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CHAPTER I INTRODUCTION

A. Background of the Problem

Language plays a very important role in the communication process and has a significant contribution in the fields of education, social interaction, and global participation. In the era of globalization, every individual has the opportunity to improve their language skills through education. One of the skills that needs to be developed is English language proficiency. As the world becomes increasingly connected, English has functioned as a global language that is widely used in various fields, such as communication, education, trade, and media (Maharani, 2025: 1). Therefore, students need to improve their English language skills in order to be able to communicate and participate actively in a global environment. English as an international language has been designated as a compulsory subject in schools in Indonesia (Zulfikar et al., 2019: 1). In addition, government regulations require secondary schools and universities to include English as a compulsory subject in their curriculum.

In English language learning, students are required to master four main language skills, namely listening, speaking, reading, and writing. However, there are still a number of students who consider English to be a difficult subject. There are several factors that cause English language learning to be perceived as difficult by students, including differences in structure between their native language and English, an environment that does not support the



use of English, limited application of English in everyday life, low motivation or interest in learning, and the use of teaching methods that are ineffective or tend to be monotonous (Fatonah, 2024: 96-97). These conditions require teachers to apply creative and varied learning strategies in order to increase students' interest and involvement in the English learning process.

In the process, many teachers apply various learning media that are interesting for students during learning activities. One of the media used is the use of English songs in the learning process. Songs serve as effective instructional media in English language learning as they are capable of increasing students' motivation to learn (Sophya, 2013 in Zahari & Ananda, 2024: 835). Song-based learning has been proven to increase student engagement, reduce boredom, and create a more student-centered classroom atmosphere (Kusuma & Wahyuni, 2025: 126). A comfortable and non-intimidating classroom atmosphere can help students feel more relaxed in their learning. The use of English songs also helps students enjoy and understand the learning material better (Linia et al., 2025: 14213). Thus, the English learning process becomes more interesting and enjoyable without causing pressure.

In relation to this, not all students showed a positive response during the learning process. One aspect that needs to be considered is the attitude of the students themselves, namely whether they enjoyed the English song-based learning applied in the classroom or not. Attitude is an individual's behavioral tendency that develops based on perception and environmental influences

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(Bangkok et al., 2019: 2). The attitude shown by students arises from within themselves, where the response given reflects the level of interest in the learning media used (Iqbal et al., 2023: 93). Therefore, students who have a positive attitude tend to be more active and involved in the learning process. Conversely, students with negative attitudes will show a lack of interest, lack of focus during learning, easily get bored, and have difficulty understanding the material presented. This condition certainly affects whether or not the English learning objectives are achieved. Thus, student attitudes in the English learning process in the classroom need special attention.

At SMAN 1 Tembilahan, based on teaching practice (PPL) and classroom observation, it was found that an English teacher played popular English songs, such as “Count on Me” by Bruno Mars, “Perfect” by Ed Sheeren, and “A Thousand Years” by Christina Perri, while students were taking notes or completing assignments. This practice aimed to reduce tension, minimize boredom, and create a more comfortable learning atmosphere. In comfortable conditions, students tend to be able to complete tasks more effectively. However, not all students responded the same way to this media. Some students considered playing songs useful during learning, while others felt that the songs were distracting or unnecessary.

Based on this phenomenon, researcher is interested in conducting a study entitled “Examining Students' Attitudes toward the Use of English Songs in Learning English among Eleventh-Grade Students at SMAN 1 Tembilahan.” Understanding students' attitudes toward learning English

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using English songs as a media is important because these attitudes can affect the effectiveness of the learning process. In addition, the results of this study are expected to help teachers design and implement more effective learning strategies. If students show a positive attitude towards the use of English songs, teachers can consider integrating this media more optimally as part of their teaching approach in the classroom.

B. Identification of the Problem

Based on the background above, the researcher identifies the following problems to be investigated in this research:

1. Students demonstrate varied attitudes toward the use of English songs in learning English.
2. Students' attitudes toward the use of English songs in learning English are not yet clearly identified.

C. Limitation of the Problem

This study is limited to the attitudes of students taught by English teacher who apply the use of English songs in the learning process. This study only involves eleventh grade students at SMAN 1 Tembilahan who have directly experienced the application of this media in the classroom. The focus of the study is directed at students' attitudes toward the use of English songs in English language learning in the classroom concerned.



D. Research Question

How are students' cognitive, affective, and conative attitudes toward the use of English songs in learning English at SMAN 1 Tembilahan?

E. Objective of the Research

The purpose of this study is to describe students' cognitive, affective, and conative attitudes toward the use of English songs in learning English at SMAN 1 Tembilahan.

F. Significance of the Research

1. For Teachers

This study is expected to provide insight for English teachers regarding students' attitudes toward the use of English songs in the learning process. The results of this study may serve as a reference for teachers in selecting and implementing appropriate instructional strategies to enhance students' learning in the classroom.

2. For Students

This study is expected to help students understand the benefits of using English songs in English language learning. In addition, this study can encourage students to be more actively involved during the learning process.

3. For Readers

This study is expected to increase readers' knowledge and understanding of the use of English songs as a learning media and its relationship to students' attitudes in English learning.



4. For Other Researchers

This study is expected to be a reference or starting point for future researchers interested in exploring similar topics. Future studies can develop this study with different contexts, methods, or variables.

G. Definition of the Key Term

1. Attitude

Attitude is an individual's belief about a particular topic that can be positive or negative (Al-Efeshat & Baniabdelrahman, 2020: 847). In this study, attitude refers to students' beliefs about the use of English songs in the English learning process.

2. Song

Songs are part of music that contain lyrics and have a number of distinctive elements that distinguish them from poetry or speech, even though there are many similarities between the three (Fuadi, 2024: 14). In the context of this study, the songs referred to are English songs used as a learning media in the English learning process. The use of English songs not only serves as entertainment but also as a learning support tool that can help students understand English through lyrics, melodies, and the atmosphere created, thereby potentially influencing students' attitudes during the learning process.

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