

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is the first language, which is taught formally from the junior high school to the university level. However, now a days, English is taught in lower level such as elementary school, Kindergarten, and play groups. It means that children are introduced to English early. As they are exposed to English since the earlier age, it is hoped that they will learn English more naturally as they learn their mother tongue.

At Junior High School, students have language competence like reading, listening, speaking and writing in simple form based on their interest with vocabulary mastery approximately 700 words which implies that the students are expected to master vocabulary. They should know the meaning of the words and can pronounce them well. Vocabulary can not be separated from other elements of English in teaching learning process in junior high school because vocabulary influences the ability of students in studying English. Without sufficient vocabulary, students will get difficulty in doing examination, so their poor score results.

In fact, many students of junior high school still have limited vocabulary because they get difficulties to memorize the meaning and the pronunciation of the words. Based the information from the English teacher of SMPN 1 Sidoharjo Sragen, the first grade of SMPN 1 Sidoharjo Sragen also still have limited vocabulary. It can be seen from their English that are not satisfying. Their English score in 2009 can be described as follows:

18 students get score 1.0-3.9, 15 students get score 4.0-6.9, 2 students get score 7.0-8.9. The data show that only 45% students get satisfying score.

Futhermore, the pre-interview done in the class B seventh grade students of SMPN 1 Sidoharjo Sragen showed that the difficulty of their learning English is because of their lack of vocabulary. Most student said that learning English is a difficult thing. One of the students' statements is, "*Bahasa Inggris adalah pelajaran yang sulit karena pelajaran Bahasa Inggris harus bisa mengartikan artinya dan harus hafal kosa katanya.*" (English is a difficult lesson because in English lesson, we must translate English word into Indonesian and memorized each word). Then, another student said, "*Vocabulary belum cukup karena kosa katanya ada banyak dan sulit dihafal, kalau hari ini ingat besok lupa.*" (My vocabulary is not adequate because there are many word should be memorized, today I remember the word, but in another day, I will forget the word). From word vocabulary test score and statement of the students, the writer concluded that the class B seventh grade students of SMPN 1 Sragen have low vocabulary mastery.

In addition, the interview done by the researcher to the English teacher of SMPN 1 Sidoharjo sragen also support the fact that the students of SMPN 1 Sidoharjo Sragen have problem in mastering vocabulary. The teacher said, "*Vocabulary siswa itu tidak baik. Dalam kenyataanya, mereka harus menghafal vocabulary jika vocabulary mereka tidak baik itu akan menjadi masalah bagi mereka.*" (The students' vocabulary mastery is not good. In the fact, they must memorize many words. So, if ther vocabulary mastery is not good, it becomes a problem for them in learning English). The researcher also added that it is important for his students to master vocabulary first if they want to master English well. The teacher said, "*Itu sudah pasti, kan untuk menguasai suatu bahasa, pastilah vocabulary menjadi yang utama. Bagaimana mau mempelajari suatu bahasa jika kosakatanya saja tidak mengerti.*" (it is clear that to master language, vocabulary become

the most important language element. How the students can learn a language effectively if they do not understand the word).

The low achievement of the students' vocabulary mastery in SMPN 1 Sidoharjo Sragen was caused by some problems. First, in teaching English, especially in teaching vocabulary, the teaching learning process is still teacher-centered. The teacher said that it was very difficult for the Indonesian students to be active in the class, in these case is in the English subject. In the activeness of the students, of course, influence their learning of English.

Second, the technique used by the teacher does not help students in mastering vocabulary. In making the students master vocabulary well, the teacher made a list of difficult word appeared in the topic. The list was made along with the Indonesian meaning. Then, the teacher asked the students to memorize each word. The weakness of this method is the students must memorize a lot of words and one word can have more than one meaning. Therefore, the students found difficulty in memorizing each word. One of the students said, "*karena banyak katanya dan susah serta sulit menghafalnya*" (There are many difficult vocabulay should be memorized and it is difficult for me to memorize it). The techniques also makes students depend on the teacher role in finding the meaning of unknown words because the students do not have efforts in seeking the meaning of unknown words, for example by opening a dictionary.

The dependence of the students in knowing the meaning of difficult words was also shown from their low frequency in using dictionary. The teacher assumed that it was hard for him to make his students use dictionary to know the meaning of difficult word. So, the teacher made alist of difficult word to help his students know the meaning fo each word.

Where as, by opening dictionary, the students is not only knowing how the word is spelled, how the word is used in sentences, ect.

The teenagers will study a second language well if the teaching and learning processes are in a communicative and meaning full context for them. For the teenagers, this context includes socials, cultures, games, songs, fairy tales, art experiences, handicrafts, and sport situation.

From the theory above, we know that songs can be use to relax students and provide and enjoyable classroom. Most importantly, perhaps, songs are relaxing. They provide variety and fun, and encourage harmony within one self and within a group. It will increase students' interest in learning process in the classroom, because the circumstance becomes interesting.

