

CHAPTER 1

INTRODUCTION

1.1. Background of the Research

The issue of gender inequality remains a constant conversation among policymakers, practitioners and scholars around the world. Gender stereotypes, as they have pervaded every aspect of life, including in social practices where women are often placed in a lower position than men or in the domestic space. In the Indonesian context, there are 2 important reasons about understanding the concept of gender from an educational point of view. First, the dominance of patriarchal values and views of gender equality in Indonesian society is a logical starting point to observe the obstacles in promoting gender equality and liberation. In this case, such gender injustice occurs in the field of education, where women are considered inappropriate to be a main leader but are expected to behave perfectly (Muhammad, 2018). Secondly, the rejection of gender discrimination in Indonesia requires further explanation because the influence of western culture that recognizes gender equality has made the cultural landscape obvious. Therefore, it is clear that schools and universities as educational environments can be influential in the learning process (Vygotsky, 1978) that encourages students to build knowledge and awareness of gender as a social structure.

High school students are unique with a variety of interests, abilities and backgrounds, this stage is important in their development which will shape their future both educationally and personally. However, they often experience the overwhelming experience of unwanted criticism and ridicule whether it is about appearance, friends, environment and intelligence and so on. While teachers and adults must supervise their development due to social, emotional, and intellectual differences, students are often unaware of this process and respond

by bullying, isolation, and peer pressure. To facilitate this transition from childhood to adulthood as stated by (Davis and Jackson,2000) To become caring, compassionate, and tolerant people. And to be active and contributing citizens of the United States and the world. (Jackson and Davis, 2000, p. 11) Most behaviors exhibiting educational motivation include insisting on difficult tasks, working hard to learn and master, and performing tasks that require effort (Dastgheib, et al, 2012; Gopalan, et al,2017). In other words, motivation expresses the reasons for individuals' behavior and shows why they act in a certain way.

Many people think of senior high school students as children. In fact, these students often make decisions that dramatically affect their future as adults. Character education can be undertaken in various ways. Teaching-learning English is getting challenging than ever these days. Supporting learner proficiency regarding in language skills, teachers need to provide quality teaching materials. When students are motivated and delighted by the educational materials, they learn more effectively. Both adults and children should be aware of this. It's possible to claim that teachers would characterize a pupil as motivated if she/he engages in learning activities productively and maintains that engagement without needing constant direction or encouragement. Instructors regard it as their responsibility to inspire pupils by peppering them up for class activities (Xiaoqiong and J. Xianxing 2015). Current society is so addicted to technology and English teachers might view the current phenomenon as a fantastic opportunity to balance it in the realm of teaching since one strategy for grabbing pupils' attention is by finding out what they've recently enjoyed. Thus, engaging an up-to-date teaching media is being a tool that will determine in learning activities.

Increasing gender awareness in the educational environment can be done in various ways. As stated by Widodo and Elyas, (2020) which highlights

curriculum documents (for example textbooks and modules) and the use of gender neutrality in classroom interactions can increase gender responsiveness. In curriculum virtues in Indonesia soft skills including gender education have been emphasized as one of the curriculum outputs (Widodo, 2016). For example, in English Language Teaching (ELT), gender education is incorporated into the subjects taught through textbooks (Widodo, 2018) Being one of the curriculum . products, English textbooks used in Indonesia are evaluated by some academics (Suwarno, Sulis, et al, 2021) as constructive criticism to improve gender knowledge and awareness.

One way to integrate gender values into education is to use songs as a teaching tool. This motivates students to practice critical thinking more than just using textbooks (Cheryl, 2000) and at the same time makes it easier for students to use visual information to develop understanding (Richards and Gordon, 2005). In addition, (Kolinsky, Morais, et al, 2009) also explained that music can be a powerful learning resource both in the classroom and outside the classroom and that language accompanied by melody is easier to segment and will be easier to understand.

1.2. Rational of the Research

A song is a vocal or instrumental combination consisting of a series of tones, melodies, lyrics, and other musical elements arranged artistically. Therefore, learning English using music can help students' interest in learning because the context of song lyrics provides motivation to understand the meaning of a lyric. Listening to music and memorizing words have evolved over time. With the development of the number of interests in L2 learning. Apparently, what attracts listening attention is the combination of rhythm, melody, and lyrics (fonseca-morta, et al. 2011). The cue for memorizing lyrics may lie in the relationship between the structure and syntax of melody and language (Ahlback, 2004). Studying music has proven to be beneficial for

language learners. It provides attention and prepares students for achievement (arts education partnership) songs help students to understand the meaning of lyrics and motivate character development and other positive things.

This thesis uses a theoretical framework based on scientific literature that links empowerment with music listening understanding of character awareness from songs. This author refers to previous research that used heroine films to enhance gender and states that films can influence students' perceptions of gender values resulting in gender awareness, promotion of gender equality, and social reinforcement. This study used classroom-based pedagogical approaches. And another study also used lyrics for teaching phrasal verbs in English, the research showed that song lyrics are potentially a useful resource for learning phrasal verbs, and differences in the types and frequency of phrasal verb tokens among the four genres can be used to determine the usefulness of each genre for students with different proficiency levels. The study also found that exposure to popular media, such as movies, TV shows, books, music, podcasts, video games and social media, can contribute to incidental vocabulary learning outside the classroom.

This research uses a case study research design to understand, analyze and describe a particular situation. For data collection using open-ended questions, conducting interviews, and data analysis using thematic analysis with a deductive approach which means detailing general ideas into more specific ideas or based on experts.

From some of the definitions above, it can be concluded that learning using English songs must be done to provide more effective and enjoyable learning activities

1.3. Urgency of the Research

Listening is one of the common skills used in learning English before speaking, writing, and reading, but there is a difference between listening and listening, listening is passive while listening is active (Rost, 2002) Here the researcher wants to know the extent to which the perceived values of the song speechless contribute to the development of student character. Previous research has focused on character development using film as an efficient instrument and reinforcement of social reality. Other research has also focused on the potential of song lyrics to provide phrasal verb comprehension, and the differences in the types and frequencies of phrasal verb tokens among the four genres can define genres for students with different levels of proficiency. In this study the researcher focused on students' understanding of the perceived values of the song speechless in character development.

This paper reports on a study of the comprehension gained by students in a senior secondary class: their preferences and perceptions regarding comprehension of song lyrics

1.4. Research Question

What values do senior high school students perceive from their song-based listening practice in their English class and the relation between gender and song?

1.5. Research Objective

To find values perceived by the senior high school students from their song-based listening practice in their English class and the relation between gender and song.