

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed introduction of study which consist of background of the study, problem of the study, objective of the study, hypothesis, assumption of the study, significances of the study, limitation of the study, variables of the study, definition of key terms and framework of the discussion.

A. Background of study

Human being is a social creature that cannot live independently. They need other people to cooperate and interact each other. in order to cooperate and interact, they need a medium to help them to communicate each other and it is language. “ language is a system of arbitrary conventionalized vocal, written or gesturesymbol that enables members of a given community to communicate intelligibly with one another.”¹Therefore , it can be said that language is a system that can be used by people to give and give information to one other.

There are many kinds of languages in this world, and every country has different language. For instance english, an international language that used by people in the worldwide to communicate and interact to each other has different system with the other languages. In indonesia , english as of the subject has beeb taught since they are in the jonior high school and nowadays it has been taught in elementary school as compulsory subject.

¹ H. Douglas Brown, *Language Learning And Teaching Fourth Edition*. San Fransisco State Univerty: Addision Wesley Longman, inc, 2000, p. 5

Fauzianty states:

Vocabulary is central to language and critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his idea in both oral and written form. Having a limited vocabulary is also a barrier that precludes learner from learning a foreign language. When do not know how to enrich their vocabulary, for example, they gradually lose.²

The importance of learning English could be seen from the fact that most scientific books are written in English and the students are supposed to comprehend those books. According to English curriculum, English teaching covers for skills namely listening, speaking, reading, and writing. Those skills are supported by the learning of language component, they are, structure, vocabulary, pronunciation and spelling. Therefore, vocabulary is one of the important language components the students should master. Vocabulary includes collections of words. The words are known not only as individual words, but also as a group of words that have meaning.

Most teachers try hard to teach English creatively in order to motivate their students to study English. They use available aids as effectively as possible and think the alternative ways of teaching English. Besides, they try to be a good model for their students so that they able to learn English easily. According to English curriculum, English teaching covers four skills, namely reading, listening, speaking and writing, and they are supported by learning of language elements.

² Endang Fauzianty, *Teaching of English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2001, p. 155.

According to Nation “Teaching and Learning Vocabulary”, teaching vocabulary is directly related to some other language activities. If learners need to cover the whole range of language skills, a productive vocabulary of around 3000 base words and large receptive vocabulary are needed. However, teaching vocabulary to young learner isn’t just simply presenting some words, but it has significant influence to the four language skills.³ Teaching vocabulary to young learner is not easy. There is a difference between teaching to children and adults. According to Harmer, teaching children is not a simple thing. They have complex characteristic. They do not just focus on what is being taught, but also learn all sorts of other things at the same time, trying to find information from whatever is going on around them.⁴ Besides, children usually give a good response to the activities that focus on their lives and experience.

Vocabulary is one of the important elements of language that students should master since they learn about English at elementary school. They will need several words to express ideas or write something. Vocabulary is also one of the language components which should be understood by the students before they do speaking activities. In some cases, students may not be confident to speak English if they are lack of vocabulary, seldom listening English.⁵

³ I. S. P. Nation, *Teaching and Learning Vocabulary*, (Victoria University of Wellington: Cambridge University Press, 1990), p.23

⁴ Jeremy Harmer, *How To Teach English: New Edition*, China : Pearson Education Limited, 2007, p.82

⁵ Esna Haulatun Nisa, *A study of English Vocabulary Teaching Techniques* , Unpublished Thesis, Surabaya: English Department IAIN Sunan Ampel, 2009, p. 3.

