

CHAPTER I INTRODUCTION

This chapter gives an overview of the research background, research problems, research objectives, research significances, the definition of key terms and organisation of the thesis.

A. Research Background

The process of mastering English necessitates competency and constituents to master it. There are several aspects to consider when learning English.¹ Components of English such as vocabulary, grammar, pronunciation or spelling are also taught to enhance the development of the primary language abilities, including reading, writing, listening and speaking. On the other hand, writing sentences necessitates mastery not only of grammar and pronunciation, but also vocabulary.² This remark implies that people use vocabulary to communicate with each other. Therefore, language is crucial in learning English, especially for beginners. Students struggle to understand people's speech or articulate their ideas when they lack appropriate vocabulary competence. Many experts believe that vocabulary and primary language abilities are vital to English acquisition. Therefore, vocabulary development is a fundamental component of English learning. Thus, vocabulary is essential for students to communicate successfully.

According to Harmer, vocabulary is an essential part of language. As likened to the human body, if grammar is compared to a skeleton of bones (language framework), then vocabulary is considered layers of flesh.³ Students will find it difficult to master English if they only learn grammar but must simultaneously learn vocabulary. This will support them in developing their English. Vocabulary provides understanding for students when communicating with other people through conversations or texts in everyday life.⁴ If they do not understand the other person's speech, they cannot know what the other person wants to convey, so they make mistakes in pronouncing the words they say. That way, vocabulary mastery is necessary so that students have no difficulty understanding texts and getting messages

¹ Paula L. Hampp, "Use of Songs in Teaching Simple Tobe and Past Tense Teaching," *Journal of English Language and Literature Teaching* 4, no. 1 (2019): 15–24, <https://doi.org/10.36412/jell.v4i1.939>.

² Sri Putri Dilago, Nihta Vfliando, and Fridolin Kukus, "Students' Perceptions of Using Song Lyrics as a Media to Improve Vocabulary Mastery," *JoTELL Journal of Teaching English* 1, no. 5 (2022): 641.

³ Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge: Longman: Pearson, 2010), 22, https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf.

⁴ Scott Thornbury, *How To Teach Speaking* (London: Pearson Education Limited, 2005), 22, <https://www.pdfdrive.com/how-to-teach-speaking-how-e185532621.html>.

to others in English.⁵ Based on this explanation, it is possible to conclude that language knowledge is essential for students' communication.

Many variables contribute to students' problems in learning a language. One of them is the lack of vocabulary knowledge. Students with limited vocabulary will struggle to grasp spoken and written language. In addition, if they have difficulties constructing words or sentences, they will work to explain ideas and express their sentiments. According to Saleh cited in Harmilawati state that a person's success in studying a language is defined by the amount of vocabulary they can master. This is one of the reasons that knowledge and understanding good vocabulary are fundamental to effective communication. The learning approach utilised by teachers in learning activities is another aspect that causes students challenges in learning a language.⁶ Richards and Theodore describe that method as a general term to describe the detail and accessibility between theory and practice in teaching and learning activities.⁷ Therefore, the methodology becomes the foundation for teachers to succeed in teaching English.

Thus, it finds out that vocabulary has an essential role for students, especially in everyday life. This can motivate English teachers to be more enthusiastic in teaching language to students so they can produce lots of English sentences. Therefore, teachers must apply an effective method for presenting the meaning of vocabulary learning information to achieve good results in learning outcomes. Then, teachers must anticipate and plan the amount of vocabulary that can be learned according to the level of student education.⁸ To develop vocabulary, teachers can begin by using vocabulary in everyday life. When students start implementing these activities, they should be able to concentrate on learning activities. So that they can easily practice in real life, if this can be achieved, students must process their vocabulary adequately.⁹ So, it ensures that learning vocabulary is fundamental when learning English. Therefore, students will hopefully be able to develop their interest in learning vocabulary. On the other hand, teachers also need creative learning methods to make students enjoy a pleasant classroom atmosphere while delivering vocabulary learning materials.

⁵ Raniah Kabooha and Tariq Elyas, "The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers," *English Language Teaching* 11, no. 2 (2018): 73, <https://doi.org/10.5539/elt.v11n2p72>.

⁶ Harmilawati Harmilawati, "The Use of Mind Map in Mastering Vocabulary Through Picture At the Seventh Grade of Smp Negeri 4 Libureng," *JLE: Journal of Literate of English Education Study Program* 1, no. 01 (2020): 38, <https://doi.org/10.47435/jle.v1i01.383>.

⁷ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 1986), 4, <https://www.novaconcurusos.com.br/blog/pdf/richards-jack-c.-&-rodgers.pdf>.

