CHAPTER I

INTRODUCTION

A. The Background of the Study

Vocabulary is one of the language components which should be learnt. In studying English, learning vocabulary is important because if we learn vocabulary first, we can listen, write, and speak. Based on the 2013 Curriculum, one of the aims of learning English in Indonesia is to develop the productive, creative, innovative, effective; through the strengthening of attitudes, skills, and knowledge to enhance the students' communication abilities in oral and written form. Thus, students in Indonesia are required to master the four language skills (listening, speaking, reading, and writing). In addition, other language components such as vocabulary, grammar, pronunciation, and articulation are the support skills for four basic language skills.

To have good communication with other people in oral and written form, the students should prepare their ability with vocabulary mastery. Harmer (2007) explained that without a little grammar can be delivered, but without vocabulary, nothing can be delivered. In addition, Richards and Renandya (2002) defined vocabulary as the one of the essential components of language qualification and set how good learners listen, speak, read, and write. However, some problems existed in the classroom, and it makes the students lack knowledge on vocabulary for learning a foreign language, especially in English.

Many factors influence students' skills in vocabulary including teaching qualities, the approach, method, and techniques used in the teaching-learning process. Bowman (1989) reported that when a teacher deals with vocabulary, he/she might ask the students to speak and express their ideas in front of the classroom, which can make the students stressed and anxious while performing the activities that the teacher asks. Thus, it is the English teacher's responsibility to create and

1

modify practical approaches, methods, and techniques to attract students' interest in learning English, especially vocabulary.

Based on the unstructured interview conducted toward the subjects on March 2021, it took around 5 to 10 minutes for each students at SMP Negeri 102 Jakarta also encountered problems in learning vocabulary. Many of them felt shy with the vocabulary that they had known; some of them were afraid to do a mistake; some did not have enough English vocabulary and also said that the teaching-learning activities in the class were monotonous; some of them also said that they were lack of motivation to learn English.

In line with the problems faced by the students of SMP Negeri 102 Jakarta in the vocabulary, the researcher was interested in using an enjoyable approach that could motivate and allow the students to express their thoughts by using English songs. According to Djohan (2005), song is an universal social behavior that expresses the human mind, feelings, and ideas through lyrics and melodies. One of the studies that investigated the use of songs in teaching vocabulary in English is Faliyanti (2017). In this study, she pointed out that the implementation of vocabulary class by using English songs is generally successful and significantly influences the students' vocabulary mastery practices and involvement. By using English songs, the students understood better vocabulary and how to write it correctly. In constructing this study, she collected the data from the pre-test and post-test, questionnaire sheet, and observation. The method that she used was the experimental method, which was carried out through several activities. The subjects of this study were 40 students, consisting of 2 classes. Each class consists of 20 students from second-semester students at the Muhammadiyah University of Metro in 2015/2016. This study used descriptive quantitative. In doing this study, a test was used. The action was done through the teaching-learning process. All of the teaching-learning processes were presented with the help of English songs.

On the other hand, another previous study was done by Rahayu (2018). This study was conducted among 25 students in the AP class of tenth grade of the SMK PGRI 1 PUNGGUR. In constructing this study, she collected the data based on the result obtained from tests such as (pre-test, post-test I, and post-test II), observation,

and documentation. In doing this study, the researcher used Classroom Action Research. The type of English songs used is Kids Songs "Mother How Are You Today?" "Old Mc Donald had a farm" "Head and Shoulders" and "If You are Happy". To sum up, the result showed that English songs could improve the students' scores, activeness, and interests in English subjects based on the implementation of cycle I and cycle II. This study clearly said that English songs as a media could improve the students' pronunciation skills. The result proved that songs were suitable for different learning styles. It encouraged positive learning experiences and developed their knowledge.

Considering all these benefits of English songs in language learning, the researcher proposed to give an alternative teaching media that could be used in teaching vocabulary to the students to make them enjoyed and be interested in learning English. Thus, the researcher decided to investigate "The Effect of Using English Songs on Students' Vocabulary Mastery of SMP Negeri 102 Jakarta" because it had not been conducted at this school, and English songs were also a media that is easy to find. Furthermore, is expected that this research will contribute to the English language, especially those who conduct a study regarding to the use of English songs on the students' vocabulary.

B. The Problem of the Study

Based on the background above, the question in this research is, "Is there a significant effect of English songs use on students' vocabulary mastery of SMP Negeri 102 Jakarta?"

C. The Objective of the Study

According to the problem of this study, the objective is to find whether there is a significant effect of English songs on students' vocabulary mastery of SMP Negeri 102 Jakarta.

D. The Scope of the Study

This study was set to discover the effect of using English songs on students' vocabulary mastery. Due to the condition of COVID-19, the researchers' budget, and limited resources, the researcher used virtual meetings by Google Meet. To overcome the data, the participants in this study were limited to students in Grade VIII-A and Grade VIII-B of SMP Negeri 102 Jakarta only. In addition, the data was collected through online vocabulary tests. The study was focused on the use of English songs for students' vocabulary mastery.

E. The Significances of the Study

This study was intended to provide helpful information and contributions to the following:

1. For teachers, the result of this study can help English teachers in teaching vocabulary through English songs.

2. For students, it can help the students in English learning process through English songs to avoid mistakes and errors, especially in learning vocabulary.

3. For other researchers and readers, is expected that this study can provide an alternative source for conducting a further study in other levels of educational background, especially in the field of Faculty of Letters and Languages.