

CHAPTER I

INTRODUCTION

A. Research Background

Due to its increasing use as the first international language, English is now considered a language everybody has to master. Yet, many people do not have the capability of acquiring competences and performances in that language. Therefore, the language is now learned at every level of education, from kindergarten to university. In Indonesia, affected by the theory that the sooner one learns a foreign language the better his mastery will be, kindergartens, especially in large cities, includes English in their curricula. Parents, realizing the high importance of English, are enthusiastic to send their children to such kindergarten.

To be proficient in English, the learner has to master the four basic language skills (listening, speaking, reading, and writing) and language components (grammar, pronunciation, spelling, and vocabulary). Among these components, vocabulary is crucial to master by the students, because the more words they know, the more they are able to comprehend what they hear or read and to communicate their thoughts and feelings. According to Biemiller (2006), there is a strong link between vocabulary development and later literacy development. The ability to read-for-meaning requires knowledge of word meanings. If students' vocabulary is poor, they will not be able to comprehend what they encounter in a text or listen to in a conversation. On the other hand, the more vocabulary someone masters in English the easier it is for him to

communicate and understand English itself. Flohr (2010, p. 2) accentuated that students need to learn vocabulary because otherwise they will not be able to express and articulate themselves in a way that other students or native speakers of English can understand them. In the context of EFL teaching, Griva (2009) stated that vocabulary learning has been considered fundamental and inseparable in the area of language teaching.

Despite the high importance of vocabulary in English learning and communication, and the urgency of building large vocabulary in children, the present writer found that many students attending Santo Paulus Junior High School faced some problems in enriching their vocabulary. When they were asked about the vocabulary they learnt in previous sessions the majority of them did forget. Their results of vocabulary tests indicated none of them achieved the minimum completeness standard (≥ 65). As a consequence, they often lost focus and motivation, were unable to express what they want to communicate, and found English difficult to master.

In accordance with junior high school students' ages, teaching through songs can be done to meet the objective of fun learning that can be used to enrich young learners' vocabulary. In relation to this, Kolb (Hejjawi, 2007) stated that one of the most effective ways of teaching languages is to offer a variety of meaningful experiences that gives students the opportunity to hear sounds, rhythms, and melodies. Moreover, Medina (Hejjawi, 2007, p.18) emphasized that songs can be used to enhance language acquisition. Some songs seem to be more effective than

others. She provided a brief description of several activities followed by their pedagogical purpose and detailed instructions for teachers. She also classified activities in handling teaching through songs into three categories depending on their support for each language skill: before the song is learned, while the song is presented for the first time, and after it is learned. Songs provide an outstanding means of repeating, reinforcing, and enlarging vocabulary and are suitable for children. Some researcher was did the research about using English songs to enrich students' vocabulary.

Many studies related to implementation of English songs technique to help students in improving their vocabulary have been conducted. Ihsani's (2017) study entitled *Improving Students' Vocabulary Mastery Using Song Lyric* revealed the students' vocabulary was improved. The average scores which were classified as "good" improved from 49.88 in preliminary study to 73.05 in cycle I and became 80.41 in cycle 2. Putri's (2015) study entitled *Improving Students' Vocabulary Mastery through English Pop Songs at SD Tunas Harapan Bangsa* showed the students' vocabulary was improved. The average scores were improved from 40.26 in preliminary study to 72.96 in cycle 1 and became 77.20 in cycle 2.

Based on the problem and the previous study above, the researcher tried to enrich students' vocabulary by using English songs. The reason why the researcher used this technique because is enjoyable and interesting for the students. It also enables them to comprehend the lesson and master vocabulary. The researcher

believes that using English songs can enrich students' vocabulary of SMP Santo Paulus, Tangerang.

B. Problems Statements

In this research, the researcher verified the problem statement as follow:

1. How English songs enrich the vocabulary of Junior High School?
2. Why the students of Junior High School interested in the use of English songs to enrich their vocabulary?

C. Research Objectives

This Study was carried out to achieve the followings:

1. To see whether the English songs could enrich the junior high school students' vocabulary.
2. To investigate whether the students of junior high school were interested in the use of English songs to enrich their vocabulary.

D. Research Scope

Due to the time limitation the researcher had to conduct this study, the population of the study was limited only to the whole second grade students of junior high school of SMP Santo Paulus, Tangerang. In addition, the data was collected through tests (pre-test, progressing test and post-test 1 and post-test 2), observation

carried by a colleague of the researcher, and questionnaires distributed before and after conducting the actions.

E. Research Significances

This study was expected to be useful to the followings:

1. To junior high school English teachers, the researcher expected that the result of this can be a solution in increasing the junior high school students' vocabulary using English songs.
2. To the students involved in this study, the researcher hoped that the students could enrich their vocabulary, be motivated to learn English and the study English' vocabulary would be more interesting and challenging.
3. To the other researchers and readers, this research can be an alternative source to conduct other study in using other the fame techniques in other level of educational background.

F. Operational Definitions

In the context of this study, vocabulary is a set of words that is used to utter meanings in language. Without vocabulary, there is no phrase, sentence, or etc. Song is words sung with rhythm, music, and tone in a short time. Enriching vocabulary is activity to develop students' list of vocabulary with a media or technique.