

CHAPTER I

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1.1 Background of The Study

Language as a universal means of communication has been developed from time to time. With language, every aspect of human life especially communication can go on more smoothly. Among the languages in the world, English is considered as the most important foreign language that is widely used by a lot of people in many countries.

In learning English, students must be able to master and use it in both spoken and written form. Therefore, they should try to master the four language skills in English, namely : listening, speaking, reading and writing. Besides that, they also have to master the language elements which support those skills such as vocabulary, pronunciation, structure, part of speech, sentence pattern, et cetera.

All of those skills are very crucial especially in the process of communication. Therefore, they should be given the same attention. In other words, the aim of mastering English will be meaningless if we ignore one skill of the language which supports the success of learning a foreign language.

In language teaching, teachers often find problems to reinforce the students' skills. In this case, the objective of teaching English cannot be achieved well if the students easily get bored. Therefore, to help the students, teachers must try to find some ways to reinforce the students in learning English. One of the ways to lessen

the boredom is by creating a nice and enjoyable atmosphere so that they will be motivated to get better achievement based on reinforcement which they get. In line with this idea, variety is very much needed in the process of reinforcing the students' mastery of English. According to Monreal (1982 : 4), variety is one of the most important factors in maintaining a high level of motivation and interest among your students.

The students pay a lot of attention during the teaching process when teachers use songs (Lissy, 1980 : 2). It is due to the fact that songs are interesting and hardly anyone does not singing. Based on the consideration, the writer would like to suggest the use of songs as a means of reinforcement in teaching English to SMU students. The writer considers that this technique is able to reinforce and arouse the students' motivation in learning English and decrease boredom as well. Besides that, if students are listening to something entertaining, then they are likely to attend and get full benefit from the language learning.

1.2 Statement of the Problem

Based on the background of the study, this thesis is written to answer the following question : How can songs be used as a means of reinforcement in teaching English to SMU students?

1.3 Objective of the Study

Derived from the above question, the objective of this study is to discuss how the use of songs can help the teachers to reinforce the students' ability in learning English.

1.4 Significance of the Study

This study is done to give some contributions concerning with the teaching of English to SMU students. Hopefully this study can help English teachers to use songs as an alternative technique in teaching English. In addition, it is expected that these contributions can help the students to learn English easily so that they will get a better enhancement in learning the language.

1.5 Scope and Limitation of the Study

The study is limited to SMU students because most of them have already got background knowledge of English. In this thesis, the writer would like to suggest a technique in teaching English that is the use of songs which might eliminate the students' boredom and reinforce their mastery of English.

1.6 Definition of Key Terms

To avoid misinterpretation that might happen when reading this thesis, the writer provides some definition of key terms. The terms to be defined are :

Teaching

Brown (1980 : 7) says that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

English

Guralnik (1980 : 45) states that English is the official language of the Commonwealth of Nations and U.S.

Reinforcement

Clarance (1984 : 1762) states that reinforcement is the act of strengthening or increasing in anyway, especially in learning of behavior processes.

Songs

Guralnik (1989 : 708) states that a song is “a piece of music for singing”

1.7 Methodology of the Study

This thesis is a library research. The writer collects information and language expert’s opinions taken from books, journals, papers and articles dealing with this study. Then he gathers, relates, summarizes and concludes the relevant information, facts and opinions to support his study.

1.8 Organization of the Study

This thesis consists of five chapters. Chapter I, or introduction, contains background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, methodology of the study and organization of the study. Chapter II discusses the reinforcement in teaching English. Chapter III concerns with the theory of songs. Chapter IV concerns with the application of songs in the teaching of English to SMU students. The last chapter deals with conclusion and suggestion.