

CHAPTER I INTRODUCTION

A. Research Background

Language is a communication that is used in any region, country or country and is a distinctive feature. In addition, language is the most important means of communication in human life, both individually, collectively, and socially. In general, a language is a tool for expressing inner thoughts to others, socially, language is a means to interact with others. A language is any system of linguistic symbols that allows all people of a certain culture or other people who study that cultural system to communicate and interacting.¹

Learning a language in everyone mind says it is an easy thing to do because they assume every day, we all already use language. Learning a language is not just that we can communicate that language and understand the meaning contained in the word but learning the language can affect language skills of speaking, reading, writing and language skills such as pronunciation, vocabulary, and grammar. The quartet of language skills (also known as the language acquisition quartet) comprises four competencies that enable a person to understand and produce oral language for accurate and efficient social interaction. This is what makes language learning so useful in schools, especially language classes. Students must be able to master several aspects of these language skills. If students do not learn language skills, they will find it difficult to learn English.

Language skills are very important for students, especially at the senior high school level because at this level language skills are the main capital in learning a language, but in reality, quite a few students still do not understand or even understand words or sentences spoken in English orally in conversations. This means that their vocabulary skills in English are still lacking and the vocabulary they master is still very limited. Through songs for learning vocabulary, it is hoped that it will be fun for students.

Songs can serve as effective teaching tools for English language courses. It is ideal for secondary school English teachers to recognize the benefits of incorporating music into the curriculum to improve the quality of English teaching. Using songs in education is not a new thing. The sound of music or song is often used during

¹ English as A Second Language: From Theory to Practice, by Finocchiaro, Regent Publishing Company, 1974.

learning, especially when students are on task. Some songs are able to encourage and stimulate the brain to work in study. In addition, when teaching English, songs can be useful for both teaching skills and language aspects. Teaching with songs is actually very fun because the stimulus of music and songs can calm, relax, and release students from a stressful environment.²

Our knowledge of the people is naturally concerned about their progress when learning a foreign language. Teachers also care about students' progress. Since an important component of learning a foreign language is mastering the vocabulary of the second language, it is safe to assume that there has been interest in vocabulary testing since the early days of formal foreign language study. Vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.³

Research has shown that songs prove to be beneficial for vocabulary learning as they enhance words, encourage students' communication, improve their communication skills, and increase students' motivation. This section can help teachers create contexts in which language is helpful and meaningfully used. Songs keep students active and excited and classrooms lively. The results of the study conducted by Djoko Sri Bimo and Maria Yustina Rensi Dartani on vocabulary mastery for early childhood through songs showed that there were significant differences in students' understanding of words when they were taught with songs rather than pictures. The experimental group showed an increase in performance. This increase was statistically significant because students understood vocabulary better with the help of songs. It can be concluded that the use of songs in the teaching of English has a great impact on the students and it has a motivating effect on their learning.⁴

One of the efforts to increase vocabulary fluency in learning English is to use fun, interesting, and not boring material for students, as well as using English songs for students to learn vocabulary. A common problem in learning English with listening

² Teaching English through Pop Songs, by Puasa, K, 2008.

³ Methodology in Language Teaching, An Anthology of Current Practice, by J. Richards and Renandya, W, New York: Cambridge University Press, 2002.

⁴ The Vocabulary Mastery for Early Childhood through Songs, by Djoko Sri Bimo, Maria Yustina Rensi Dartani, August 2021.

tests using song media is spelling errors in vocabulary that are found after listening to songs. Based on the background above, the researcher is interested in conducting research on "Increasing students' vocabulary through English songs".

B. Research Focus and Scope

This study focuses on the problems related to Increasing students' vocabulary through English songs, and the obstacles experienced when students of SMK N 1 Kalinyamatan learn with English songs.

C. Research Problem

Based on the background description above, the problem in this study can be formulated as follows:

1. How does the teacher increase students' vocabulary through the songs?
2. How are the students' responses in learning with English songs?
3. What are the obstacles when students of SMK N 1 Kalinyamatan learn with English songs?
4. What are the challenges faced by the teacher in increasing students' vocabulary through English songs?

D. Research Objectives

1. To understand the increases of students' vocabulary.
2. To explain the students' responses learn with English songs.
3. To analyse the obstacles experienced by students when learning with English songs.
4. To find the challenges faced by the teacher in increasing students' vocabulary through English songs.

E. Research Significances

Theoretical

1. The results of this research should to have an educational value that can add study materials and references in English learning methods, especially vocabulary.
2. Further research material related to Increasing students' vocabulary through English songs.
3. To increase knowledge and insight in developing the potential of scientific work, so that it can be a useful provision in the future.

Practical

1. It was hoped that the results of this study will an increase of the students of SMK N 1 Kalinyamatan in the learning of vocabulary.
2. It was hoped that from the results of this study it will be possible to see what kind of obstacles the students experience when they learn to use English songs.

F. Definition of Key Terms

Increasing students': Increase English skill Students of SMK N 1 Kalinyamatan.

Vocabulary: English learning that will be observed in SMK N 1 Kalinyamatan.

English song: Methods to be used for learning in SMK N 1 Kalinyamatan.

G. Organization of Thesis

Chapter 1 is an introduction that consists of a background that explains how this research appears, how this research gained the problem, and something that explains the background of this research.

Chapter 2 is about the theoretical framework that correlates with the previous chapter. This chapter provides various theories and material related to the research matters.

Chapter 3 is about research methodology that explains the method used by the researcher related to the data and analysis, research setting, participants, instrument, data validity, data analysis, and also research ethical consideration of this research.

Chapter 4. This chapter presents the results of the discussion which have been analysed by the researcher in the research methodology.

Chapter 5. This chapter is about the summary of findings and the whole argument of this research as well as the content limitations.