

## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, statements of the problems, objectives of the study, significance of the study, the hypothesis, limitation of study and definition of key terms.

#### A. Background of the Study

The world will not be this advanced if people from a country do not communicate with people from other countries. There are a lot of countries with varieties of language. So, in order to make a good communication among these countries, English is used as a bridge to overcome those differences. In this modern scenario, English is inevitable. It plays an important role in higher education, research, trade, etc. All over the world, communication is mostly possible through English since it has been determined as an international language after all. In learning foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. Vocabulary is one of the problems confronted by English language teaching. As Jeremy Harmer said “One of the problems of vocabulary teaching is how to select the words to teach”.<sup>1</sup>

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<sup>1</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman Publishing, 1991), p. 154.

According to Mc Cartin Janne said that "Learning vocabulary is largely about remembering, and students generally need to see, say, and write newly learned words many times before they can be said to have learned them<sup>2</sup>. Therefore to delivery about what to say in English, students have to know a lot of vocabulary in written or spoken language.

Teaching teens is different from teaching adult. Teacher must have extra innovations to teach in fun way, because the teens have certain characteristics and need more treatment.

As regard the reality, learning new vocabulary is not easy. It is a fact when the researcher practiced The Integrated Teachers' Training – Praktek Pengalaman Lapangan (PPL),the reseacher found some problems that faced in teaching learning process. Those are some students have difficulty in understanding reading text. They also felt hard in writing because they have limit stock of vocabulary. When the reseacher asked them to speak they also can not speak English well because they did not know the words in English. In listening, they were hard to understand the dialog because the words they hear were not familiar.

There are several reasons for which the vocabulary component of a language course needs to be carefully planned. Firstly, because different vocabulary gives different returns for learning, it is important to make sure that the learners have good control of the high frequency words of the language before moving on the less frequent vocabulary. Secondly, most

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<sup>2</sup>McCarten Janne.*Teaching Vocabulary* (Lessons from the Corpus, Lessons for the Classroom). New York. Cambridge University Press, 2007. P21

language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. The last is vocabulary learning opportunities and the quality of vocabulary can be greatly increased through the careful design of both vocabulary and other skill activities.<sup>3</sup> Based on the reasons above it can be concluded that students have difficulties in memorizing new words which they had just gotten. They forget the word which they have memorized. Thus, there should be fun way to help them in keeping vocabulary in their mind.

Up to now, many teachers have not used any teaching media as the aid in improving the students vocabulary mastery and as the variety of teachers techniques of teaching in classroom. Meanwhile, the effort to increase the students vocabulary by using playing media has not grown well. The teacher needs something different to make students interested in learning English, especially young learners, they are easy to get bored in learning. It is based on the characteristics and attitude of the young learners that they are curious and often seeks something that the teacher notices them and shows appreciation for what they are doing.

So, to motivate them in learning English, teacher needs something new that can stimulate their curiosity. One of activities that work well is songs with actions, total physical response activities, and tasks. Moreover, learning English vocabulary using song has an important role for beginner level. Songs have become an important part of human's life. Most of people like to listen to

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<sup>3</sup> Paul Nation. *New Ways in Teaching vocabulary* (USA:Teachers of English to speakers of other language, Inc), 1994. P.iv.

the songs because they are fun. Songs can be found anywhere, and people can listen them from television, radio, CD, or gadget through its MP3 feature. Listening to songs makes body and mind feel fresh and relax. Furthermore, according to Chris Brewer, "Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned."<sup>4</sup> Therefore, the more fun learning process, the easier students can retrieve the material. It is done to make students feel more relax and easy to keep new vocabulary in their mind.

Based on the explanation above, the reseacher becomes interested in writing a thesis about the effectiveness of using song to teach vocabulary to the students, especially for eighth grade of MTs Darussalam Krempyang Tanjunganom Nganjuk, because the writer find out that the mastery of English vocabulary of students is still low. Many problems often appear during the teaching and learning process. So in this study the writer give the title **THE EFFECTIVENESS OF USING ENGLISH SONG TO INCREASE VOCABULARY MASTERY OF THE EIGHTH GRADERS OF MTS DARUSSALAM KREMPYANG TANJUNGANOM NGANJUK.**

## **B. Statement of the Problem**

Based on the background above, it is necessary to do a study on the process of teaching vocabulary mastery at MTs Darussalam Krempyang Tanjunganom Nganjuk. The question of this study is, "Do the students who

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<sup>4</sup>Retrieved from <https://www.englishclub.com/teaching-tips/music-classroom.htm> on Tuesday, April29, 2017 at 03.35 p.m.

are taught using *English song* have better vocabulary mastery than those who are not taught using *English song*?”

### **C. Objective of the Study**

Based on the statement of the problem above, the purpose of this research is to know the effectiveness of using *English song* to increase vocabulary mastery of the eighth graders of MTs Darussalam Krempyang Tanjunganom Nganjuk.

### **D. Significance of the Study**

It is expected that this writing can be useful for teachers in teaching vocabulary to their students. In other words, this writing can inspire teachers for more effective teaching technique. This writing is also supposed to help students increase their vocabulary in fun way. In large scale, this writing is expected to improve people's English knowledge. At least, this writing is supposed to bring many advantages for others in learning English.

### **E. Hypothesis**

Based on the research, the writer builds the hypothesis to make the purpose of this study clear. The writer's hypothesis are:

Null Hypothesis (Ho) : Teaching vocabulary by using English song as media to improve students' vocabulary mastery is not effective.

Alternative Hypothesis (Ha) : Teaching vocabulary by using English song as media to improve students' vocabulary mastery is effective.

## **F. Limitation of the Study**

This research is focused on the students vocabulary mastery by using english song. The subject of the research is the eighth grade of MTs Darussalam Krempyang Tanjunganom Nganjuk. The material of the study is using english song which is used as an object of discussing in this thesis. The writer limits on concrete vocabulary.

## **G. Definition of Key Terms**

To avoid misunderstanding, the writer wants to give some key terms that might help the readers understand better the content. The key terms are:

### 1. Vocabulary

Vocabulary is the total number of words in language that an individual know and those words are used as vehicle of the language to express one's thought. Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be devided into two or more part similarity characterized<sup>5</sup>.

### 2. Song

Song can be considered one step a head of music-making. Since song is closely connected with music, it is strongly attached to human lives. Song, instead of combining musical art, also uses the art of language. Songs often set words to musical melodies and make use of language

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<sup>5</sup> Robert Lado. *Language Teaching*. (New Delhi: Tata MC Grow- Hill publishing co.Ltd, 1964)

features, such as rhyme, repetition and alliteration, to communicate a thought, feeling or story.<sup>6</sup>

In this study, song is related to an art that is strongly embedded to language learning and it can be a technique to improve language skills, especially in improving vocabulary mastery.

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<sup>6</sup> Nicole D. Winter. *Sing, Sing a Song: How using songs affect productive vocabulary*, 2010. p.15