

# CHAPTER I

## INTRODUCTION

This part covers the Background of the Study, Previous Study, Problem of Study, Hypothesis, Scope and Limitation, Assumption, Objectives of the Study, Significances of the study, Definition of key term, theoretical framework.

### **A. Background of the Study**

English song lyrics offer a change from routine EFL classroom activities by providing fun and creating an active atmosphere. Learning English through song lyrics also provides a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting. In this way, students have strong motivation to be involved in the classroom activities. Meanwhile, English songs supply authentic and real-life materials, which help Indonesian students understand native speakers of English. As cited by Domoney, “While meaningful context and background are provided for communicative activities by various English songs, students are encouraged to engage in using their knowledge to express their own opinions”<sup>1</sup>. And the teacher is able to insl

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<sup>1</sup>Domoney, L. (1993). *Justified and ancient: pop music in EFL classroom*[J]. ELT Journal, 47/3: 234-41.

and build relationships with the students as well.

Research shows that students across grades can participate in critical conversations English songs are regarded as a unique teaching tool. It is acknowledged that more time and attention to song lyrics in an English curriculum would increase students' motivation and their involvement in EFL learning; that learning through English song lyrics is more effective than memorization in isolation; and song lyrics contain rich linguistic and cultural knowledge<sup>2</sup>.

According to the Communicative Language Teaching theory, the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse<sup>3</sup>.

In Indonesia, English teachers can use songs as part of their classroom teaching repertoire<sup>4</sup>. Songs contain authentic English language are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom.

Some key reasons song lyrics can work exceedingly well in the foreign language classroom. First, **Song lyrics** almost always contain authentic, natural language. This often

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<sup>2</sup> Lynne Cameeron, *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press, 2001, p. 1.

<sup>3</sup> Widdowson, H. (1978). *Teaching Language as Communication*[J]. London: Longman.

<sup>4</sup> Kustiana Dewi, *Improving Students' Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang 2009/ 2010*

Gertrude Nye Dorry, *Games for second language learning*, (New York : Mc. Braw-Hill, Inc, 1966), p. 21.

contrasts the contrived, stilted language found in many student texts. Of course song lyrics can also go to the other extreme by using overly crude, foul or otherwise objectionable language. Many media to learning process, for example is song. The writer chooses song to teach 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.<sup>5</sup> After that, with song, make students easier to memorizing the vocabulary. With careful screening, an extensive library of usable songs for language learning can be compiled. Secondly, a variety of new vocabulary can be introduced to students through songs. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions. Songs are also very easily obtainable. Local sources may be available including the students themselves. There's always the internet which can connect teacher and students with song downloads in all but the most obscure languages.

Besides, Songs lyrics can be selected to suit the needs and interests of the students. There are many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult<sup>6</sup>. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs. Grammar and cultural aspects can also be introduced through songs. Most if not all song lyrics have a recurring theme or story.

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<sup>6</sup> Xiangming Li Tsinghua, Effectiveness of Music on Vocabulary Acquisition, Language Usage, and Meaning for Mainland Chinese ESL Learners, Tsinghua University, 2007, p.8

Time length is easily controlled<sup>7</sup>. Whether learning duration is an hour, 30 minutes, or only 15 minutes or so, a song lyric can be used in the course of a planned lesson. Use of song lyric is very flexible in which the Students can experience a wide range of accents. A good thing about song lyric is that they can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by song lyrics from different regions and in a variety of types and formats.

The main point of the issue is that the Song lyrics can be used in relating to situations of the world around us. Students think song lyrics are natural and fun. These are only some of the many reasons song lyrics are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students<sup>8</sup>. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. Thus, English teachers should consider using songs as a regular part of classroom activities.