The problem faced by most learners when learning the meaning of new words in a second or foreign language is that they are less confident about their understanding of the context than they would be in their first language. They are afraid of making a mistake. The teacher should find the best and the most effective technique to teach English vocabulary. It is needed to help the student's understanding of vocabulary and to increase the effectiveness of the learning process. The appropriate technique is also used to stimulate the students' motivation and student's interest because the way of teacher to teach plays a major role in motivating them to take vocabulary seriously and giving them ideas on how to learn it.⁶

Jazz Chants is the technique to practice the English utterances in short jazz beats that is easy to be followed by the students. As we know that the teaching and learning process is a complex phenomenon that involves many components and competencies, including words, mind, and our action. Through attractive learning, the learning process can be effective.⁷

Jazz chants provide an interesting and challenging experience for the students especially in learning English as stated by Dewey,

*“Students should be involved in real-life tasks and challenges. Learning with experience made students actively involved in the learning process and understand about the material deeply”.*⁸

Chanting is an attractive strategy for children to learn oral language. It is a fun material for both teachers and students in the classroom. Chants are

⁶ Scott Thornbury, *How To Teach Vocabulary 2*, London: Longman, 2002, p.148

⁷ Wasimin, *Improving students' English interaction through Jazz Chants Model*, 5 Januari 2013 p.4

⁸ Kolb, D. A. *Experiential Learning: Experience as the source of learning and development*, New York: Prentice Hall inc., 1984, p. 14.

simple, provide the language children really use and are repetitive, which, mainly in case of very young learners, is quite necessary. It is suitable for all ages, teachers must only choose the right accompanying activities. It helps students to remember difficult words or phrases.

Beside on my observation at SDN 7 Pahandut Palangka Raya, one of student said in class Vb, English is very difficult for their learn. because they do not know about the meaning and kinds of word. As examples adjective, verb, or noun . After that, she said very boring when they learning English in their class. Because their teacher only used classical methods in her class. So that is make they have lack vocabulary, afraid make a mistake and lazy to memorize of words.

Based on the case above, it is needs a good tehnique to help or to motivate the students to learn english especially in student's vocabulary mastery. Tehnique or media is very inportant to solve this problem.

Based on my observation at SDN 7 Pahandut, the teacher was saldom to use some of tehnique or media when teaching english. She explained the material by the texbook. So, the writer was applied one of tehnique that is jazz chants to improve the students' ability in teaching english especially vocabulary mastery.

The writer was chosen the jazz chants in this study because jazz chants have of one benifit to teaching english. can improving student's vocabulary. Using the jazz chants English teaching learning process was helped the students in English vocabulary mastery. It means that the students was learned

and memorize the English vocabularies easily and fun by using the jazz chant as model and with mastering English vocabularies, they was learned the other aspects of English well. The writer used the jazz chants to evidence that the model was gave the effects to the students' English vocabulary mastery. Therefore, the writer is interested in conducting this research.

B. Problem of the Study

Do the fifth grade students at SDN 7 Pahandut Palangka Raya taught using Jazz Chants Model have better vocabulary mastery than those taught using conventional model?

C. Objective of the Study

The study aims to measure the effect of Jazz Chants Model toward vocabulary mastery of the fifth grade students at SDN 7 Pahandut Palangka Raya.

D. Hypothesis

A research hypothesis can be defined as 'a tentative explanation that accounts for a set of facts and can be tested by further investigation', as we mentioned earlier. In experimental research, we traditionally look at two distinct types of hypotheses: the null hypothesis and the alternative hypothesis. The alternative hypothesis is the one we want to be true, the null hypothesis is the opposite.⁹ Hypothesis is a predict answer of research's question.¹⁰ The

⁹ Daniel Muijs, *DOING quantitative research IN EDUCATION*, London: SAGE Publication Ltd, 2004, p. 16.

¹⁰Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif teori dan aplikasinya*, Jakarta: Raja Grafindo Persada, 2006, p. 108.

hypothesis is a powerful tool in scientific inquiry.¹¹ In this study, there are alternative hypothesis (Ha) and null hypothesis (Ho).

1. Alternative hypothesis (Ha)

The students fifth grade SDN 7 Pahandut Palangka Raya taught using Jazz Chants Model have better vocabulary mastery than those taught using conventional model.

2. Null hypothesis (Ho)

The students fifth grade SDN 7 Pahandut Palangka Raya taught using Jazz Chants Model do not have better vocabulary mastery than those taught using conventional model.

