

CHAPTER I INTRODUCTION

A. Background of the Problem

As human, we need a language. Language is a means of communication. Language is very important in our life because language is a tool to be used not only for the communication among people but also for getting knowledge, technology and even culture. According to Brown, language is system of arbitrary conventionalized vocal, written or gesture symbol that enable members of a given community to communicate intelligibly with others.¹ By using a language, people are able to communicate each other. Moreover, they have language in common so that they can interact one to another communicatively, share their experiences, thoughts, feelings, and knowledge with other people from different countries. In other words, it can be said that language functions a great deal such as a means of communication, commerce, and trade.

English is an international language, and it is very important nowadays. It is the language used in globalization era, international communication, commerce and trade. English is a global language which is spoken by many people in the world. Besides, English has a role as a language of science, technology and art. People who are able to communicate in English will get it easier to gain more information and

¹H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Addison Wesley Longman, Inc, 2000), p.5

knowledge. Millions of people today want to improve their command of English opportunities to learn. It is provided in many different ways such as formal or informal instruction, studying abroad, media, and internet. In Indonesia, English is taught as a foreign language in the school and university level. At the Elementary level English is the optional subject, depends on the policy of the school whether English is exist or no, at Junior High School and Senior High School level, it is taught to the students as a compulsory subject. The teaching of English at school involves the teaching of the four skill: listening, speaking, reading and writing as well as some language components.

Actually, everyone has different abilities to master the four skill in English. Although the students have good skill in listening and understanding the text, it does not mean that they can speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well.² Although English has been taught to the students for years, it is still difficult for them to use it in their daily lives. In fact, they still find difficulties to communicate with other people either orally or in written form. They seem to have problems with their skill to master the language abilities. Most of all people think that mastering language abilities is difficult since they have to master the components of the language. The language components such grammar, pronunciation, and speaking really play important roles in mastering a language.

² Geoffrey Broughton et.al, *Teaching English as a Foreign Language* (New York: Routledge, 1980), p.76.

Wherever people intend to understand the idea, feeling, experience, and so on from others people through speaking. Speaking skill is learnt by students from Elementary School to Senior High School. It is useless to master so many vocabularies and grammar if they cannot use them for communication and interaction with others. Speaking is a process communication between at least two people and a way to express someone's idea.

In Junior High School, speaking is one of the abilities in English lesson. The students learn how to pronounce the words; the students learn the grammar and make a dialogue. The students also learn the meaning of the words. On the other hand, the students still find the difficulties to communicate in English. They answer the teacher's questions by using Indonesian language. It can be seen from the students' shyness to answer the question. For example, when the teacher tries to interact to the students, they want to give an answer in English but they still answer in Indonesian language.

Furthermore, the interesting and the effective of learning situation must be created by teacher by applying a certain media for achieving the goal of the learning is very vital. That is why teacher should be creative in analyzing the potential students, and the students who have the problem in their learning. Teacher can blend the student in a certain group, so that they can learn, help, and motivate each other. This case is absolutely very seldom done by the teacher earlier, because, from a class the gap of

the skill of the student could be the problem that should be solved secondly by the teacher.

Besides that, the facilities of the school are already quite complete. Instance, there are many kinds of media such as picture, LCD, tape recorder, and music player that are available in some schools but most of the teachers do not use media when they teach English to their students. It makes the students feel bored when teaching learning process. In teaching speaking, there are many activities that can be used to teach. One of them is music. Music can be a very useful teaching technique for the effective and joyful learning. Musics are also believed can give the positive effect on the students' interest and motivation in studying English as well as to improve their speaking skill. Musics are very useful in a class because they provide an opportunity for students to use their language in a less formal situation. Music also helps the teacher to create context in which the language is useful and meaningful.

