

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the working hypotheses, the definition of key terms, and the organization of the thesis report.

### **1.1 Background of the Study**

Language is a very important means of communication in human daily life. People use language in both written and spoken forms to express their idea. As stated by Ramelan (1992: 10), language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments.

English has become an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge. The Indonesian government has chosen English as the first foreign language to be taught in the schools.

English becomes one of compulsory subjects from elementary schools up to universities. Therefore, the government provides a curriculum as the guidance of English teacher in teaching learning process.

In the 2006 English Curriculum, the learning activities involve listening, speaking, reading, and writing. The four skills are taught cohesively. Although it focuses on the four skills, vocabulary is not separately taught from the four skills.

It is very important to master English as an international language. Learners should take and gain good result of English learning; people should take a good and effective way because learning English as a foreign language is a complex task. That is why learning English as a foreign language is difficult for most of the Indonesian learners. For them, learning English takes a lot of time since English is a foreign language for them.

In order to motivate the cadets of *Politeknik Pelayaran Surabaya* in learning English, the lecturers should have several special teaching strategies. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English. It is assumed that it can contribute many things to improve the cadet's capabilities, especially in their language skill, such as listening, speaking, and language skill components, for example, vocabulary enrichment. Singing English song is believed to have direct influence on the vocabulary skills. This thesis tries to find out how songs can improve achievements in vocabulary.

To teach language skills, it is not enough for a lecturer just to give an explanation to his/her cadets, but it is necessary for them to experience practicing the language in a real situation. Therefore, the lecturer needs a way of teaching that is practical and enjoyable for the cadets so that finally they can integrate into English.

Song is a kind of poet sung with music accompaniment. Most people like songs. Songs can ignite different emotional reactions, for example, people can cry, laugh, be sad or be angry only by listening to songs. From songs, they can also learn a lot of things such as culture and new words. Based on the reasons above, the writer believes that songs can be used as an alternative in the language learning.

The English learning activities involve listening, speaking, reading, and writing. Most cadets get difficulties when they have listening classes. It is difficult for them to memorize and comprehend what they listen to. Therefore, it is better for the lecturer to teach the cadets with something interesting and valuable in the listening class. The writer thinks that song is a valuable material because by listening to songs, the cadets can learn vocabulary, pronunciation, expression, and so on.

The lecturer cannot bring all songs into the class. She/he should be able to select appropriate songs for the cadets. She/he should think about the level of the cadets, the theme, and the cadets' song interest.

According to Krakowian (1984), the mastery of an adequate of foreign language, vocabulary is more important in developing the ability to successfully interact in the target language. This means that vocabulary plays important role in the cadets' ability of mastering English, in order to use it in real life.

In the 1984 English curriculum for vocational college, it is said that "*berbahasa adalah menggunakan bahasa untuk berkomunikasi secara lisan atau tertulis.*". This implies that the objective of teaching and learning English language for vocational college students in Indonesia is to make them able to

convey and accept the message in the target language well both in written and spoken forms.

The writer observed that the cadets of *Politeknik Pelayaran Surabaya* still have difficulties in memorizing new vocabularies. It could be seen in the daily teaching and learning process. The cadets seemed to easily forget the vocabulary which had been taught. There are internal and external factors which cause it; it could probably be the cadets' ability in memorizing new vocabulary, the teaching techniques used by the lecturer, or it may be because of the lack of the instructional media of the teaching.

In teaching vocabulary to the vocational college students, the lecturer should be more creative and able to keep the cadets away from getting bored. In order to keep the cadets away from getting bored in learning vocabulary, the lecturer should use an appropriate instructional media. This media should gain the cadets' interest in learning new vocabulary. The media such as songs, music, cartoon, VCD, tape recorder, overhead projector, radio, television, computer, and etc. play an important role in teaching vocabulary. They are very useful for the lecturer to achieve the instructional goals and objectives of learning as a tool to command the cadets in teaching learning process.

Webster (1982: 664) states that the teaching aids are many varieties of devices and materials, which rely on the sense of sight to inform. Without technique and teaching aids which are appropriate for the cadets' level, the cadets may get bored and not interested in joining the lesson and the result will not be satisfactory.

In this study, the writer examines the techniques which is hoped to be a good method for teaching to the vocational college students. Here the writer will try to present songs as media in teaching English to the cadets. Teaching English using songs can be considered as one of the appropriate method. The use of songs as media can be a choice for the lecturer in teaching vocabulary in which the cadets are given a chance to study vocabulary in different way in which it is hoped that they will be motivated in learning vocabulary.

For the reason above, the writer decided to use songs as a medium for teaching vocabulary to the vocational college students. The writer hopes that this Classroom Action Research (CAR) an effective and interesting media in teaching vocabulary to the cadets, so that they can enjoy and be interested in learning vocabulary.

