

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

Vocabulary is one of the basic knowledge in English study. It takes the main part in English understanding. With vocabulary, the student can understand the meaning of the statement, passage or text in English and what is the point of the language. In the thematic curriculum, Elementary school student must master the English competence well, not only single subject of knowledge but more than one subject in a meeting. The students have to master the vocabulary well to make them competence in English.

With the demand of the newest curriculum, student must master two or three subjects at once. The lack of vocabulary will make them get difficulties in understanding the subject. With the vocabulary that they master, hopefully the students can know the idea and the purpose of the English sentences. Students are expected to use new vocabularies to generate ideas. A study on English teaching and learning at the primary school level done by the Ministry of Education and conducted in 2005 showed very positive attitudes towards learning English.

“A vast majority (94%) of the children in grade 5 who were surveyed felt that it was important to know English and 97% said that they enjoyed learning English at school. They also reported a number of advantages for knowing English. These included using it for communication abroad, understanding English language movies and TV programs and for playing computer games”. (Kristjánsdóttir Lovisa, 2006).

In curriculum, the student's understanding of English should reach the competence and productive ability as mentioned in Syllabus Designs for Elementary

school. To make the student have competence and productive ability, the student need to close with the vocabulary. The vocabulary mastering is one of the important elements which are needed in the language mastery. As Hockett (in Celce- Murcia and McIntosh, 1978) said that vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom.

Vocabulary is central to language and of critical important to typical language learner. Elementary school is the first place where the student gets a lot of vocabularies. Teaching vocabulary to small children is like teaching them how to walk and speak. To make the student understand the language the teacher has to make them familiar to the language. That is why when the teacher taught them a new language it needed to find the appropriate method and ways of teaching. The students have to memorize the new word or the new vocabulary so that they will be good in understanding the language. After the student knows the vocabulary they must memorize it and understand how to use it.

Learning vocabulary deals with the memorization and seriousness. Kweldju's study (in Fauziati, 2001:159) on memory and vocabulary development reveals that memory is very important in language learning especially vocabulary. The students, as the subject of the research, agree that learning vocabulary needs memorization and seriousness. Memory is important in the development of vocabulary; it requires more generous treatment for memorization. Stevick (in Nunan 1991) summarizes some of the classical research in memory which has demonstrated that in order that the new items to enter long term memory, some form of active involvement on the part of the learner is desirable. It means that the student who is active in memorizing the new word or the new vocabulary will be easy to retain it.

Vocabulary can make the student convey their idea both in oral and written form effectively. Their idea can help them in understanding the subject with the teacher's guide. Language teacher should possess considerable knowledge on how to manage an interesting classroom activity so that the learners can gain a great success in their vocabulary learning. With it, hopefully the student can improve their interest in vocabulary learning.

The subject of learning can build the student interest in learning; easy to study is easy to understand. Simple subject of learning make the student confidence in study. In English the difficulty found on the meaning and also vocabulary construction. One word or one vocabulary can have a lot of meaning (e.g. the word "see" can be *melihat*, *memandang*, *mengetahui*) and sometimes have different significant meaning (e.g. the word "fly" can be "*lalat*" and "*terbang*"). Each vocabulary have different meaning, if the student can not master the vocabularies they can make incorrect construction and meaning.

Some of the interview which held by the researcher shows that many students have difficulties in understanding the vocabularies because of the meaning and incorrect noun construction. The researcher interviewed some students in SDN 2 Teloyo from the fourth grade to the sixth grade. Ana Rahmawati (Fifth grade) said "Lha, kadang gak tau.

artinya bu. Kata-katanya baru. Klo ga buka kamus ga bisa jawab soal. Padahal klo testing khan ga boleh buka kamus, jadi ga bisa ngerjain. *"sometimes, I don't know the meaning, mam. it's new word. If I don't open dictionary, I can't do it. But we are not allowed to open dictionary during the test., so we can't do it"*. The other student Roni Sriyono (Fifth grade) also said "kadang-kadang arti kata ten kamus beda sama Bu guru. Nggih malah bingung artine sing pundi. Sanjange see artinya tahu, lha ten

kamus melihat”. (*sometimes there is different the meaning from the teacher and the dictioanry. It makes me confuse which is true. The meaning of see is “tahu” but in dictionary “melihat”.*) The cleverest student in class also has difficulties in understanding and memorizing vocabulary just like her confession “Sulit mengingat arti kata-kata bahasa Inggris kok bu. Lali. Cara bacanya sama tulisanya beda. Jadi kadang tau artine tapi ga tau cara nulis” Wulan Ireke (Fifth grade). (*It’s so difficults to remember the word, mam. I’m forget it right away. There is a similiar in th epronunciation but different in written. Sometimes I know the word but can’t write it*)

The researcher had done some pre- test in August for the student in knowing the vocabulary mastery. The tests were about the vocabulary in the reading passage that already been explained by the teacher, and the student also had wrote a note about it. After the student read the vocabulary three times and wrote it in their book, the researcher asked them to close the book and gave pre-test. From 26 students in class, there are 38% (about 10 students) are good and 62% (about 16 students) are fair. Students mostly got difficulty in the word meaning and they got confuse with the noun construction. From the 62% student who got fair, 30% students were the student who made incorrect noun construction and 38% student were forget the meaning of the word.

