

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses: Background of the study, Problem of the study, Objective of the study, Significance of the study, Hypothesis of the study, Variable of study, The limitation of the study, Operational Definition of Key term, and Frame of discussion.

A. Background of the study

Language is very important for our life, because it is way to communicate with other people. Now, English become an international language. An international language, English has an important role and functions to connect people from one country to other people in other country. Because of that, English is very important to be learned by Indonesian student. In Indonesia, English is taught at elementary school, junior high school, senior high school, and college/university. Indonesia students said that English is difficult to learn. Because, English is different roles from Indonesian language. We can see it from the system of structure, pronunciation and vocabulary.

English is one of languages used by humans in all over the world. As an international language, it plays very important role in all aspects of life, such as education, science, business, technology, and economy. In learning English, there are four language skills. They are listening, speaking, writing, and reading. Those skills should mastered by students. But, in fact, most of the students still have difficulties in learning English, especially in mastering language components. Those language components are grammar, spelling, pronunciation, and

vocabulary. One of the important components supporting the language skills is vocabulary. Vocabulary supports the students mastering those four language skills. Because of that, vocabulary is very important to be improved in language learning process.

According to Umi Rahmawati, vocabulary is the first stage in any language learning. Because, when someone wants to learn a language, he / she must know about its vocabulary first.¹ In journal Maryam Eslahcar Komachali, Laufer states that vocabulary learning is the heart of language learning and language use.² It means that vocabulary learning is core part of language learning. So, if the student has vocabularies, it can help the students mastering English well.

Meanwhile, phrase is a group two or more words can be used as a grammatical unit within a sentences.³ Mas'ud states that phrase is a series of words that has a meaning, but has not a subject and predicate, and as a part of sentences.⁴ Based on definition above, the writer conclude phrase as a part of sentences that has not a subject and predicate.

According to Arsyad, media is means that are used to convey teaching message. Teaching media that are used by teacher to convey the teaching material

¹ Umi Rahmawati, *The Effectiveness of Using Personal Vocabulary Notes (PVN) To Develop Student's Vocabulary of The Tenth Grade Students of SMAN 1 Bulakamba*, Unpublished Thesis, Semarang: IKIP PGRI, 2011, p. 3.

² Maryam Eslahcar Komachali, *The Effect of Using Vocabulary Flash Card on Irian Pre-University Student's Vocabulary Knowledge*, Unpublished Thesis, Iran: Islamic Azad University, 2012, p. 1.

³ Kam Aik Chuan Kam, *Longman English Dictionary of Grammar and Usage*, Singapore: Wesley Longman Singapore Ltd. 1992, p.180.

⁴ Fuad Mas'ud, *Essential of English Grammar*, Yogyakarta: BPF, 2005, p. 171.

to the students, there are some media available now. Here the writer uses song as media to teach vocabulary.⁵

Music and song are included as teaching media. The use of music and song in the classroom give positive stimulate to the students who learn a language. A piece of music can change the atmosphere in a classroom or prepare students for a new activity, it can amuse and entertain, and make a satisfactory connection between the world of leisure and the world of learning.⁶

Song is one of audio media that can be used to learn vocabulary, can establish condition which enables the students to acquire knowledge and skill. It make students are not boring in a classroom because they usually like song. By using songs as media to teach the students, songs itself can create fun atmosphere to young learners and they can be more interested to the material.

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture.⁷ Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Purcell states that students can become bored by repeatedly listening to a narration or dialog as they attempt

⁵ Azhar Arsyad, *Media Pembelajaran*, Jakarta:PT Raja Grafindo Persada, 2006, p.4

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (United Kingdom: Longman, 2001),p.38

⁷ Murphey, T., *Music and song*, Oxford University Press: England, 1992.

to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling.⁸ Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are therefore adequate tools for using in the language classroom.⁹

In learning vocabulary, songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. The song *Head, Shoulders, Knees and Toes*, for example, could be used to review body parts, or the song *I Can Sing a Rainbow* might be useful for reviewing color names. Most of songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Some of the vocabulary and language used in traditional and popular English songs, however, can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding

⁸ Purcell, J. M., *Using songs to enrich the secondary class: Hispania*, 1992, 75(1), 192-196.
<http://dx.doi.org/10.2307/344779>

⁹ *Ibid*, p.3.

and selecting songs that are suitable both in terms of vocabulary and topic or theme.¹⁰

There are many ways for teachers can make use of the media in their vocabulary classes. For example folk, rock, and popular song offer students exposure to one form of authentic English through the media, and many students, young and old enjoy listening to (and singing) songs. However, most agree that students benefit from the listening experience when the song is taught so that the lyric are comprehensible.¹¹

By using a new media, the students will be more interested in English learning and also they will be easier to improve their vocabulary mastery. The students also are able to remember English word easily when they often find of the words in the class. So, the writer needs to implement English song media to help the students to memorize new words and difficult words. English song media can give cheerfulness and comfortable in learning vocabulary.

The writer did the study in SMP Islam Nurul Ihsan Palangka Raya especially at the seventh grade students. Based on pre-observation, the writer found that still many students of SMP Islam Nurul Ihsan have some problem in learning English, especially in learning vocabulary. They said that English is difficult to learn. They also said that form of word and manner of pronunciation are different. When the writer asked to students about some word, they do not know about it. They also have difficulties in memorizing words, when the teacher teaches English

¹⁰ Neil T. Millington, *Using Songs Effectively to Teach English to Young Learners* Ritsumeikan Asia Pacific University: Japan, p. 135-136.

