

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Over the years, numerous innovations involving technology have been created to assist humans in completing their tasks in many fields such as economy, engineering, medical, and education. These innovations cause a disruption in which the outdated system that no longer meets the needs of the times is changed with the new system (Lubis, 2019). For example, Computer and Mathematical and other technological-driven job families are expecting strong employment growth (World Economic Forum, 2016), thus resulting in a changing skills requirement within individual job families and occupations. In education, it affects the development of educational tools for language teaching and learning where most teaching and learning resources went from printed and paper-based textbooks to non-printed resources.

To thrive in this 21st-century as well as to survive in the future labour market, students need to foster 21st-century skills under three broad categories which include foundational literacies, competencies, and character qualities as described in “New Vision for Education” by World Economic Forum (2015). This poses a challenge for teachers and educators to shape students into becoming 21st-century citizens that are able to compete with each other in the upcoming future. Teachers, educators, and the government are trying to develop materials and curriculum that matches learners’ needs from time to time.

The Indonesian government has taken steps into building students' 21st-century skills through the implementation of Curriculum 2013 and a school-based literacy movement known as Gerakan Literasi Sekolah (GLS). This movement is based on the Ministerial Regulation no. 23 of 2015 issued by the Indonesian Ministry of Education and Culture as an attempt in improving Indonesia literacy rank, which also focuses on how to develop students' character building (Mayuni et al., 2020). GLS involves a 15-minute reading activity outside the teaching and learning activity, with the intention to make schools an organization of literacy-based learning and to create a school community that possesses 21st-century foundational literacy skills (Retnaningdyah et al., 2019).

As one of the compulsory subjects in Indonesia junior high school, English subject also takes part in building students' 21st-century skills. Ningsih & Gunawan (2019) agrees that the government has mandated that the curriculum is more challenging, where high-stakes literacy is now required in language teaching. Thus, the Curriculum 2013 now focuses on building 21st-century skills while using a genre-based approach (Moyle et al., 2017). The genre-based learning is distributed into text materials. Each text genre is fairly distributed into grade seven, grade eight, and grade nine, which can be seen in English subject basic competencies as designed by the Ministry of Education and Culture. Among many kinds of text genres in English subject basic competencies, song lyrics are present in the basic competencies of each grade in junior high school.

Song lyrics, as stated by Džanić & Pejić (2016), is a learning material used to teach and develop every aspect of language. However, due to the standardized

curriculum, teaching and learning practices should be aligned with the textbooks. Meanwhile, Tamaela (2016) studied the content of six English textbooks used in Indonesia and discovered that the books did not equally meet the needs of junior high school students because the contents were not equally familiar to the students. Akbary, Shahriari, & Fatemi (2016) also claims that EFL students are mainly taught from textbooks, which do not always accurately represent the frequency pattern of vocabulary items in natural communication. With this problem, teachers with the authority to design and implement lesson plans tried to develop learning materials that are suitable for students' needs of the time.

Song lyrics that are easily found on the internet are becoming an option for teachers to be used as authentic learning materials. Using song lyrics as authentic materials also exposes students to the language as it is spoken in the real world. It makes the learning more engaging, and it makes the students motivated, eager to learn and succeed (Džanić & Pejić, 2016). However, a study by Huda (2017) about Indonesian teachers' perspectives on the use of authentic materials in teaching English shows that some of the teachers are concerned about selecting authentic materials. Thus, selecting song lyrics as authentic materials should follow criteria as a base to see whether the songs chosen are appropriate as a learning material or not.

Following the demand of 21st-century skills, digital literacy is infused in teaching and learning through integrating technology to achieve the goal of shaping 21st-century citizens and to face digital era challenges (Rahmah, 2015). However, Azzahra & Amanta (2021) asserts that Indonesia in general still have poor digital

literacy, which was aggravated since the Information and Communication Technology was removed from the curriculum in 2013. A research done by Eryansyah et al. (2019) also shows that the digital literacy level of students is categorized low which was caused by the limited usage of ICT tools in language learning and limited access of the internet. Eryansyah et al. (2019) then states that ICT training for both students and teachers and continual integration of ICT in language learning are needed to improve students' digital literacy skills. The importance of integrating ICT is highlighted especially during this COVID-19 pandemic where educational activity shifted to online and students are exposed to digital content even more. On top of that, it is stated in The Ministerial Regulation No. 65 of 2013 regarding Standard Process that learning activities should employ information, communication and technology (ICT) to increase the efficiency and effectiveness of learning.

In teaching song lyrics, a web-based learning platform named Lyricstraining is a learning tool that promotes students' interactive learning activities with countless options of songs to choose. Previous study by Mayuni, Leilyanti, and Palupi (2020) conducted a literacy coaching where 42 junior high school teachers from 30 cities and 16 provinces in Indonesia went through a set of coaching to improve literacy skills and pedagogy competence. In the literacy coaching, the teachers are taught to utilize Lyricstraining. The result of the literacy coaching shows that the use Lyricstraining as one of the digital learning tools throughout the coaching improves teachers' digital literacy. The use of Lyricstraining has also shown positive effects on students. Researches have been conducted and have

shown that using Lyricstraining improves listening comprehension and students' motivation in listening class (Garcia, 2015; Dharmawan & Prischilla, 2019), improves students' writing skill (Mubarak, 2019) and improves students' speaking ability (Setiawan, Norahmi, Luardini, 2019). However, while the study on the use of Lyricstraining to teachers' digital literacy and students' language skills are present, there has not been any study yet that answers on whether Lyricstraining support students' digital literacy.

Selecting materials to use and utilizing ICT in learning reflects teachers' literacy and pedagogy competence. As researched by Mayuni, Leilyanti, and Palupi (2020), throughout literacy coaching to improve teachers' literacy and pedagogy competence, those who attended the literacy coaching are becoming more accustomed to using technological tools as well as compiling learning materials and designing lesson plan.

With that reason, the researcher is interested in analyzing the content of song lyrics used by junior high school teachers to see whether it fits as learning materials and analyzing the website Lyricstraining that is used as a learning tool in teaching song lyrics to see to what extent does the website support students' digital literacy,

1.2 Research Questions

1. How do the song lyrics used by junior high school teachers meet the criteria of song lyrics as an appropriate authentic learning material?
2. To what extent does the website Lyricstraining as a learning platform for song lyrics support students' digital literacy?

1.3 Purpose of the Study

This study is aimed to find out whether the song lyrics that junior high school teachers use are aligned with the criteria of song lyrics as authentic learning materials and to find out to what extent does Lyricstraining as a web-based learning platform using song lyrics supports students' digital literacy skill.

1.4 Scope of the Study

In this study, the researcher focuses on analyzing the content of song lyrics used by junior high school teachers as authentic materials and analyzing the website Lyricstraining (www.lyricstraining.com).

1.5 Significance of the Study

This study is expected to contribute to materials development by providing insights for teachers on using and choosing song lyrics as authentic materials and utilizing a web-based learning platform on their teaching and learning activities. This study is also hopefully beneficial to provide information for future researchers in analyzing authentic materials or analyzing a web-based learning platform.

*Mauzensdaskan dan
Memartabatkan Bangsa*