Based on the fact above, it can be seen that some of the student get difficulties in studying English because they can’t remember the meaning of the word (vocabulary). They are easy to forget the words that are given by the teacher; they also have difficulties in making the noun construction. Mastering the vocabulary is not only remembering the meaning of the word but also how to construct it.

Sartini (teacher of SDN Jelobo 3) also has problem to teach vocabularies to their student. The students seem have difficulty in understanding each word that is

given by her. The students are easy to forget the word. They forget it after they read and write it on their book. Today the words are given; tomorrow the students can not answer the question based on the words that are given yesterday.

Based on the research that had done by the researcher in July, it can be seen that many teachers in the Elementary school gave vocabularies to the student in a flat way. It means that some teachers in elementary school did not use certain method in teaching vocabulary. They wrote the vocabulary on the blackboard, and then they asked the student to read it after them. And when they thought that the student memorized it, they asked the student to copy it to their note book. The teachers' thought that it was successful, but in fact most of the students forgot it. "I see, I read, I write and I forget" this expression is to show the teaching vocabulary for a student without using certain method.

Based on the pre tests had done to the student before, the researcher can make a conclusion that the students are easy to forget the vocabularies because they find out of the vocabularies when it is needed. The vocabularies that they get on that time will be forgotten right away. Most of the students are easy to understand and remember the vocabularies if it is famous and familiar to their ear, for example: love, like. And sometimes, the vocabularies that familiar to them are a taboo word.

From the problem above, the researches propose a popular song as a media for the teacher to make the student master the vocabulary well. Teaching vocabulary need a fun and interesting media and method. It will help them to master the vocabularies well. They can be easy to understand and to cover it correctly. Teacher must find the best method to introduce the vocabulary to the student. "Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are

specified.” (Fauziati, 2001:05). Method is theoretically related to an approach and is organizationally determined by a design.

Teaching English to the elementary school need an appropriate method. Fauziati (2002:171) stated the outstanding characteristic of them among other area children like playing, b) children learn something by doing; they learn language by using it, listening to it. Speaking and writing It., c) children take real situation pictures, songs, flash cards, and so forth are advisable. Children in primary or elementary school generally learn by doing (cognitive). Language acquisition involves the cognitive word of creative construction of the rules of the language. Burn (1975: 42) stated that in primary years, English as a foreign language should be thought orally, informally and in atmosphere of play. In this research the researcher will use a song to teach vocabulary to the student, because song can make the student have fun in studying English.

Song is one of the interesting media to teach vocabularies to elementary school student. With song, the student can be easy to remember the vocabulary because it is familiar to them. There are many songs that very famous, not only kids song but also adult. Song provides an enjoyable atmosphere for the student; hopefully the children will master the vocabulary better. From some famous songs, the student can understand and learn new vocabulary. Dale (1992:5) states that songs are good at introducing vocabulary because song provides a meaningful context for the vocabulary.

Many popular song that are easy to remember by the student and can make the student comfortable in learning the vocabulary. Song like “ Ketahuan” by Matta band. It is very famous event for the last three years. The lyric can be changed to the pronoun lesson. Such like: *o o kamu ketahuan...*we can change it become *o o my*

father your mother.... it was pronounced that difficult to the third grade student. But with popular song the student can enjoy to remember the structure of pronoun. From the song above the teacher can increase student vocabulary mastery. It can make the students are easy how to write and how to pronounce the vocabulary correctly.

The songs that are familiar to the student will make them easy to remember the vocabularies. The students can change the lyrics of the popular songs into simple English vocabulary so they will easier to memorized it. The aim of the research is to find out the successful teaching vocabulary to elementary school student using popular songs in Indonesia. This research tries to make a new way to teach vocabulary to the student.

B. PROBLEM STATEMENT

The researcher formulates the problem of the study as follow:

1. Can the popular song improve students' vocabulary mastery?
2. What happen in class when the teacher applies the popular song method?

C. OBJECTIVE OF THE STUDY

Based on the above problem statement, the researcher formulates the objective of the research as follow:

1. To know whether the popular song method can improve students' vocabulary mastery ?
2. To know what happen in class when the teacher applies the popular song method

D. BENEFIT OF THE STUDY

The researcher makes two benefitst of this research. The first is theoretically. Here the researcher hopes that the result of this research will be guidance for teaching vocabulary to the Elementary school. This research will help the other teacher of elementary school to teach vocabulary for the student. This research also can be a reference for the further study.

The second benefit of thus study is practically. Here the researcher hopes that this researcher can improve the reader understanding on teaching vocabulary. The research also can give contribution to the enlargement of teaching method to the reader.