In the academic year of 2016/2017, MTs N 2 Bandar Lampung has 32 classes, there are: 12 classes of grade VII, 10 classes of grade VIII, 10 classes of grade IX. In this school there are three divisions of classes. There are excellent class, super regular class, and regular class. In excellent class there are 2 classes of each grade and in super regular class there are 3 classes of each grade. Regular class consisted of 7 classes of grade VII, 5 classes of grade VIII, and 5 classes of grade IX.

Based on the preliminary research that is conducted at MTs N 2 Bandar Lampung, the researcher found that teaching and learning speaking skill through Rap music has been applied by the teacher and the students. The researcher asked Mr Sunarto as the English teacher in the second semester at the eighth grade students of MTs N 2 Bandar Lampung about the students' skill in mastering English, especially about their speaking skill, and teaching technique that is used by the teacher and the result after the teacher used that Media. Mr Sunarto explained that actually this media was good to be used. He has used Rap music in English class, but the result was not satisfactory yet. The scores of students' speaking skill could be seen from the table below :

Table 1
The Students' Speaking Score at at the First Semester of the Eighth Grade of Excellent Class 1 (*Kelas Unggulan 1/U1*), Excellent Class 2 (*Kelas Unggulan 2/U2*), and Super Regular Class (*Kelas A*) of MTs N 2 Bandar Lampung of 2016/2017 Academic Year

No	Score	The Eighth Grade Students' Speaking Scores				
		U1	U2	A	Total	Percentage
1	78	36	36	15	87	79.8%
2	< 78	-	-	22	22	20.2%
Total		36	36	37	109	100%

Source: The document of the school

From the table above, total number of the eighth grade students of U1, U2, and Super Regular Class in MTs N 2 Bandar Lampung was 109. The Criteria of Minimum Mastery (*Kriteria Ketuntasan Minimal/ KKM*) at this school was 78. It was found out that 79.8% or 87 students passed the Criteria of Minimum Mastery score and 20.2 %

or 22 students still under the Criteria of Minimum Mastery. Furthermore the teacher also said that the students still get the difficulties in practicing speaking, because lack of pronunciation, vocabulary and grammar. He also said that the students' speaking skill is still lack and also many students of super regular class still get bad score and still stagnant in their speaking.³ As such, the researcher wants to know the teaching and learning process of English Subject in MTs N 2 Bandar Lampung by observing the media used by the English Teacher. In addition, the researcher wants to find the information about causes of the student's bad score, the problem's faced by the teacher and students in the teaching learning process.

Referring to these statements, there are many kinds of music that can be used in teaching English, especially speaking. One of them is Rap music. Teaching speaking by using Rap music is effective way because students can enjoy their speaking activity and they also will get the same chance to speak up in the class. The researcher chooses Rap music as the appropriate media in teaching speaking which is also supported by Harmer that 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. A piece of music can change and prepare students for a new activity, it can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning.⁴ According to Segal, he said

³ Mr Sunarto, an English Teacher at Mts N 2 Bandar Lampung, Wednesday, March 4th 2015

⁴Jeremy Harmer, *The Practice of English Language Teaching* 3 ed (London: Longman Publishing, 2002) p. 242.

that Rap is genre of music which uses modern discourse in a speech-like form to express topic which are relevant.⁵ Rap or hip hop music is a part of pop culture, making this genre of music more relevant to most students than other genres of music.⁶ It can be used to present new vocabulary, practices, and test some patterns. It can also be used to practice a dialogue, sentence patterns and stimulate students to make sentences orally. Furthermore, Rap music is one kind of musics that is recommended to teach speaking. Therefore, it is very important that students have a fun cooperative media. In addition, it is not only for more fun, but also more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.⁷

According to the previous research conducted by Beth Segal in his thesis entitled *Teaching English as a Second Language Through Rap Music: a Curriculum for secondary School Students*. He analyzes the speaking components containing pronunciation, grammar, and vocabulary. The research found that in experiment one, the spoken recording, participants correctly identified words 47% of the time; in experiment two, in which the words had pitched correlations, participants correctly identified words 64% of the time; and in experiment three, with random pitches, participants correctly identified words 56% of the time. They concluded, the addition of music helped participants better discern between words and word parts; in other words, participants

⁵ Beth Segal, "Teaching English as a Second Language Through Rap Music: a Curriculum for secondary School Students", (Master's Theses University of San Francisco, San Francisco, 2014), p.7.