¹¹ Gebhard. Jerry G, *Teaching English as A Foreign or Second Language A teacher Self-Development and Methodology Guidee*, USA, University of Michigan, 1996. P.cm.

vocabulary, they are able to memorize it, but after that, they forget the words they have learned before. It is because they do not write it. Because of some reasons, such as their notebook collected. And when the teacher asks the students to open dictionary, most of them are lazy and bored to open it.¹² Because of that, the writer tried to use English song media as a substitution dictionary. In this study, the writer tried to increase the students' vocabulary using English song media.

Based on the explanation above, the writer conducted a study entitled: **“THE EFFECTIVENESS OF ENGLISH SONG MEDIA ON STUDENTS’ VOCABULARY SCORE AT THE SEVENTH GRADE STUDENTS OF SMP ISLAM NURUL IHSAN PALANGKA RAYA.”**

B. Problem of the study

The problem of this study as follows: What is the effect of teaching vocabulary using English song media on students' vocabulary score at the seventh grade of SMP Islam Nurul Ihsan Palangka Raya?.

C. Objective of the study

To find out whether English song media is effective on students' vocabulary score at the seventh grade of SMP Islam Nurul IhsanPalangka Raya.

D. Hypothesis of the study

H_a : English song gives effect toward students' vocabulary score

H_o : English song does not give effect toward students' vocabulary score

¹² Pre-observation and interview the students and the teacher, On September 20th 2014.

E. Variables of the Study

A variable is a construct or a characteristic that can take on different values or scores.¹³ In this study there are two variables, they are independent variable (X) and dependent variable (Y).

1. In this study the independent variable (X) is English song media.
2. In this study the dependent variable (Y) is students' vocabulary score.

F. Assumptions

English song media can make the students get better vocabulary score.

G. Significance of the study

The study has two significances. The first is theoretically significance and the second is practically significance. Theoretically, this study aims to know and test the implementation of using english song, the result of the study can be used as input for English teaching learning process, especially for teaching vocabulary in junior high school.

Practically, the writer expects to give contribution the English teacher about the important of media in supporting teaching process especially vocabulary goals and it is one of alternative media that can be used for the English teachers in teaching vocabulary. For the student, by learning vocabulary using english song will provide motivation, so the students can learn it easily and the students can increase their ability in English vocabulary. For the reader, the reader can take some theories of the vocabulary.

¹³ Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavieh, *Introduction to Research in Education (Eight edition)*, United State: Wadsworth (engage learning), 2010, p. 38

H. Scope and Limitation of the Study

The study belongs to experimental research. This study was limited on using English song media in teaching vocabulary. Using English song media is limited to teach vocabulary. Kinds of vocabulary that will be taught based on syllabus and English book are noun phrase and verb phrase. The subject of the study was seventh grade students at SMP Islam Nurul Ihsan Palangka Raya. The number of student are 67 students.

I. Definition of Key Term

1. English song media

A relatively short musical composition for the human voice (possibly accompanied by other musical instrument), which features words (lyric). Song is that which is sung or uttered with musical modulations of the voice, whether of a human being or of bird, insect, etc.¹⁴ In this study, song means English Song. Consist of seven songs, such as: I have a dream by Westlife, Girl in your dream by Taylor Swift, I'm already a king by Christian Bautista, InshaAllah by Maher Zain, Let it go by Demi Lovato, Someone like you by Adele, and Love story by Taylor Swift. The writer took these songs because she wanted to qualify the questions of try out should be 100 items. The English songs selected by the writer because the songs suitable with the severals important rules, such as song should be in simple word, easy to spell and should be interesting, and cheerful.

¹⁴ Hayatunnisa, *The Effectiveness of English Song in Increasing The Eleventh Grade Students at MA Darul Ulum*, Unpublished Thesis, Palangka Raya: STAIN Palangka Raya, 2011, p.11.

2. Vocabulary teaching

Brown said that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.¹⁵ In this study vocabulary teaching means teaching and learning vocabulary limited on noun phrase and verb phrase and related to students' listening skill.

3. Vocabulary

Vocabulary is central to language and of critical important to typical language learner.¹⁶ David Wilkins explains that without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.¹⁷ In this study, vocabulary means vocabulary related to noun phrase and verb phrase. The noun phrase and verb phrase selected by the writer because it appropriate with and based on the syllabus at SMP Islam Nurul Ihsan Palangka Raya.

J. Framework of the Discussion

The frameworks of the discussion of this study are:

Chapter I : Introduction that consist of the background of the study, problem of the study, objective of the study, hypothesis of the study, variables of the study, assumptions, significance of the study, scope and limitation of the study, definition of the key terms, and framework of the discussion.

¹⁵ H. Douglas Brown, *Principle of Language Learning and Teaching 4th edition*, New York : Longman, 2000, p. 7

¹⁶ Endang Fauziati, *Teaching of English as a Foreign Language*, Unpublished Thesis, Surakarta: Pabelan, 2002, p. 155.

¹⁷ Scott Thornbury, *How to Teach Vocabulary*, (London: Longman, 2002), p. 13.

- Chapter II : Review of related literature that consists of previous studies, definition of vocabulary, important of vocabulary, kinds of vocabulary, definition of vocabulary knowledge, important of vocabulary knowledge, assessing of vocabulary knowledge, teaching vocabulary, definition of personal vocabulary notes, the applying of personal vocabulary notes in the classroom, the advantages of personal vocabulary notes, procedure of using personal vocabulary notes in teaching vocabulary, t-test and experiment study.
- Chapter III : Research Method that consist of research design, time and place, population and sample of the study, research instruments, research instruments tryout, research instruments validity, research instruments reliability, data collection procedures, and data analysis procedures.
- Chapter IV : Result of the study and discussion that consist of description of the data, the result of data analysis, and discussion.
- Chapter V : conclusion and suggestion that consist of conclusion and suggestion.