

# **CHAPTER I**

## **INTRODUCTION**

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### 1.1 Background of the Study

English now takes a more important role in Indonesia because as a developing country we need to keep up with what modern countries have achieved. English is used in many aspects; it can be used in business, communication, computer, education etc. The wide use of English is caused by the development era so that many countries should be able to cope with it. Since English is the most widely used language of science, it should get the most important place among the others. The development of language has the effect on learners. It makes language teacher think hard how to help the learners in learning the language properly. Wilkinson (1986: 117) states that people begin to learn the language from on word, phrase, clause, and sentence. They learn one by one until they know to say the word and use it in a sentence or even in a paragraph.

From the expert's opinion above, it is clear that vocabulary is the basics of language learning. By knowing the vocabulary students can understand the language. In fact, most students in Indonesia are unable to comprehend a book in English with a satisfactory degree of comprehension. When they are asked to read a book in English, it takes a very long time for them to do it. Teachers often find problems to increase the students' motivation in learning English. For the student, English may be dull or boring, further, English is a killing subject. In order to help

those students, the teacher must try to find some ways to motivate the students in learning and enjoying the learning.

One of the ways to solve this problem is by giving them a feeling of joy. When they feel happy, they will not find English difficult. Then they will be motivated to learn and understand everything that is taught. Moreover, most students are very interested in songs. Therefore, songs can be used in teaching to change the image of English lesson when we see the students in class feel bored and they have no interest in learning. The fact that many English songs are popular here can serve as a sign that they can effectively be used as an aid to introduce new circumstances for the English language. Therefore, songs are needed to make the students learn something easier and more enjoyable. Concerning this, Griffiee (1992: IX) has the same idea "... songs have a place in the classroom for helping create that friendly and cooperative atmosphere so important for language learning, but they can offer much more." Music can encourage the students and motivate them to respond to something that is new and beautiful for most of them. It also makes the students express their feelings and ideas in the words of foreign language. When students are given the lyric of the song and they are asked to pay attention to the song, which is being played, they will listen to the song very carefully because they are very curious with this teaching learning activity. They will pay attention and participate actively. Furthermore, they also enjoy the teaching learning activity.

From the explanation above, it is clear that motivation is really important and needed for the success of teaching learning activity. If the students intrinsic

motivation - the motivation that comes from themselves to learn English vocabulary - decreases the teacher should raise their extrinsic motivation, that is by giving variation such as games, puzzle etc. Considering those kinds of variation, the writer suggests that songs be used as a media of teaching English vocabulary to increase the effectiveness of their learning. The writer then set out to do a study, which investigated the effectiveness of songs in the teaching of English vocabulary.

### **1.2 Statement of the Problem**

Based on the background of the study above, this study is intended to answer the following question:

- Does teaching English through songs improve the students' mastery of vocabulary?

### **1.3 Objective of the Study**

This study has been conducted to find the answer of the problem statement above. It is:

- To find out the difference between the students' mastery of vocabulary that taught by using songs and those that taught by using traditional memorizing technique.

#### **1.4 The Hypotheses**

On the basis of the problem mentioned above, there are two hypotheses to be formulated. These are the following hypotheses:

1. Working Hypotheses (Ha): there is a significant difference in terms of vocabulary achievement between students taught using songs and those taught using traditional memorizing technique.
2. Null Hypotheses (Ho): there is no significant difference in terms of vocabulary achievement between students taught using songs and those taught using traditional memorizing technique.

#### **1.5 Significance of the Study**

The result of this study is expected to help teacher in giving a variation in teaching learning activity to improve the students' mastery of vocabulary. Moreover, this technique can also contribute a new atmosphere for the teaching vocabulary activity in the classroom since the students are not familiar with this technique.

#### **1.6 Scope and limitation**

Due to the lack of time, this study is limited to the teaching of vocabulary through songs for the students of the 1<sup>st</sup> year of Junior High School.