For Indonesian learners, another difficulty in learning English is learning English phrasal verbs. It is necessary to master phrasal verbs because they are frequently used in both oral and written material. Since English is a foreign language, it is understandable why most students face difficulties in understanding words meaning, especially dealing with phrasal verbs. For learners of all ages, the comprehension of idiomatic expressions is facilitated by contextual support.<sup>9</sup> It is

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<sup>7</sup> Neil T. Millington, *Using Songs Effectively to Teach English to Young Learners*, Ritsumeikan AsiaPacific University, Japan, 2000, p. 21

<sup>9</sup> Cacciari, C. and M.C. Levorato. 1989. *How Children Understand Idioms In Discourse*. *Journal of Children Language*, 16: 387 - 405.

very important for advanced students to master phrasal verbs to develop their skills of speaking, listening, and writing. McCharty and O'Dell Moreover states "Phrasal verbs are extremely common in English. They are found in a wide variety of contexts. Phrasal verbs are common in less formal English but you will also hear or see and need to use them in more formal contexts"<sup>10</sup>. Moreover, it is very useful for them; especially it can be used in daily conversation in communication. Second, the mastery of phrasal verbs is very useful for students to bridge them to understand scientific books written in English to get important information and knowledge. Third, students who have scanty vocabulary especially dealing with phrasal verbs, they may face difficulties in learning English. Therefore, vocabulary is very important for them in learning any foreign language, without knowing or learning vocabulary, they cannot use the language they learn.

The writer needs the subject to this study to see the students problems on phrasal verb. The writer chooses MAN Model Palangkaraya as the subject because the writer want to know how far the ability and the problems of the students on pharasl verb.

In order to find out more explanation about the problem above, this study will be dealing mainly with the current idea entitles: **"THE EFFECT OF SONG LYRICS ON VOCABULARY OF PHRASAL VERB ABILITY OF SECOND GRADE STUDENTS AT MAN-MODEL PALANGKA RAYA."**

## **B. Previous Study**

The first study conducted by Masning Zahro<sup>11</sup>, about "The use of song lyrics to improve students vocabulary of verb". From the result of the study , it can be known that: 1) The Vocabulary is essential to improve the language. 2) Vocabulary learning has been mastered by

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<sup>10</sup> McCarthy, Michael dan O'Dell, Felicity. 2007. English Phrasal Verbs in Use. Cambridge University Press. P. 8.

<sup>11</sup> Masning Zahro, The Use of Song Lyrics To Improve Students' *Vocabulary Of Verb (An Experimental Research at the Eighth Grade Students of MTs Uswatun Hasanah Mangkang Semarang*, 2010)

the students in order to be able to communicate in English. 3) Most students in Junior High School still have difficulties in vocabulary, so that they can not convey their ideas clearly because of their limited vocabulary. 4) Songs can be wonderful media for natural language, furthermore songs will make the students relax and fun. By using songs, learning English vocabulary will be interesting and enjoyable.

Second, A thesis by Kustiana Dewi, about “*Improving Students’ Vocabulary Mastery Through Listening English Song*”<sup>12</sup>. The population of the study was the eighth year students of SMPN 25 Semarang 2009/ 2010. She chooses two classes to be result. One class as a control class and one class as experimental class. For the experimental class, she used listening English song for students and other class she did not use game. And the result was significant. There is significance difference in score of Vocabulary test achieved by the students after they have been taught using Listening English Song. Song could give contribution in teaching vocabulary. Song that used in this study can motivate the students to learn more about vocabulary. The differences between this research and my research will be in specification of the vocabulary, she did the research to know the vocabulary mastery of students and to find out whether listening to English song can improve their vocabulary mastery whereas the writer will do the research to know whether or not song lyrics is effective to improve students’ Vocabulary of verb.

Third, Natalia F. Orlova from the University of Jan Evangelist Purkyne<sup>13</sup>(Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes) the main purpose of using songs in an advanced class should be for the development of the students’ speaking skills and the promotion of their cultural competence. The model of speech

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<sup>12</sup> Kustiana Dewi, *Improving Students’ Vocabulary Mastery Through Listening English Song of the Eighth Year Students of SMPN 25 Semarang*, 2010

<sup>13</sup> Natalia F. Orlova, *Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes*, 2004, the University of Jan Evangelist Purkyne.

development through songs was worked out with the tasks mentioned above in mind. This model should be comprised of three stages - preparatory, forming and developing - each of them having its own logistics.