⁶ *Ibid*, p.17.

⁷ Darmayenti, "Models for Teaching English Speaking Skill for College Level". (The Journal of thesis , Padang, 2014), p.12

were better able to learn new words. From the experiment, they reasoned that, in experiment three, when there was simply random accompaniment of pitch to syllables, the arousal in the brain was higher due to music; therefore, participants attended better and learned words more accurately than with just spoken words. This correlates with the original idea that song adds to emotional content that comes from language paired with music and this creates more brain arousal, resulting in better language acquisition. Moreover, in experiment two which had the words identified by pitched syllables in specific contours, and in experiment three which had the syllables randomly pitched, the researchers showed that established pitch contours made for better word recognition. If the pitched contours of words mimicked the way prosody works in language, the experiment reinforces the idea that prosody aids in the segmentation of phonics into words.⁸

It could be concluded that Rap Music media was suitable in teaching speaking because it could help the students to improve their speaking skill, and students could enjoy their speaking activity and they also would get the same chance to speak up in the class. It was more effective than teaching by teacher.

Meanwhile, the previous research was mainly focused on the application of the rap music in to the curriculum, yet this research was aimed to know the process of teaching and learning speaking through rap music media, teacher's problem in

⁸Beth Segal, *Op. Cit*, p. 13

teaching and learning speaking through rap music media, and students' problem in teaching and learning speaking through rap music media.

Thus, from the explanation above, the researcher was interested to conduct a research on the title: "Teaching and Learning Speaking Through Rap Music Media in the Second Semester at the Eighth Grade Students of MTs N 2 Bandar Lampung in the Academic years of 2015/016." Hopefully that, this could make students enjoy and would be able to speak about short conversation easily. Hopefully by using Rap music media, the students can understand the material that was given as well.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. The average of students' speaking scores were still low.
2. The students still got the difficulties in practicing speaking, because their pronunciation, vocabulary, and grammar were still low.
3. The students' speaking skill was still low.
4. The implementation of using Rap music was not effective yet.

C. Limitation of the Problem

In this research, the researcher limited the problem that was focused on the process of teaching and learning speaking through Rap music media, teachers' problems in teaching speaking through Rap music media, and the students' problems in learning

speaking through Rap music media at the eighth grade of super regular class of MTs N 2 Bandar Lampung in the second semester of 2016/2017 academic year.

D. Formulation of the Problem

Based on the limitation above, the researcher formulated the research problems of this research as follows:

1. How was the process of teaching learning speaking by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung ?
2. What were the teacher's problems in teaching speaking by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung?
3. What were the students' problems in learning speaking by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung?

E. Objective of the Research

The objectives of the research were :

1. To know and describe the process of teaching learning speaking by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung.

2. To know teacher's problems in teaching speaking process by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung.
3. To know students' problems in learning speaking process by using Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung.

F. Significance of the Research

From the statements above, the researcher expected the result of the research could be used:

1. For theoretical contribution, to support the previous and the next research about teaching and learning speaking by using Rap music media and to develop knowledge of the researcher in practicing the theories.
2. For practical contribution, to boost students' motivation in improving their speaking skill and to be used by English teacher as information in order to select suitable media in teaching speaking.

G. Scope of the Research

1. Subject of the Research

Subject of the research was the students in the second semester at the eighth grade and the English teacher at MTs N 2 Bandar Lampung.

2. Object of the Research

Object of the research was teaching and learning speaking through Rap music media.

3. Time of the Research

The research was conducted in the second semester of 2016/2017 academic year.

4. Place of the Research

The research was conducted at MTs N 2 Bandar Lampung.