E. Assumption of the study

There are two assumption of this study, there were : Jazz chant was increased the students' ability in vocabulary mastery. Then, Jazz chant was an interisting tehniqe to gave motivation of the students in studying english especially vocabulary mastery.

F. Significance of the Study

There are some significances of this study namely first, theoretically, the result of this study may become a useful evaluation for SDN 7 Pahandut Palangka Raya which is expected to support the theory in improving students' vocabulary mastery. Second, this study is also to give contribution as the material for the other researchers. Third, this study is to give contribution as the library references. Fourth, practically, this research can become a source

¹¹Donald Ary, Jacobs & Razavieh, *Introduction to Research in Education*, New York: CBS College Publishing, 2010, p. 75.

of information for teachers to innovate or develop the way of their teaching.

Finally, this study is as the way to improve the knowledge for the writer.

G. Limitation of the Study

The study is to measure the effect of using the Jazz chants, especially the effect of using Jazz Chants Model in teaching English process. The study is limited to the fifth grade SDN 7 Pahandut Palangka Raya.

In this study, the writer using jazz chants model to improve vocabulary mastery of students. The reason why the writer choice jazz chants model in this study because jazz chants model is teaching learning process was helped the students in English vocabulary mastery. It means that the students was learned and memorized the English vocabularies easily and fun by using the jazz chant as model and with mastering English vocabularies, they was learned the other aspects of English well.

H. Variable of the Study

Variable is the object of the study which indicate variable.¹² there are two variables of this study, as below:

1. The first variable of this study is jazz chants as a model that will be used in teaching vocabulary. It is independent variable (X).
2. The second variable of the study is the student's English achievement in the study. it is dependent variable (Y)

¹² Sutrisno Hadi, *Metodologi research*, (Yogyakarta: graha ilmu,2004), p. 250.

I. Definition of the Key Terms

1. Effect is a difference between or among population means.¹³ In the present study, Jazz chants model is said to have effects on vocabulary mastery if the result of using Jazz chants model are different from the result without using Jazz chants model. On the other hand, Jazz chants model is said to have no effects on vocabulary mastery if the result of using Jazz chants model are the same or almost the same as the result without using Jazz chants model.
2. jazz chants is the technique to practice the english utterance in short jazz beats that is easy to be followed by the students. Teaching and learning process is a phenomenon that involves many components and competencies, including word, mind and our action.
3. Vocabulary mastery, having a vocabulary mastery means memorizing amount of words and applying them in defferent sentences grammatically or in other words it is about the usage of the vocabulary both in spoken or written form correctly.
4. Quasi-experiment are similar to true experiments in every respect except that they do not use random assignment to create the comparisons from which treatment-caused change is inferred.¹⁴

¹³ Sabarun, *The Effectiveness of Using Outlines in Writing Expository Essays of the Fifth Semester English Department Students of Palangka Raya State Islamic College*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2010, p. 5.

¹⁴ Zoltan Dornyei, *Research Method in Applied Linguistics Quantitative, Qualitative A Mixed Methodologies*, New York: Oxford University Press, 2007, p. 117.

J. Framework of Discussion

The framework of the discussion of this study could be drawn as follows:

1. Chapter I : introduction that consists of the background of the study, objectives of the study, hypothesis, assumption of the study, significances of the study, limitation of the study, variables of the study, , definition of key terms and framework of the discussion.
2. Chapter II : presents a review of related literature consist of related literature, definition of vocabulary, jazz chants and jazz chants in teaching vocabulary, experimental research.
3. Chapter III : Research method consist of research design, population and sample, approach, location of study, research instrument, source of data, instrument try out, data collecting procedures, and data analysis procedure.
4. Chapter IV : Result of the study consisted of the result of pretest of experimental and control group, the result of pretest of experimental and controul group, result of data analysis, and discussion.
5. Chapter V : closing consisted of conclusion and suggestion.