⁸ Zakiyah Farhanah Pratiwi, "The Impact of Using Joox To Increase Vocabulary and Learn How Pronounce the Word," *Pustakailmu.Id* 2, no. 2 (2022): 3.

⁹ Suprayogi and Budi Eko Pranoto, "Students' Perspectives Toward News Voiceover Activity in Pronunciation Class," *Advances in Social Science, Education and Humanities Research* 430 (2020): 203, <https://doi.org/10.2991/assehr.k.200406.041>.

Based on the 2013 curriculum for the eighth grade of Junior High School, learning English aims for students to communicate appropriately and correctly using a target language, either orally or in writing. Vocabulary lessons are essential for students learning a second language, but the emphasis is on daily conversation for eighth grade students. Then, the level of vocabulary is based on the curriculum for eighth grade of Junior High School.¹⁰ As a result of the lack of attention paid to teaching vocabulary in EFL (English as a Foreign Language) classrooms for many years, the challenges that students face become a barrier for EFL teachers in vocabulary learning activities. On the other hand, teachers, scholars and second language acquisition researchers are concerned about developing effective pedagogical strategies for learning English, mainly teaching vocabulary.

Regarding the pre-observation interview with an English teacher for an eighth grade of Islamic Junior High School SS. The lack of vocabulary mastery among eighth grade students indicates that their vocabulary mastery remains low. Their English subject scores demonstrate this. The students found the subject challenging and tedious because the teacher employed a traditional approach to instruction based on student books. Furthermore, while students are learning English, the teacher gives assignments to them while referring to student books and discussing them in the classroom.¹¹ This causes students not to have much experience in learning vocabulary, which indirectly also makes students feel bored with the lesson. It follows the Qur'an Surah An-Najm verses 39 - 41:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى { ٣٩ } وَأَنَّ سَعْيَهُ سَوْفَ يُرَى { ٤٠ }
ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَى { ٤١ }

“And that each person will only have what they endeavored towards, and that ‘the outcome of’ their endeavors will be seen ‘in their record,’ then they will be fully rewarded.”¹²

The concept suggested in the verse above roughly describes that humans must continually expand their creative abilities to have better capabilities in certain areas. As an example, a teacher must be able to develop oneself to improve their students’. For example, students use media and learning methods, particularly for English teachers. As previously explained, students require media that captures their attention and keeps them engaged during English vocabulary learning activities. Because each student’s

¹⁰ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, *Bahasa Inggris “When English Rings a Bell”* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), 3, https://repositori.kemdikbud.go.id/7013/1/buku_siswa_bahasa_inggris.pdf.

¹¹ Mrs. I, pre-observation by researcher, pre-observation, 10th December 2022.

¹² Surah An-Najm Verse 39-41, 8th June 2023, <https://quran.com/en/an-najm>

capacity to recollect language varies, some students will quickly remember the vocabulary they have learned and others.

Then, students need help to assemble vocabulary to form sentences because there are many types of word classes in English vocabulary, such as verbs, nouns, pronouns, etc. In addition, students' vocabulary pronunciation skills are still inadequate, often students do not know how to pronounce the vocabulary correctly since English vocabulary pronunciation differs from Indonesian vocabulary pronunciation. Therefore, the center of English learning for beginner students is when they can produce a suitable vocabulary.¹³ As a result, teachers must pay more attention to students' vocabulary needs so that they can pronounce English fluently. Furthermore, students may also understand and memorise English fluently. On the other hand, students may find it challenging to recall new vocabulary, students must remember the meaning of each vocabulary they have learned.

After reviewing the abovementioned problems, teachers must determine the best solution to address these challenges by utilising learning media besides books. Thus, teachers will need to develop techniques, methods, and media. These facilitate student learning and vocabulary development. In addition, the achievement of effective vocabulary learning must be accompanied by the consideration of long-term strategies or approaches that students may readily remember and need help remembering the vocabulary they have just learned.¹⁴ That way, students will be interesting and enjoy learning activities. Then, students will be more engaged and appreciate their learning activities. Because English video song lyrics are an effective media for learning vocabulary, so the teacher chooses media to search for video song lyrics on YouTube.

According to Berk cited in Zaidi et al, watching videos can significantly influence one's perceptions and ideas.¹⁵ Vocabulary learning using video lyrics from YouTube can increase their focus, create their interest in learning, change their attitude and mindset toward learning material, optimise their imagination, and make learning activities more fun and meaningful. According to Bonk quoted from Helingo that teachers should begin using YouTube videos in language classes, especially in vocabulary learning.¹⁶ Then according to Ktoridou, Yiangou, and Zarpetea quoted from Yulianti et al., that if learning aural and visual vocabulary combinations is

¹³ Rizky Gushendra, "An Experimental Study: Improving Students' Vocabulary Mastery By Using English Songs," *Indonesian Journal of Integrated English Language Teaching* 3, no. 1 (2017): 54, <https://doi.org/10.24014/ijiet.v3i1.3968>.