The try out test here was given to the first grade students of Ciputra Junior High School. The writer chose this school because he believed that those students have same characteristics with the students in SLTP Kr. CITA HATI especially

the first grade students. Besides that, both of those schools are National Plus School.

The writer divided the subjects of the study into two groups; they were experimental group and control group. He chose the students of SLTP Kr. Cita Hati as the subject of the study because he works there as an English teacher. There are only two classes in the 1<sup>st</sup> grade. So, he did a pre test to see whether these two classes have the same level of English proficiency or not.

The writer did the treatment only three times, and the time was 40 minutes for each treatment. Since this study was conducted during the second semester, the topics of tests are adapted to the topics that are being taught in the second semester: world condition, relationship, family.

### **1.7 Theoretical framework**

This thesis planned to be based on the following theories, the nature of vocabulary, the importance of vocabulary, the use of songs in teaching of vocabulary, the advantages of using songs, the teaching of vocabulary.

Sherpherd as stated by Imelda (1998: 6) mentions that vocabulary is the basic to communication as one will not be able to communicate easily without knowing the words he wants to use. Morgan (1986: 3) says : “Words are essential and the lack of words lead to feeling of insecurity”. This opinion is also supported by Brown in Imelda (1998: 6) that secondary school pupils and adults feel terrible frustration of not being able to say in English just because of they lack vocabulary. Thus, learners who have only little and sufficient vocabulary will get

troubles in communication and will find difficulty in acquisition process. Kingsley and Heffner (1984: 1) quote that the essence of mastering vocabulary is learning how to determine meaning, however, learning vocabulary is not simply a memorization task. They suggest that the most effective and the most lasting vocabulary learning come from a through understanding of the word's origin and basic meaning, its structure and its function in context. Related to this opinion, Braker as stated by Imelda (1998: 6) argues that he does not agree if one learns new words in a list. He states that a word standing by itself in a list does not offer clues to its meaning as does a word standing in a sentence. We should learn about unknown words in context by relating it to the meaning of the word surrounding it. Students can not successfully acquire new language through decontextualized drills and skill exercises (Ghosn, 1997: 16)

In teaching vocabulary to students, songs can be very helpful. Dakin (1968: 5) support this opinion by saying that for most learners, singing and reciting songs is much easier than talking. Moreover, Dubin and Olshtain (1997: 200) agree that songs can be very helpful. They point out that the material of songs is adaptable to any number of possibilities in the language learning classroom. Songs also provide means of learning vocabulary in context. Furthermore, songs can be used as a means of oral reinforcement outside the class (Ward, 1991: 90). Thus, in order to make the students more interested and more motivated in learning vocabulary, the writer uses songs as a means of teaching English vocabulary to Junior High School students.

## **1.8 Definition of Key Term**

To avoid misinterpretation that might happen in reading this thesis, the writer provides some definitions of key terms below:

### ***a. Songs***

"Song is a piece of music for singing (Guralnik, 1989: 708). And song according to Webster is the words that are sung with or belong to a particular musical composition (1989: 2172)." In this study, the writer chooses songs which are appropriate with the level of the students of Junior High School, and it is also related to the topics that are given.

### ***b. Vocabulary***

Vocabulary is "the total numbers of words that make up a language" (Hornby, 1989: 1425)

### ***c. Improvement / Achievement***

Improvement or achievement is "the extent to which an individual has mastered the specific skills or body of information acquired in formal learning situation" (Harris, 1989: 3). In this study, the vocabulary improvement is represented by the scores of the students' post-test.

### ***d. Junior High School***

Junior High School according to Webster is a school, usually including the seventh, eighth and ninth grades, which follows elementary school and precedes senior high school.

## **1.9 Organization of the Thesis**

This thesis consists of five chapters. Chapter I deal with the introduction. Chapter II is concerned with the review of the related literature. Chapter III discusses about the research methodology. Chapter IV discusses about the data analysis and interpretation of finding and chapter V, as the last chapter, is the conclusion and suggestion.