

CHAPTER I

INTRODUCTION

This part covers the background of the study, previous study, problem of the study, hypotheses of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, Operational definition, and framework of discussion.

A. Background of the Study

Language is very important for our life. People know each other because they have language. One of the ways to communicate with other people is by using language. It cannot be denied that by using it human being can express their ideas, feelings, and opinions. It is difficult to understand the other people if there is no language. So, it has the main role in the society.¹

Generally, everybody has known about English although only from electronic media like television, magazine, internet or just heard someone speaks in foreign language. As we know, in English there are four skills. They are listening, speaking, reading, and writing.² To master them, someone must know and master vocabulary first. It is because vocabulary is the foundation to master them. In other words, every skill needs vocabulary. The vocabulary and those four skills will give a chance as wide as possible to improve and to extend to capabilities in English.

¹*Oxford Advanced Learners' Dictionary of Current English*, (Jonathan Crowter: Oxford University Press, 1995), P. 662.

²Depdiknas. *Kurikulum Sekolah Menengah Pertama (SMP)*, Jakarta:Depdiknas, 2004, P. 34.

Vocabulary is one of the important elements of language that students should master since they learn about English. According to However, Salim in his research stated that vocabulary is not an easy item to be mastered in learning English, so that to make student enable to master English vocabulary easily, some possible ways should be applied and one of them is teaching vocabulary by using song.³

Many language experts have set up the concept of vocabulary. Kathleen revealed that vocabulary is the ability to recognize individual letter that form a word. The explanation indicates that the meanings of words are categorized as compound or more become as idiom evenly tends to be a language. However, they cover in all meaning component of words entirely contracted as the element of language.⁴

The writer chooses vocabulary because vocabulary is basic to learn the language. Besides the students must master in four skills, the students also have to learn about grammar, spelling, vocabulary and pronunciation that are taught to support the development of four skills is related to each other, so the students are demanded to learn the four skills well on master well if the students do not have good vocabulary scores. It means that it is the essential aspect in learning English. “Without grammar very little can be conveyed, without vocabulary nothing can be

³Department of English Language Teaching Faculty of Teacher Training and Education Muhammadiyah University of Kendari, *Using song and games In Improving Vocabulary Achievement At The Third Year Students Of Sd Negeri 04 Baruga*, Unpublished, Kendari, 2010, P. 8.

⁴ *Ibid.* P. 8.

conveyed.” This is how the linguist David Wilkins summed up the importance of the vocabulary learning.⁵

According to Reilly, Ward and Malley, teaching young students are difference from teaching teenager and adults because the young students have special need, interest and abilities. Young students like fun activities that make them feel enjoy. The young students still have a limited conceptual awareness and language use should arise naturally from the activities and language development.⁶

In language learning context, it is believed that children learn a foreign language more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as a foreign language to the children. The following are some assumptions, to mention only a few. The assumption below are adapted from different sources.⁷

A medium (plural, media) is a means of communication and source of information.⁸ Technology and media can serve many roles in learning. The instruction may be dependent on the presence of the teacher. A common use of technology and media in an instructional situation is for supplemental support of the “live” in structure in the classroom. Certainly properly designed instructional media can enhance and promote learning and support teacher-based in struction.

⁵Scott Thornbury, *How to Teach Vocabulary*. England : Logman, 2002, P.13

⁶Evi Susanti, *Improving Students' Vocabulary by Using Song and Game (Article)*, Tanjungpura University, Pontianak, P. 2

⁷Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta ,Graha Ilmu, 2006, P. 179.

⁸Sharon E. Smaldino, *Instructional Technology and media for Learning*, New Jersey Columbus, Northern illionis University, 2000, P. 9.

Media is something important to teach vocabulary. Communication – the sharing of information, ideas, and thoughts – is a vital part of life for all of us. The different methods that allow us communicate are called media. A postcard to friend, a telephone call, and computer disk holding homework are all types of media. When we use to communicate to people at the same time.⁹

The writer chooses song as a media to teach in the class. The main reason is the good atmosphere it creates in the classroom. Students relate to songs as part of entertainment rather than work and find learning vocabulary through songs amusing rather than tedious. This is true especially with pop songs which are part of youth culture. After it, makes students easier to memorizing the vocabulary.

In a world where non-native speakers of English are likely to produce the majority of songs in English, students have the opportunity to listen to pronunciation in a wide range of varieties of the language. Songs will help students become familiar with word stress and intonation, and the rhythm with which words are spoken or sung also helps memorization. Again, this will enable students to remember chunks of language which they can then use in conversations or in writing.¹⁰ As language teachers, we can use songs to practice listening, speaking, reading and writing. As long as we can remember, songs have been part of human life. According to Schoepp, song is an integral part of our language experience, and it is used in coordination with

⁹Clive Gifford, *Media & Communication*, Dorling Kindersley Publishing, London:New York, 2000, P. 8.

¹⁰Humanising Language Teaching Article, *Using Song in the English Classroom*, Australia, 2009, URL : <http://www.hlomag.co.uk/apr09/less01.htm>. acces 20 March 2014 :02.00 pm.

a language class.¹¹ The main cognitive reason for using English songs in the classroom is to help automatically the language development process.

The writer used MTs Darul Amin to place because best on observation the teacher just used book media on teaching English. The students have difficulty in memorizing vocabulary because spelling and written is different. So with English song as media can make students easier to remember vocabulary, because song can make fun and not feel bored in the class.

