CHAPTER I

INTRODUCTION

1.1   Background

Nowadays, communication is very necessary as the crucial ability in this era. Wardani (2008:22) said that the communication must be extremely noticed because it is the key of success in this era.

In the process of globalization, English becomes an international language that is used as a mean of communication among countries in the world, including Indonesia. According to Wardani (2008:22), English is not only the international language that is used in the world but also the communication language in this globalization era. Based on that importance, English should be taught as an important subject starting from the elementary school to high school level.

In fact, there are four main competencies that must be mastered in learning English. They are the ability of listening, speaking, reading, and writing. In order to attain those four basic skills, the students must know a lot of vocabularies. According to Huyen and Nga (2003), vocabulary plays an important role as an element links of four skills in learning foreign language (cited in Sahidah 2006:1).

Moreover, Tarigan (1984) stated that the quality of language competency depends on the quantity and quality of the vocabularies (cited in Herawati, 2004:1). It can be said that vocabulary is the basic aspect that influences the language skills. Thus, if there is no adequate vocabulary, no effective communication can be built.

Although vocabulary is an important part of language elements, it is still ignored. It can be seen from the unsatisfying quality and condition of English usage in today Indonesian's schooling.

As it is stated before, English should be taught starting from the elementary to high school level. However, English is still taught as an elective subject or local curricular content in some Indonesian elementary schools, especially in the rural area.

Besides, most of English teachers in Indonesia tend to teach their students in the traditional way. They still use conventional methods and techniques that are more focused on the form of grammar or structure with limited vocabularies (or rote learning).

In fact, it is stated clearly in the second principle of learning that meaningful learning will lead toward better long-term retention than rote learning (Brown, 2001:57). As a result, there is an assumption that English is difficult that can decrease the students' motivation. It can also create a boring situation in the English Learning Teaching (ELT) process.

Not only the inappropriate method and technique in teaching English but the lack consideration of students' characteristics is also the other cause of the English Learning Teaching (ELT) problems in Indonesia. Teachers tend to teach children in the way the adults learn. Whereas, children have their own world, culture, and learning preferences' that are actually different from adults.

Considering the problems above, Brown (2001:87-90) stated four characteristics of children to be taken into the consideration. They are as follows:

1) Children focus on here and now principle.

2) Children have a short attention span if the given material is boring, useless, or too difficult to them.

3) Children need more physical activities.

4) Children learn language in a holistic way.

Moreover, based on the principle of meaningful learning in the cognitive principles, referring to Brown (2001:57), children are also good meaningful acquirers of language because they associate sounds, words, and structures with things that are relevant and important in their daily life. Thus, they only pick up and learn language if they are having fun with the words from the meaningful context.

It is also closely related to the other cognitive principles in the principle of language learning and teaching that is the principle of automaticity. As cited in Pinter (2006:86), children can pick up new words at an astonishing pace. They can understand the concept of words well before the concept of grammar.

Considering the facts above, the writer feels the most proposed way in teaching English vocabulary to the elementary students is through the song with gestures, action-imitation, and repetition. Using song can be effectively considered as the appropriate, suitable, and easier way in order to teach vocabulary to the elementary students.

Using song to teach the elementary students is very appropriate because they can move and clap to follow the rhythm of the song. Children will find that it

is interesting to join in singing the song together because their individual contributions are safe and voluntary.

Song with TPR activities will also ensure the children to hear new vocabularies in the meaningful context and respond non-verbally first such as listening to the song and enjoying it by imitating the actions. These activities can lead the elementary students to learn the new words or vocabularies automatically.

Concerning the cognitive principles above, the principle of meaningful learning indicates that some oral-drilling exercises which can be taught effectively through repetitive song are appropriate in teaching vocabularies. It is closely related with the principle of automaticity that the practice of vocabularies through repetitive song can help the learners memorize the words more quickly.

In brief, song which contains gestures, action-imitation, and repetition can be very helpful in teaching English vocabularies to the elementary students. Therefore, the writer tries to use song in order to teach English vocabularies more effectively to the elementary students.