The related studies above are different with this study. This study is focuses on vocabulary of phrasal verb and the writer wants to measure the effectiveness of using song lyrics as the media in teaching vocabulary of phrasal verb for the second grade students at MAN Model Palangka Raya. Beside that the technique in applying song lyrics in class has different with the previous study, because the writer uses quantitative researches. In the first day, the learners are given a pretest. The test is developed based on the syllabus of MAN Model Palangka Raya.

### **C. Problem of the Study**

Based on the background of the study above, the problem is “ Is there any significant effect of using song lyrics to improve students vocabulary of phrasal verb at the second grade students of MAN-Model Palangka Raya?”

### **D. Hypothesis**

There will be two hypotheses of the study:

Ha : Song lyrics improve students on vocabulary of phrasal verb.

Ho : Song lyrics does not improve students on vocabulary of phrasal verb .

## **E. Scope and Limitation**

The study will be conducted in MAN Model Palangka Raya. This study will be focused on the using of Song lyrics improve students vocabulary of phrasal verb. On the other hand, this study will be limited on the using of Song lyrics as the media in teaching vocabulary of phrasal verb.

1. The second grade students of senior high school

The researcher chooses the second grade students because during observation most of the students of MAN Model Palangka Raya need a new media English Song in teaching English especially on vocabulary. Because of it, the writer chooses them as sample of the research.

2. The study is focus on the use of the English Song lyrics

The researcher focuses on the use of the Song lyrics because the writer wants to know how the result of using song lyrics in teaching English, especially phrasal verb material.

3. The use of material in teaching vocabulary is limited to teach vocabulary of phrasal verb reported based on the syllabus that used at second grade students of MAN Model Palangka Raya.

## **F. Assumption of the Study**

There are some assumptions of this study as follows :

1. English song lyrics is one of the effective media that can be used in teaching learning vocabulary process.
2. The students' vocabulary of phrasal verb can be increase by using English song lyrics.

## **G. Objective of the Study**



The objective of the study will try to find out the effectiveness of song lyrics to improve students vocabulary of phrasal verb at the second grade students of MAN-Model Palangka Raya.

## **H. Significance of the Study**

The result of this study will have two significances. Theoretically, the result of this study will give contribution to support of the theories about using song lyrics on vocabulary of phrasal verb mastery at the second grade students of MAN-Model Palangka Raya, especially for EFL teachers. The students will be easier to learn English by using the media.

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

## **I. Definition of Key Term**

1. **Song Lyrics:** Songs lyrics which contain authentic language, easily obtainable, provide vocabulary, grammar, cultural aspects and fun for the students.
2. **Effectiveness:** the extent to which a program or service is meeting it is stated goals and objectives.<sup>14</sup> It means that the effect of using song lyrics as the media of teaching English.
3. **Phrasal Verb:** A phrasal verb is a verb followed by a preposition or an adverb; the combination creates a meaning different from the original verb alone. Phrasal verbs are part of a large group of verbs called "multi-part" or "multi-word" verbs. Phrasal verbs and other multi-word verbs are an important part of the English language.

## **J. Theoretical framework**

The paper is presented in to three chapters. Each chapter is divided into subtopics that elaborate the investigated issues.

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

- Chapter I : Background of the study, Previous Study, Problem of study, Hypothesis, Scope and Limitation, Assumption, objective of the study, Significance of the study, Definition of key term, and theoretical framework.
- Chapter II : Review of related theories and literatures related to Song lyrics in teaching vocabulary.
- Chapter III : Describes the research methodology. It discusses Research Type, Research Design, Variable, Population and Sample, Research Instrument, Data Collection, and Data Analysis.
- Chapter IV : Result of Study. It discusses Description of Data and Result of Data.
- Chapter V : Discussion
- Chapter VI : Conclusion and Suggestion.