On the basics of the characteristics of teenagers, it is stated there are many reasons why we use songs with this age group, the reasons include: (1) Teenagers like songs, (2) Songs can be integrated into language learning – teaching, singing and doing activities around the songs, (3) In many cultures song are use to introduce or practice mother tongue with young children, so this is a medium that teenagers are very comfortable with, (4) Songs are memories (5) song often include a lot of repetition that help to make language memorable, (6) Songs contain chunk of language that the teenagers can remember and use because songs must be sung at a reasonably fast speech they encourage natural phonological features like linking and weak forms, (7) Teenagers will be actively involve their learning, even at a very young age, rather than passive, (8) Teenagers have energy and want to make noise, (9) Songs will channel these natural inclinations positively, (10) Parents will enjoy hearing their teenagers singing in English, (11) Singing

is happy and stress-free activity that will add to a positive classroom learning environment.

From the reason above, undoubtedly, songs can be use in teaching English to the teenagers. Teacher can use songs to teach vocabulary to the students. An additional thing we might do with music and songs in teaching is teach vocabulary. Songs are especially good at introducing vocabulary because songs provide a meaning full context for the vocabulary.

This study then explores the use of songs in improving English vocabulary mastery as teenagers commonly like something attractive and enjoyable such as songs in recognizing something new. This study also aims to bring different atmosphere in the classroom so that the student fell more interested in learning English vocabulary. In addition, the different atmosphere can prevent from being bored. Moreover, it also gives the students opportunities to remember the word and the sentences easily. Songs prevent excellent opportunities for improving English vocabulary mastery.

It is the best to pick some songs from popular songs which our students know well. The teacher select some songs from popular song having word, which the students want to learn. They already know how the words are use in songs. They can associate this by learning the definitions. Repetition is enjoyable when they are singing. Finally, if the result of the study is positive, it is hoped that songs can be used as one of the enjoyable alternatives in improving English vocabulary to the students at Junior High School.

The action research is carried out in the classroom by using songs the research is conducted at the seventh year of SMP Negeri 1 Sidoharjo Sragen by involving thirty five students of the seventh grade. The research is entitled: "IMPROVING VOCABULARY MASTERY BY USING SONGS (A CLASSROOM ACTION RESEARCH IN THE

SEVENTH YEAR OF SMP NEGERI 1 SIDOHARJO SRAGEN IN THE 2009 – 2010 ACADEMIC YEAR).”

B. Problem Statements

In this research the writer formulates the problems of the study as follows :

1. How is the implementation of teaching vocabulary by using songs in the seventh year students of SMP Negeri 1 Sidoharjo Sragen in the 2009-2010 academic year?; and
2. Can songs improve the vocabulary mastery of the seventh year students of SMP Negeri 1 Sidoharjo Sragen in the 2009-2010 academic year?.

C. Limitation of the Study

It is impossible to discuss all the problems above, so the writer makes limitation as follows:

1. The study is be focused on the use of songs to improve the English vocabulary mastery of the students;
2. The songs are chosen related to the teaching of vocabulary that can encourage the students to enjoy the course and to be active in teaching learning process;
3. The subject of the study is the English teacher and the seventh year students of SMP Negeri 1 Sidoharjo Sragen.

D. Objective of the Study

Based on the problem statement, the general objective of study in this research is to improve student's vocabulary. The specific objectives of the study are as follows:

1. To describe the implementation of songs to improve the vocabulary mastery of seventh year of SMP Negeri 1 Sidoharjo Sragen in the 2009-2010 academic year; and

2. To find out whether the use of songs can improve the students' vocabulary mastery of the seventh year students of SMP Negeri 1 Sidoharjo Sragen in the 2009-2010 academic year or not.

E. Benefit of the Study

It is expected that result of this naturalistic study will be able to give some benefits:

1. Theoretical benefits

- a. The result of the research can be used as a reference for those who want to conduct a research in English teaching learning process
- b. The finding of the research can be used as input as English teaching learning process especially in teaching vocabulary

2. Practical benefits

Procedures and out come of this research hopefully will inspire other researchers to replicate research studies with similar themes. The result of the study could also provide teachers with information about how they should apply the proper approach to direct and facilitate students in learning English. Also the research may gives some contributions for solving problems related to improving English vocabulary and help the students master it easier by using songs. Beside, the study is to improve information on the benefit of the use of songs in the teaching English vocabulary. By using songs in teaching English vocabulary to teenagers, the student can enjoy the English learning processes and feel interested in learning English vocabulary.

F. Research Paper Organization

To enable the reader easy in understanding the research paper, the writer will drive this research into five chapter, they are as follows.

Chapter I is introduction which contains background of the study, problems statement, limitation of the study, objective of the study, benefits of the study and research paper organization.

Chapter II is review of related literature containing previous research, literature review that covers review that vocabulary mastery and techniques in vocabulary teaching by using songs.

Chapter III is research methodology containing place and time of the research, research design and data source, method of collecting data, method of testing the validity of data, techniques of analyzing data and process of the research.

Chapter IV is research implementation and result of the study, Chapter V is conclusion and suggestion