## **1.2 Statement of the Problem**

In accordance with the title and the background of the study, a research question is formulated as follows: How much is the improvement of the cadets' vocabulary achievement after being taught using songs?

## **1.3 Objective of the Study**

In line with the research question, this study is decided to know how much the improvement of the cadets' vocabulary achievement is after being taught using songs.

#### **1.4 Significance of the Study**

This study is expected to have a significant contribution in quality improvement of the language teaching. In particular, it is expected to be a very useful input for foreign language teachers in teaching English. It is also hoped that the result of the study can help the cadets to find alternative ways to improve their vocabulary.

#### **1.5 Scope and Limitation of the Study**

As reflected in its title, this study was limited only on investigating the vocabulary achievement improvement of the cadets of *Politeknik Pelayaran Surabaya* after they were taught using songs.

The writer acknowledges that there were some other researches on teaching English using songs as a media. However, the writer wants to limit this study on teaching English through songs using Classroom Action Research (CAR) method.

The writer also acknowledges that many studies have been conducted to see the effectiveness of teaching English using songs to the cadets' behavior or interest to learn English. Songs itself have elements, which are the sounds and the lyrics. Meanwhile, the writer limits the study only to see the effect of teaching English using songs to the cadets' academic achievement, especially in the English vocabulary with the techniques used of filling in the blanks space in the lyrics of each song, listing the words from the lyrics, translating the words from the lyrics, and applying the words into sentences.

## 1.6 Theoretical Framework

This study is based on the theories of vocabulary, the teaching of vocabulary, and the use of songs in teaching vocabulary using fill in the blanks space, lists, translation, and applies into sentences.

The first theory is based on Gleason (1980: 451), who states that vocabulary is a stock of words used in language, class or individual. Savile and Troike (1996: 87) argued that vocabulary is the most important thing for understanding – knowing names for thing, actions, and concepts. Learning English is very important, as the expert, Krashen (1998: 155) said that vocabulary is a basic need in communication.

The second theory is about teaching English using songs as a teaching media. Songs in the classroom are a wonderful way to learn English Song is one of the general media that very useful to be used in teaching English. Everyone likes listening to the music and song can not only be fun for the cadets and the lecturer but also be used in an effective teaching way to the cadets there.

Song can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, adverbs, articles, etc. The lecturer can explain about the vocabulary with the song lyric because it is more understandable and easy to teach in English. Ludwig van Beethoven once said, “Music is the electrical soil in which the spirit lives, thinks, and invents.”.

The third theory is about Classroom Action Research (CAR) which is one of methods used in doing this study by experiencing activities in the classroom. This study is usually used to revise a method or a curriculum in order to make it better. According to Gall (2003: 579), action research in education is a form of

applied research whose primary purpose is the improvement of an educational professional's own practice.

The writer uses all of those theories to help her teaching by improving the vocabulary achievement and also the functions of vocabulary in the context using songs by the subject under the study. Those theories are used as guidance to analyze the data.

### **1.7 Working Hypotheses**

In accordance with the research design, the hypothesis of this study is formulated as follow: If the teaching of English using songs to the cadets of *Politeknik Pelayaran Surabaya* is done properly, the cadets' vocabulary achievement will increase.

### **1.8 Definition of the Key Terms**

There are some key terms used in this study. To avoid misunderstanding beyond the use of the key words, the key words are defined as follow:

#### **Songs**

Song is usually a short piece of music with words which are sung and the act of singing, or singing when considered generally, those are from Cambridge Advance Learner's Dictionary in the Third Edition. According to Webster (1989: 2172), song is the words that are sung with or belong to a particular musical composition. In this study, the writer chooses songs which are appropriate with the level of the cadets on the vocational college and they are also related to the topics that are given.



## **Teaching**

Teaching is giving the instruction, guiding the study or something, providing with knowledge, causing to know or understand, it is stating by Brown (1997).

## **Vocabulary**

Vocabulary means the total of words which make up a language; this is from Oxford (2002: 461). In this study, vocabulary is all of the words we know to communicate.

## **Achievement**

Achievement is the extent to which an individual has mastered the specific skills or body of information acquired in formal learning situation, it is stating by Harris (1989: 3). In this study, the vocabulary achievement is representing by the scores of the cadets' post – test.

## **1.9 Organization of the Thesis Report**

This thesis report consists of the five chapters. Chapter I present the Introduction of the study. Chapter II describes the Review of Relate Literature. Chapter III deals with the Research Method. Chapter IV discusses the Finding and Discussion and the last chapter is Chapter V discusses the Conclusion and Suggestions.