In this study, the writer focused on discussing about the effect of using English song and media. to enhance vocabulary scores of seventh graders of MTs Darul Amin Palangka Raya based. For that reasons, the writer is interested in doing a study entitled: **“THE EFFECTIVENESS OF ENGLISH SONG ON VOCABULARY SCORES OF THE SEVENTH GRADERS OF MTs DARUL AMIN PALANGKA RAYA.”**

B. Problem of the Study

Based on the background of the study above, the problems of the study is as follow: Is there any significant effect of using English song toward vocabulary scores at seventh graders of MTs Darul Amin Palangka Raya?

¹¹Evi Susanti, *Improving Students' Vocabulary by Using Song and Game (Article)*, Tanjungpura University, Pontianak, P. 3.

C. Objective of the Study

The objective of the study based on the background of the study is as follow:
To measure the significant effect of English song toward vocabulary scores at seventh graders of MTs Darul Amin Palangka Raya.

D. Variables of the Study

Variable is the objects of the study which indicate variations.¹² There are two variables in the study, as follows:

1. The first variable of the study is teaching English vocabulary by using English song. It is independent variable (X).
2. The second variable of the study is the result of students' vocabulary scores. It is dependent variable (Y).

E. Assumption of the Study

MTs Darul Amin Palangka Raya is one of the schools which English subjects are taught from seventh until ninth grade. Some students at seventh graders MTs Darul Amin Palangka Raya are weak in learning English. In the fact is result of try out, some students giving low scores. In the result of the first Observations was the writer found the reasons why the study conducted at seventh graders MTs Darul Amin Palangka Raya based on the following reasons were: (1) Students have difficulty in memorizing vocabulary, (2) students are still not fluent in English word, (3) students dislike English because between the way words spelled and written is different.

¹²Sutrisno Hadi, *Metodologi Research*, Yogyakarta: Graha Ilmu, 2004. P. 250.

The writer also found the reasons related to the system of teaching English language teachers of MTs Darul Amin Palangka Raya, as follows: (1) Teachers were only use book as media, (2) the teacher uses question and answer method of learning vocabulary.¹³

F. Significance of the Study

The result of this study has two significances. Theoretically, the result of this study gave contribution to support of the theories about using song to improve students vocabulary scores at the seventh graders of MTs Darul Amin Palangka Raya, especially for EFL teachers. The students were easier to learn English by using the media.

Practically, the study gave the ways to improve the students' competence in English language. In addition, this study was useful as source of information for library of the State College of Islamic studies Palangka Raya and other writer to conduct similar studies.

G. Scope and Limitation

The study conducted in MTs Darul Amin Model Palangka Raya. This study focused on the using of Song toward students vocabulary scores. The number of the subjects was 28 students. This study limited on the using of English Song as the media in teaching vocabulary. While the limitation of the study is focus to noun and adjective, based on syllabus.

¹³Based on Pre – Observation on Tuesday with Mr. Suryo Wibowo, S.Pd.I as English Teacher in MTs Darul Amin Palangka Raya, November, 12th, 2014

H. Definition Of Key Terms

1. Effectiveness is the extent to which a program or service is meeting its stated goals and objectives.¹⁴ It means that the effect of using song as the media of teaching English.
2. Vocabulary is a total number of words which (with rules for combining them) make up a language”.¹⁵ This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.
3. Songs are part of what makes a generation a generation and the current generation is a global generation rather than a parochial one. The world is evolving a common culture and pop songs are its backbone.¹⁶

I. Hypotheses Of The Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.¹⁷ The hypothesis was divided into two categories; they are alternative hypothesis and null hypothesis:

¹⁴ Karen E. Patzelt, *Principles of WL and Implications for ESL Learners*, Pall, 1995, p.134.

¹⁵ A S. Hornby. *Op Cit*, p. 959.

¹⁶Veronika Rosova, *The Use Of Music In Teaching English*, Univesity Faculty Of Education Departement Of English Lantage and Literature. Diploma Thesis. 2007. P. 16-17.

¹⁷David Nunan, *Reseach Methods in Language Learning*, New York: Cambridge University Press, 1992, P. 230.

Alternative Hypothesis (Ha) : There is significant effect of students' vocabulary scores of MTs Darul Amin Palangka Raya with song as media.

Null Hypothesis (Ho) : There is no significant effect of students' vocabulary scores of MTs Darul Amin Palangka Raya with song as media.

J. Framewok of the Discussion

The framework of the discussion of the study as follows:

Chapter I : Introduction consists of background of the study, Problem of the Study, Object of the study, variable of the study, Assumption of the Study, the significant of the study, Scope and and limitation of the study, Definition Of key terms, Hypotheses of the Study, Framework of the Discussion.

Chapter II : Theoretical review and the relevant study, it consists about Previous study, vocabulary: (definition of vocabulary, type of vocabulary, kinds of vocabulary, technique of teaching vocabulary), improving vocabulary, media (song), teaching vocabulary by using song.

Chapter III : Research method includes some points, they are: Design of the study, place and time of the study, population and sample of the study, data collection, instrument of try out, data analysis procedure.

Chapter IV : Result of the study, It is description of data and result of data, and discussion.

Chapter V : Conclusion and Suggestion.