1.2   Research Question

The following question is addressed in conducting the research:

Is song effective in teaching English vocabularies to the elementary students?

1.3   The Aim of the Study

By considering the research question above, the aim of conducting the research is

Finding out the effectiveness of using song in teaching English vocabularies to the elementary students.

1.4 The Scope of the Study

The study only focuses on identifying song as an effective way in teaching English vocabulary to the elementary students.

1.5 Significance of the Study

Hopefully, this research will give a significant contribution to the English language teachers and the next researcher in teaching vocabularies to the elementary students through song.

1.6 Method of the Study

1.6.1 Research Design and Variables

This research will use one-group pretest-posttest of the pre-experimental design as is proposed by Arikunto (2008:78). It means there is only one group that will be given pre-test, post-test and treatments with no control variable and random sample.

In this research, there are two measured variables. They are song treatment as the independent variable and the students' vocabulary achievement which can be seen from the test result as the dependent variable.

1.6.2 Population and Sample

The population of this research is the 4th stage students of SD Negeri Sukamenak Indah that consists of SDN Sukamenak Indah 1, 2, 3 and 5. It is located in the Perumahan Sukamenak Indah O 27, Bandung, West Java.

The writer took 22 students of the 4th grade in SD Negeri Sukamenak Indah 1 as the sample of this research. The writer chose this stage because the students of this stage have learned Basic English in the stage before.

Besides, based on the preliminary survey and observation, the English vocabularies of the 4th grade students in SDN Sukamenak Indah 1 were still taught by using the traditional method, which was the repetition of words.

1.6.3 Hypothesis

The null hypothesis was tested in this research. It means that there would be no significant difference of students' vocabulary mastery before and after the song treatments. The formulation of the null hypothesis is as follows,

"There was no significant difference of students' vocabulary mastery before and after the song treatments"

$Ho: \mu \text{ pretest} = \mu \text{ posttest}$

1.6.4 Research Instruments

The research instruments in this research are songs, pre- test, and post-tests. In this study, the pre-test and the post-test were actually in the same form of multiple choices which consists of 4 vocabulary options.

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The instrument of the treatment consists of four songs. One song was taken from the "Grow with English 4" book and three songs were specially composed by the writer.

1.6.5 Data Collection Procedures

In collecting the data, the writer used pre- and post- test in the form of multiple choices which consists of four options. The pre- and post-test were given to figure out the difference of students' achievement in vocabulary mastery before and after the song treatments.

1.6.6 Data Analysis

In this study, the writer would analyze the result of the try out test, the pre-test, and the post-test data by using the appropriate formula. The data of the try out result would be analyzed by using the formula of the difficulty level, discriminating power, validity, and reliability.

After that, the result of the pre-and post-test tests were calculated and statistically analyzed by using SPSS 12 of Windows Program in order to find out the answer of the research question and the proposed hypothesis.

1.7 Clarification of Terms

1.7.1 Song

Song that contains gestures, action-imitation, and repetition words.

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1.7.2 Elementary students

Students of about 9-10 years old (or in the 4th stage) who have learnt Basic English on the stage before.

1.7.3 Vocabulary

List of all words in a language with their meaning that is known and used by a person (cited from the third edition of the "Oxford Learners Pocket Dictionary"). In this research, the vocabulary that is used focuses on nouns (such as parts of face, parts of human body and clothes).

1.8   Organization of Paper

The paper will be presented into five chapters. The issues will be given to elaborate the subtopics of the chapters.

Chapter I is introduction. It consists of the background of research, the research question, the aim of the study, the scope of the study, significance of the study, the method of study, clarification of terms, and the organization of paper.

Chapter II copes with the theoretical framework of the chosen topic research. It consists of the characteristics of young learner, the importance of vocabulary learning, the advantages of using song in ELT, and using song in teaching vocabularies to the elementary students.

Chapter III deals with the research methodology. It comprises of the research design and variables; population and sample; research instruments; hypothesis; data collection procedures, and data analysis of the tests.

Chapter IV is the findings and discussion of the study that will answer the research question and the proposed hypothesis. Moreover, Chapter V is the conclusion and suggestions of the study.