¹⁴ Novi Rina Dewi and Maharani Fitria, "The Effect Of Song Lyric Text On Students' Vocabulary Mastery At Seventh Grade Of Smpi Al Ikhlah Kasembon," *English Language Teaching Journal* 2, no. 2 (2022): 202–10.

¹⁵ Azurawati Zaidi et al., "University Students' Perceptions of YouTube Usage in (ESL) Classrooms," *International Journal of Academic Research in Business and Social Sciences* 8, no. 1 (2018): 542, <https://doi.org/10.6007/ijarbs/v8-i1/3826>.

¹⁶ Helingo Adimawati, "YouTube as Learning Medium for Promoting EFL Students' Reading Habit and Motivation," *Journal of English Language and Education* 7, no. 1 (2022): 29.

maximised as a teaching tool in the classroom.¹⁷ This can be used to increase student vocabulary by providing a more unmistakable comprehension and presentation of learning material, making it easier for students to improve their language abilities. In addition, the application of this media intends to develop students' vocabulary understanding. Thus, actual subject detail and context are provided for students.

This method intends to capture students' attention to support them in memorise vocabulary.¹⁸ If students are interested in the learning material, then it is certain that they will be motivated to learn the meaning of the words they have studied further. In addition, song lyrics can be a powerful encouragement for student participation because they can touch while allowing the brain to analyse the contents of the song. Then, song lyrics employ not only used to strengthen, comprehension, listening, speaking and writing, but also to improve learning methods and grammar variations with rhythmic skills and patterns that stimulate the brain and optimise imagination. Therefore, song lyrics are beneficial for vocabulary learning because song lyrics contain a variety of vocabulary that students can learn.

According to Spicher and Sweeney cited in Ningsi et al., that learning vocabulary using songs provides positive energy, increase emotion and positive learning for students at various ages and learning levels.¹⁹ Therefore, it is necessary to adjust the level of education for the selection of songs in learning vocabulary. On the other hand, choosing the proper song for learning vocabulary utilising song lyrics media from YouTube is critical. Because it affects students' learning motivation, so their enjoyment of learning activities. According to Dale quoted from Ilinawati, the selection of songs that are appropriate for students' backgrounds to introduce vocabulary creates a pleasant environment for students, allowing them to learn a lot of vocabulary.²⁰ This media is a valuable tool for students to help them learn vocabulary, sentence structures and phrase patterns, as well as reflect the culture of the mother tongue they generally use. Then, before employing this media, teachers must be aware of the song's quality and contribution to the learning material.

Research on YouTube media in learning English in the classroom has shown significant changes with systematic planning. However, research on the effectiveness of using English video song lyrics from YouTube to

¹⁷ Sri Yulianti, Maemuna Muhayyang, and Munir Munir, "The Correlation Between the Habit of Watching English Youtube Videos and Students' Vocabulary Mastery in Efl Class," *JTechLP: Journal of Technology in Language Pedagogy* 1, no. 2 (2022): 1–14.

¹⁸ Jaya, "Increasing Students' Vocabulary By Using Song Lyric At the Second Grade of Smp Negeri 3 Tolitoli," *Desember* 5, no. 6 (2017): 202.

¹⁹ Nur Ningsi, Dra. Paula Rombepajung M.Pd, and Drs. Allowysius Rettob, M.Pd, "Improving Students' Vocabulary Mastery By Using Song Lyric At Mts Nurul Yaqin Tondano," *Journal of English Language and Literature Teaching* 4, no. 2 (2021): 62, <https://doi.org/10.36412/jellt.v4i2.2409>.

²⁰ Ilinawati Ilinawati and Yokie Prasetya Dharma, "Improving Students' Vocabulary Through Songs," *JEES: Journal of English Educational Study* 1, no. 2 (2019): 66-70, <https://doi.org/10.31932/jees.v1i2.329>.

develop vocabulary is currently limited. Therefore, the primary goal of this research is to explore the effectiveness of English song lyrics from YouTube on students' vocabulary knowledge and comprehension. So, this will add to the existing body of expertise regarding incorporating YouTube technology into English lessons. Based on the background of the research above, the researcher conducted research entitled "The Effectiveness of Using English Video Song Lyrics to Develop Students' Vocabulary Mastery at Islamic Junior High School" for eighth grade students of Islamic Junior High School SS in the 2022/2023 academic year.

