapters as follows:

Chapter I : Introduction

This chapter contains background of the research, research questions, purposes of the research, significance of the research, research methods, clarification of terms, and organization of the paper.

Chapter II : Theoretical Foundation

This chapter contains theoretical foundations taken from several different theories.

Chapter III : Research Methods

This chapter elaborates the procedures of the research to answer the two questions mentioned earlier in Chapter I. This chapter covers the statements of the problems, research design, the site and participants, the data collection, and the data analysis.

Chapter IV : Findings and Discussions

This chapter presents and elaborates the result of the research. The data will be categorized, analyzed, and discussed by using some relevant theories related to teacher's beliefs about using songs in teaching English to young learners.

Chapter V : Conclusion, Suggestion, and Limitation of the Research

This chapter provides the conclusion of the research, gives some suggestions from the writer for further research, and elaborates some limitations of the research.