B. Research Questions

Based on the research background described above, the research problem is that the teacher has difficulties choosing learning media to develop students' vocabulary mastery. The teacher needs appropriate and effective media in this learning. Therefore, the problem formulation in this research is as follows: Are English video song lyrics effective in developing students' vocabulary mastery at Islamic Junior High School SS?

C. Research Objectives

Based on the problem formulation above, the researcher can determine the following research objectives: To prove whether English video song lyrics effectively develop students' vocabulary mastery at Islamic Junior High School SS.

D. Research Significances

This research is expected to provide benefits for related parties, both theoretically and practically, including:

1. Theoretical Significance

It is intended that this research will provide benefits and contributions to English learning, particularly vocabulary development, by providing English video song lyrics, which can be a method to develop students' vocabulary mastery.

2. Practical Significances

a) The Institution

The researcher expects that this research will provide guidance and motivation for institutions to improve the process of learning English to be more effective and efficient, one of which is the using English video song lyrics. Thus, the process of teaching and learning English, especially in terms of students' vocabulary, can be enhanced.

b) The English Teacher

The findings of this research are intended to be valuable for teachers as a learning method that captures students' attention while teaching vocabulary. Then, to minimise student overload in learning, encourage the teacher to select song lyric videos that are appropriate for the grade level and student background. Therefore, the researcher

expects that this research can provide teachers with a fresh viewpoint on using English video song lyrics for vocabulary teaching and learning activities with their students.

c) The Students

The researcher expects that the findings of this research will motivate students to use English video song lyrics to learn and develop their knowledge of English vocabulary. Because using the YouTube application might assist students in learning and comprehending the lyrics of the song they are looking for. They may listen to and watch the video so that students will learn new vocabulary implicitly from the song. It will be easier for them to memorise vocabulary because they also already know how to pronounce the vocabulary.

d) The Next Researcher

This research can be utilised as a starting point for further research on the same topic, especially those related to student vocabulary. Hopefully, the next researcher will look into leveraging English song lyrics to develop students' vocabulary mastery using other media. In addition, the next researcher can modify this idea into a new thought with a fresh perspective that is superior to the previous one.

3. Pedagogical Significances

Traditional methods employed for active learning in video teaching spaces can be challenging to adapt. However, this can be a new work method that can capture students' attention. Therefore, YouTube is developing as an effective digital pedagogical tool for meeting the demands of Generation Z by modernising the traditional classroom environment. Students are expected to apply the English video song lyrics method as a new technique for learning vocabulary. YouTube's revolutionary visual learning style simplifies and conceptualises delivery. In addition, displaying song lyrics can help create a pleasant classroom environment where students can enjoy studying and learning without feeling rushed. This increases students' learning more about vocabulary, sentence structures, and sentence patterns, not to mention the mother tongue's cultural reflectivity

E. Definition of Key Terms

This key term is given to avoid misunderstanding or different perceptions of meaning. Based on the research title, there are four key terms used, including:

1. English song lyrics are media for conveying ideas through a series of words from a songwriter to listeners that are communicative and contain positive messages.
2. Video is a media capable of recording, capturing, processing, transmitting and rearranging moving images accompanied by sound.

3. YouTube is a site usually used to share videos or watch videos shared by other people for free with an internet connection.
4. Vocabulary mastery is used to master vocabulary better so that someone is more fluent in speaking to avoid communication misunderstandings.

F. Organisation of Thesis

This organisation of the thesis is useful to provide a clear and not deviating picture of the subject matter in a systematic thesis. This thesis is as follows:

1. The Complementary Pages

This section includes cover/title page, approval page, statement of work's originality/declaration, abstract, *abstrak*, motto, dedication page, acknowledgments, preface, table of contents, list of pictures, list of tables and list of appendices.

2. The Body Includes

This section contains an outline consisting of five chapters, between one chapter and another interconnected because they form a whole, the five chapters are as follows:

Chapter I is introduction. This chapter describes the research background, research problems, research objectives, research significances, definition of key terms and organisation of thesis.

Chapter II is review of related literature. In this chapter, there are theoretical description, theoretical framework, review of previous studies and hypothesis.

Chapter III is research methodology. This chapter will describe the research method, research population, research participants/subjects, instruments and data collection technique, research data validity, data analysis techniques and research ethical considerations.

Chapter IV is research findings and discussion. In this section, there are two major points; they are research results and discussion.

Chapter V is conclusions, implications and recommendations. As the final chapter, this chapter will briefly present the conclusions and implications obtained from the discussion and also contain recommendations for future research and current practice.

3. The Closing Page

The final section contains references and appendices.